

# Edlyn Vallejo Peña, Ph.D.

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**Professor and Director of Higher Education Leadership**  
**Director of the Autism and Communication Center**  
California Lutheran University  
Graduate School of Education  
60 W. Olsen Road, Thousand Oaks, CA 91360

## Education

<b>Doctor of Philosophy in Education (Ph.D.)</b>	2007
Higher Education University of Southern California Dissertation: <i>The Responsive Academic Practitioner: Using Inquiry Methods for Self-Change</i>	
<b>Masters of Education (M.Ed.)</b>	2004
Postsecondary Administration & Student Affairs University of Southern California	
<b>Bachelor of Arts (B.A.)</b>	2001
Psychology with Highest Honors (equivalent to Magna Cum Laude) University of California at Santa Cruz	

## Professional Experience

<b>Professor of Education Leadership</b>	2021-present
<b>Associate Professor of Education Leadership</b>	2016-2021
<b>Chair of Education Leadership Department</b>	2019-2021
<b>Program Director of Doctoral Studies</b>	2014-present
<b>Assistant Professor of Education Leadership</b>	2009-2016
Graduate School of Education, California Lutheran University	

Coordinate and co-lead the doctoral program in Educational Leadership; Teach doctoral level courses; Chair dissertations; Assist with recruitment and retention efforts in the program. Provide support in accreditation and curriculum design.

**Director & Co-Founder of the Autism and Communication Center** 2016 – present  
California Lutheran University

Lead research, advocacy, and professional development projects and conferences—with and for autistic individuals—including the educators, professionals, and families who support them. Earn grants to fund research and programs that support the education, inclusion, and communication needs of autistic students.

**Assistant Professor of Clinical Education & Writing Advisor** 2007-2009  
Rossier School of Education, University of Southern California

Instructor for graduate level courses; Developed programming and workshops for the Doctoral Support Center to advise students through the doctoral process; Provided support and feedback to doctoral students on their dissertations and research papers; Served on dissertation committees.

**Research Assistant/Postdoctoral Researcher** 2003-2007  
Center for Urban Education, University of Southern California

Managed research projects involving teams of faculty and administrators at 2 and 4-year institutions to improve success rates for students of color; Advised faculty, staff, and students on executing tasks to carry out project.

**Multicultural Program Coordinator** 2001-2002  
California Lutheran University

Created and implemented multicultural events for faculty, staff, and students; Supervised and assisted students, including six multicultural student organizations, in educational, cultural, social, leadership and recreational programming.

## **Publications**

\*Publications and presentations noted with an asterisk are co-authored with graduate students

### **Books and Monographs**

- Ramirez-Stapleton, L., Peña, E., & Peace, K. (Eds.) (forthcoming, 2024). *A second wave of activism: Disability justice and higher education*. New Directions in Higher Education.
- **Peña, E.V.** (Ed.) (2019). *Communication alternatives in autism: Perspectives on typing and spelling approaches for the nonspeaking*. Jefferson, NC: McFarland Publishing.
- **Peña, E.V.** (Ed.) (2019). *Leaders around me: Autobiographies of autistics who type, point, and spell to communicate*. Thousand Oaks, CA: Kindle Direct Publishing.

