
BIOGRAPHICAL SKETCH

NAME Perin, Dolores	POSITION TITLE Professor Emerita of Psychology & Education Teachers College, Columbia University		
EDUCATION			
INSTITUTION AND LOCATION	DEGREE	MM/YY	FIELD OF STUDY
University of Sussex, U.K.	B.A.	06/1977	Developmental Psychology
University of Sussex, U.K.	Ph.D.	08/1980	Psychology

Positions and Employment

1995-2020	Professor in Psychology and Education, (previously Associate Professor), and Chair, Department of Health and Behavior Studies; Director/Coordinator, Applied Educational Psychology: Reading Specialist Program; Teachers College, Columbia University
1996-2020	Senior Research Associate, Community College Research Center, Teachers College, Columbia University
1990-1995	Adjunct Associate Professor, Educational Psychology Doctoral Program, City University of New York (CUNY) Graduate School
1984-1995	Principal Investigator, Project Director, Evaluator, Educational Coordinator, Research Associate. Center for Advanced Study in Education, CUNY Graduate School
1982-1984	Postdoctoral Research Fellow in Developmental Psychology, City University of New York (CUNY) Graduate School

Extramural Funding, Principal Investigator

2009-2010	Preparation in Content-Driven Literacy for Secondary Science and Social Studies Teachers, Carnegie Corporation of New York, \$25,000
2009-2010	Content-Driven Literacy Preparation for Secondary Science and Social Studies Pre-service Teachers, Teachers College Provost's Investment Fund Grants, \$20,000 and \$10,000
2005-2007	Enhancing Teacher Preparation for Adolescent Literacy through Interdisciplinary Learning Communities. Funded by the Carnegie Corporation of New York. \$100,000. Collaboration between Reading Specialist, Social Studies Education and Science Education Programs at Teachers College.
2006-2009	Postsecondary Content-Area Reading-Writing Intervention: Development and Determination of Potential Efficacy, Institute of Education Sciences, U.S. Department of Education. \$1,168,758. Conducted through Community College

Research Center with subcontracts to three community colleges.

Book

Perin, D. (ed.). (2020). *The Wiley handbook of adult literacy*. Hoboken, NJ: John Wiley and Sons. (Electronic copy available August 2019, hardcover copy available October 2019).

Peer Reviewed Journal Publications

Perin, D. & Lauterbach, M. (2018). Assessing text-based writing of low-skilled college students. *International Journal of Artificial Intelligence in Education*, 28(1), 56-78. <https://doi.org/10.1007/s40593-016-0122-z>

Perin, D., Grant, G., Raufman, J., & Santikian Kalamkarian, H. (2017). Learning from student retrospective reports: Implications for the college developmental classroom. *Journal of College Reading and Learning*, 47(2), 77-98. <https://doi.org/10.1080/10790195.2017.1286956>

Perin, D., Lauterbach, M., Raufman, J. & Santikian Kalamkarian, H. (2017). Text-based writing of low-skilled adults: Relation to comprehension, self-efficacy and teacher judgments. *Reading and Writing: An Interdisciplinary Journal*, 30(4), 887-915. <https://doi.org/10.1007/s11145-016-9706-0>

Perin, D., De La Paz, S., Piantedosi, K.W., & Peercy, M.M. (2017). The writing of language minority students: A literature review on its relation to oral proficiency. *Reading & Writing Quarterly*, 33(5), 465-483. <https://doi.org/10.1080/10573569.20161247399>

Passonneau, R.J., Podhar, A., Gite, G., Krivokapic, A., Yang, Q. & Perin, D. (2016). Wise Crowd content assessment and educational rubrics. *International Journal of Artificial Intelligence in Education*. <https://doi.org/10.1007/s40593-016-0128-6>

Huffman-Kelley, K., Perin, D., & Liu, X. (2015). Integrating reading skills in an introductory science classroom. *Journal of College Science Teaching*, 44(5), 10-15.

Perin, D. (2013). Literacy skills among academically underprepared students in higher education. *Community College Review*, 41(2), 118-136. <https://doi.org/10.1177/0091552113484057>

Perin, D., Bork, R. H., Peverly, S. T., & Mason, L. H. (2013). A contextualized curricular supplement for developmental reading and writing. *Journal of College Reading and Learning*, 43(2), 8-38. <https://doi.org/10.1080/10790195.2013.10850365>

Perin, D. (2011). Facilitating student learning through contextualization: A review of the evidence. *Community College Review*, 39 (3), 268-295. <https://doi.org/10.1177/0091552111416227> Reprinted in Armstrong, S.L., Stahl, N.A. & Boylan, H.R. (Eds.). *Teaching developmental reading* (2nd ed., pp 409-437). Boston, MA: Bedford/ St. Martin's Professional Resources.