## Peer-Reviewed Journal Articles

- \*White, K. & Peña, E. (under review). Leveling up college-level reading engagement among nontraditional community college students. *College Teaching*.
- \*Peña, E.V. & Hrach, N. (in press). Neurodiverse and autistic students in higher education. In Roberts, L. (ed.), *The Sage International Encyclopedia of Politics and Gender* (Vol. #, pp. #-#). Sage Publications, Inc.
- \*Peña, E.V., Gassner, D., & Brown, K. (2020). Autistic-centered program development and assessment practices. *Journal of Postsecondary Education and Disability*, 33(3), 242-252.
- \*Nachman, B., Miller, R., & Peña, E.V. (2020). “Whose liability is it anyway?”: Cultivating an inclusive college climate for autistic LGBTQ students. *Journal of Cases in Educational Leadership*. <https://doi.org/10.1177/1555458919897942>
- \*Capozzi, S., Barmache, D., Cladis, E., Peña, E.V., & Kocur, J. (2019). The significance of involving nonspeaking autistic peer mentors in educational programs. *Autism in Adulthood*, 1(3), 1-3. <https://doi.org/10.1089/aut.2019.0006>
- \*Peña, E.V., Stapleton, L., Brown, K., Broido, E., & Stygles, K. (2018). A universal research design for student affairs scholars and practitioners. *College Student Affairs Journal*, 36(2), 1-14. <https://doi.org/10.1353/csaj.2018.0012>
- \*Austin, K., Peña, E.V., & Brennan, E. (2017). Promising instructional practices for college students with autism. *Currents in Teaching and Learning*, 9(2), 29-37.
- Peña, E.V. & Kocur, J. (2017). How social identities affect students with autism for transition to college. *Developments*, 15(3), 1-9.
- Brown, K., Peña, E.V., & Rankin, S. (2017). Unwanted sexual contact: Students with autism and other disabilities at greater risk. *Journal of College Student Development*, 58(4), 771-776. <https://doi.org/10.1353/csd.2017.0059>
- \*Austin, K. & Peña, E.V. (2017). Exceptional faculty members who responsively teach students with autism spectrum disorders. *Journal of Postsecondary Education and Disability*, 30(1), 17-32.
- \*Carpenter, A. & Peña, E.V. (2017). Self-authorship among first-generation undergraduate students: A qualitative study of experiences and catalysts. *Journal of Diversity in Higher Education*, 10(1), 86-100. <https://doi.org/10.1037/a0040026>
- \*Peña, E.V., Stapleton, L. D., & Schaffer, L.M. (2016). Diverse and critical perspectives on disability identity. *New Directions in Student Affairs*, 154, 85-96. <https://doi.org/10.1002/ss.20177>

- Brennan, E. & **Peña, E.V.** (2016). Autism, inclusion, and communication in higher education. *Developments*, 3, 1-11.
- \*Tangalakis, C. & **Peña, E.V.** (2016). Academic identity development of undocumented college students. *Journal of Student Affairs*, 25, 53-56.
- **Peña, E.V.** (2014). Marginalization of published scholarship on students with disabilities in journals of higher education. *Journal of College Student Development*, 55(1), 30-40. <https://doi.org/10.1353/csd.2014.0006>
- \*Sandlin, J.K. & **Peña, E.V.** (2014). Building authenticity in social media tools to recruit postsecondary students. *Innovative Higher Education*, 39(4), 333-346. <https://doi.org/10.1007/s10755-014-9280-9>
- **Peña, E.V.** & Kocur, J. (2013). Parenting experiences in supporting the transition of students with autism spectrum disorders into community college. *Journal of Applied Research in Community Colleges*, 20(2), 5-12.
- \*Hoffman, J. & **Peña, E.V.** (2013). Too Korean to be White and too White to be Korean: Ethnic identity development among transracial Korean American adoptees. *Journal of Student Affairs Research and Practice*, 50(2), 152-170.
- \*Carrasco Nungaray, M. & **Peña, E.V.** (2012). Faculty institutional agents at community colleges. *Journal of Applied Research in Community Colleges*, 20(1), 44-51.
- **Peña, E.V.** (2012). Faculty development aimed at redressing inequitable educational outcomes: Using inquiry methods for critical consciousness and self-change. *Review of Higher Education*, 36 (1), 69-92. doi:10.1353/rhe.2012.0049
- Jimenez y West, I., Gokalp, G., **Peña, E.V.**, Fischer, L. & Gupton, J. (2011). Exploring effective support practices for doctoral students' degree completion. *College Student Journal*, 45 (2), 310-323.
- **Peña, E.V.**, Colyar, J. & Bensimon, E. M. (2006). Contextual problem-defining: Learning to think and act from the standpoint of equity. *Liberal Education*, 92 (2), 48-55.
- Bensimon, E. M., Polkinghorne, D. E., Bauman, G., & **Vallejo, E.** (2004). Doing research that makes a difference. *Journal of Higher Education*, 75(1), 104-132.

### Book Chapters

- Brown, K., **Peña, E.V.**, Broido, E.M., Stapleton, L.D., & Evans, N.J. (2019). Understanding disability frameworks in higher education research. In J. Huisman and M. Tight (Eds.). *Theory and Method in Higher Education Research*. (Vol 5, pp. 19-36). Bingley, UK: Emerald.