Marri, A. R., Perin, D., Crocco, M. S., Riccio, J. F., Rivet, A. R., & Chase, B. J. (2011). Content-

- driven literacy: One approach to urban secondary teacher education. *The New Educator*, 7(4), 325-351.
<https://doi.org/10.1177/009155211141622710.1080/1547688X.2011.619948>
- Perin, D., Crocco, M., Marri, A., Riccio, J., Rivet, A. and Chase, B. (2009). Integrating literacy in content classrooms. *Academic Exchange Quarterly*, 13 (2), 97-105.
- Reynolds, G.A. & Perin, D. (2009). A comparison of text-structure and self-regulation strategies for composing from sources by middle-school students. *Reading Psychology*, 30, 265-300. <https://doi.org/10.1080/02702710802411547> (Based on Gillian Reynolds' Ph.D. dissertation)
- Goldstein, M.T. & Perin, D. (2008). Predicting performance in a community college content-area course from academic skill level. *Community College Review*, 36 (2), 89-115.
<https://doi.org/10.1177/0091552108322631> (Based on Miriam Goldstein's Ph.D. dissertation)
- Rogevich, M. & Perin, D. (2008). Effects on science summarization of a reading comprehension intervention for adolescents with behavioral and attentional disorders. *Exceptional Children*, 74 (2), 135-154. <https://doi.org/10.1177/001440290807400201> (Based on Mary Rogevich's Ph.D. dissertation)
- Perin, D. & Greenberg, D. (2007). Research-based reading instruction in an adult basic education program. *Adult Basic Education and Literacy Journal*, 1 (3), 123-132.
- Graham, S. & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology*, 99 (3), 445-476.
- Graham, S. & Perin, D. (2007). What we know, what we still need to know: Teaching adolescents to write. *Scientific Studies of Reading*, 11(4), 313-335.
<https://doi.org/10.1037/0022-0663.99.3.445>
- Perin, D., Flugman, B. & Spiegel, S. (2006). Last Chance Gulch: Youth participation in urban adult basic education programs. *Adult Basic Education*, 16 (3), 171-188.
- Perin, D. (2006). Academic progress of community college nursing aspirants: An institutional research profile. *Community College Journal of Research and Practice*, 30, 657-670.
<https://doi.org/10.1080/10668920600746094>
- Perin, D. (2006). Can community colleges protect both access and standards? The problem of remediation. *Teachers College Record*, 108 (3), 339-373. <https://doi.org/10.1111/j.1467-9620.2006.00654.x>
- Perin, D. (2004). Remediation beyond developmental education: The use of learning assistance centers to increase academic preparedness in community colleges. *Community College Journal of Research and Practice*, 28 (7), 559-582.

<https://doi.org/10.1080/10668920490467224>

- Perin, D., Keselman, A. & Monopoli, M. (2003). The academic writing of community college remedial students: Text and learner variables. *Higher Education*, 45 (1), 19-42.
<https://doi.org/10.1023/A:1021237532056>
- Perin, D. (2002). The location of developmental education in community colleges: A discussion of the merits of mainstreaming vs. centralization. *Community College Review*, 30, 27-44.
<https://doi.org/10.1177/009155210203000102>
- Perin, D. (2002). Repetition and the informational writing of developmental students. *Journal of Developmental Education*, 26 (1), 2-4, 6, 8, 18.
- Greenberg, D., Ehri, L. & Perin, D. (2002). Do adult literacy students make the same word-reading and spelling errors as children matched for word-reading age? *Scientific Studies in Reading*, 6 (3), 221-244. https://doi.org/10.1207/S1532799XSSR0603_2
- Perin, D. (2001). Academic-occupational integration as a reform strategy for the community college: Classroom perspectives. *Teachers College Record*, 103 (2), 303-335.
<https://doi.org/10.1111/0161-4681.00117>
- Perin, D. (1999). Professionalizing adult literacy instruction: Would a credential help? *Journal of Adolescent & Adult Literacy*, 42 (8), 610-619.
- Perin, D. (1998). Assessing the reading-writing relation in adult literacy students. *Reading Psychology*, 19 (2), 141-184. <https://doi.org/10.1080/0270271980190201>
- Perin, D. (1997). Workplace literacy assessment. *Dyslexia*, 3, 190-200.
- Greenberg, D., Ehri, L.C. & Perin, D. (1997). Are word-reading processes the same or different in adult literacy students and third-fifth graders matched for reading level? *Journal of Educational Psychology*, 89 (2), 262-275. <https://doi.org/10.1037/0022-0663.89.2.262>
- Perin, D. & Greenberg, D. (1994). Understanding dropout in an urban worker education program: Retention patterns, demographics, student perceptions, and reasons given for early departure. *Urban Education*, 29 (2), 169-287. <https://doi.org/10.1177/0042085994029002004>
- Perin, D. (1994). Adult students help shape their own education: Active learner participation in a workplace basic education program. *Adult Basic Education*, 4 (2), 94-104.
- Perin, D. & Greenberg, D. (1993). Relationship between literacy gains and length of stay in a basic education program for health care workers. *Adult Basic Education*, 3 (3), 171-186.
- Perin, D. (1988). Schema activation, cooperation, and adult literacy instruction. *Journal of Reading*, 32, 54-68. <https://www.jstor.org/stable/40016519>

- Perin, D. (1983). Phonemic segmentation and spelling. *British Journal of Psychology*, 74, 129-144. <https://doi.org/10.1111/j.2044-8295.1983.tb01849.x>
- Perin, D. (1982). Spelling strategies in good and poor readers. *Applied Psycholinguistics*, 3, 1-14. <https://doi.org/10.1017/S0142716400004124>
- Perin, D. (1981). Spelling, reading and adult illiteracy. *Psychological Research*, 43, 245-257. <https://doi.org/10.1007/BF00309833>

Selected Book Chapters

- Perin, D. & Holschuh, J. (2019). Teaching academically underprepared postsecondary students. In T. Pigott & A.M. Ryan (Eds.). *Review of research in education: Changing teaching practice in P-20 settings* (pp 363-393). Washington, DC: American Educational Research Association and Sage Publishing.
- Perin, D. (2018). Academic preparedness. In R. F. Flippo & T. W. Bean (Eds.), *Handbook of college reading and study strategy research* (3rd ed., pp. 181-190). New York, NY: Routledge/Taylor & Francis.
- Perin, D. (2018). Teaching academically underprepared students. In J. Levin & S. Kater (Eds.), *Understanding community colleges* (2nd ed., pp. 135-158). New York, NY: Routledge/Taylor Francis.
- Perin, D. (2014). Teaching secondary students to read and write in science In M.C. Hougen (Ed.). *Fundamentals of literacy instruction and assessment, 6–12* (pp 165-178). Baltimore, MD: Paul H. Brookes.
- Perin, D. (2013). Best practices in teaching writing for college and career readiness. In Graham, S., MacArthur, C. & Fitzgerald, J. (Eds.). *Best practices in writing* (2nd ed.) (pp. 48-70). New York: Guilford Press.
- Perin, D. (2012). Teaching academically underprepared students. In J. Levin and S. Kater (Eds.). *Understanding community colleges* (pp. 87-103). Part of Routledge/Taylor Francis “Core Concepts in Higher Education” series. New York, NY: Routledge.
- Perin, D. & Charron, K. (2006). “Lights just click on every day.” Academic preparedness and remediation in community colleges. In T.R. Bailey and V.S. Morest (Eds.). *Defending the community college equity agenda* (pp 155-194). Baltimore, MD: Johns Hopkins Press.

Other Work (examples)

- Perin, D., Raufman, J. R., & Kalamkarian, H. S. (2015). Developmental reading and English assessment in a researcher-practitioner partnership (CCRC Working Paper No. 85). New York, NY: Community College Research Center, Teachers College, Columbia University. Available from <http://ccrc.tc.columbia.edu/publications/developmental-reading-english-assessment-researcher-practitioner-partnership.html>.
- Perin, D., Bork, R. H., Peverly, S. T., Mason, L. H., & Vaselewski, M. (2012). A contextualized intervention for community college developmental reading and writing students. CCRC Working Paper No. 38. New York, NY: Community College Research Center, Teachers College, Columbia University.

- Perin, D. (2011). Facilitating student learning through contextualization. Working Paper No. 29. New York: Teachers College, Columbia University: Community College Research Center. (Written under funding by Bill & Melinda Gates Foundation to Community College Research Center)
- Perin, D. (2010). Literacy skills among academically underprepared students in higher education. Commissioned by National Academy of Sciences, National Research Council, Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy
- Perin, D. (2010). Adult literacy instruction: State of the evidence on effective approaches and needs for research. Commissioned by National Academy of Sciences, National Research Council, Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy
- Graham, S. & Perin, D. (2006, October). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools. A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

Professional Service (examples)

Chair, Adult Literacy and Adult Learning Special Interest Group of the American Educational Research Association (2014-2016)

Reviewer, journals (past): *Community College Review, Journal of College Reading and Learning, Community College Journal of Research and Practice, Discourse Processes, Reading Research Quarterly, Journal of Educational Psychology, Scientific Studies in Reading, Journal of Literacy Research, Teachers College Record, Journal of Adolescent and Adult Literacy, Applied Psycholinguistics, Child Development, Reading and Writing: An Interdisciplinary Journal, Learning Disabilities Research and Practice*

Reviewer, research panel: U.S. Department of Education, Institute of Education Sciences, Scientific Review Panels 2008-2015.

Member of editorial review boards (past): *Community College Journal of Research and Practice; Journal of College Reading and Learning; Journal of Research and Practice in Adult Literacy, Secondary, and Basic Education; Community College Review*