- **Peña, E.V.** (2019). From confession to declaration. *Communication Alternatives in Autism: Perspectives on Typing and Spelling to Communicate for the Nonspeaking*. Jefferson, NC: McFarland Publishing.
- **Peña, E.V.** (2019). Research-based recommendations for educators and therapists. *Communication Alternatives in Autism: Perspectives on Typing and Spelling to Communicate for the Nonspeaking*. Jefferson, NC: McFarland Publishing.
- **Peña, E.V.** (2019). Developing intentionality: How postsecondary institutions can nurture Latina faculty members' to achieve tenure and promotion. In Patricia Perez (Ed.) *The Tenure Track Process for Chicana and Latina Faculty: Experiences of Resisting and Persisting in the Academy*. New York, NY: Routledge Publishing.
- \*Spence, M. & **Peña, E.V.** (2015). Intersections of autism, race, and class: A social justice agenda for inclusive leadership practices. In K. Esposito & A. Normore (Eds.) *Inclusive Practices for Special Populations in Urban Settings: The Moral Imperative for Social Justice Leadership*. Charlotte, NC: Information Age Publishing.
- **Peña, E.V.** & Polkinghorne, D.E. (2012). Evaluating the Equity Scorecard project: The participants' points of view. In E.M. Bensimon & L. E. Malcom (Eds.) *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and in Practice*. Sterling, VA: Stylus Publishing.
- **Peña, E.V.**, Harris, F. & Bensimon, E. M. (2012). The Equity Scorecard: Chronicling the change process. In E.M. Bensimon & L. E. Malcom (Eds.) *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and in Practice*. Sterling, VA: Stylus Publishing.
- Palucki-Blake, L., **Peña, E.V.** et. al. (2012). Faculty learning and reflection from student interviews. In E.M. Bensimon & L. E. Malcom (Eds.) *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and in Practice*. Sterling, VA: Stylus Publishing.

## Book Reviews

- **Peña, E.V.** (2016). Review: *Allies for Inclusion: Disability and Equity in Higher Education*. *Review of Higher Education*, 39(2), 310-312.
- **Peña, E.V.** (2012). Review: *Disability and Campus Dynamics: New Directions for Higher Education*. *Journal of Postsecondary Education and Disability*, 25(2), 203-205.
- **Vallejo, E.** (2004). Review: *Colegio Cesar Chavez, 1973-1983: A Chicano struggle for self-determination*. *Aztlán*, 29(1), 311-313.

## Non-refereed Publications & Research Reports

- Kripke, C. C., et al. (2021). Partners in health: Implementing supported health-care decision-making for users of augmentative and alternative communication in California. <https://odpc.ucsf.edu/advocacy/supported-health-care-decision-making/partners-in-health-implementing-supported-healthcare>
- Vaccaro, A., Kimball, E., Cox, B., Lee, M., Zilvinskis, J., Wessel, R., Wells, R., Webb, T., Stapleton, L.D., **Peña, E.V.**, Newman, L., Miller, R., Marine, S., Madaus, J., Kraus, A., Kim, E., Crawford, L., Brown, K., Broido, E., Banerjee, M., Abes, E. & Locklin, B. (2018, October). *A research agenda for quantitative, qualitative, and theoretical higher education disability scholarship*. A report submitted to the Spencer Foundation.
- Vaccaro, A., Lee, M. Kimball, E., Cox, B., Abes, E., Banerjee, M. Broido, E., Brown, K. Crawford, L., Kim, E., Kraus, A., Madaus, J., Marine, S., Miller, R., Newman, L., **Peña, E.V.**, Stapleton, L.D. Webb, T., Wells, R., Wessel, R., Zilvinskis, J. & Locklin, B. 2018, October). *Making disability visible in higher education research: Documenting qualitative, quantitative and theoretical issues and solutions*. A report submitted to the Spencer Foundation.
- **Peña, E.V.** (2017). Afterword in D. Peña, *Anatomy of Autism* (pp. 15-18). Camarillo, CA: Create Space.
- **Peña, E.V.** (2015). *A Pitch for Inclusion*. A guest blog on [www.idoinautismland.com](http://www.idoinautismland.com)
- **Peña, E.V.** (2014). *Challenging and changing perspectives*. A guest blog on [www.idoinautismland.com](http://www.idoinautismland.com)
- **Peña, E.V.** (2011). *Finding Diego*. <http://www.youtube.com/watch?v=kUoBM-12nRA>
- **Peña, E. V.** & Mondschein, H. (2011). *Sage Research Methods Online (SRMO): Sample classroom assignments*. Retrieved from <http://srmo.sagepub.com/page/facultyresources>

## Conference Presentations

- Blake, D., Karpicz, J.R., Stephens-Peace, K.J., Koren, E.R., Kimball, E., Villareal, C.D., Ramirez-Stapleton, L., **Peña, E.V.**, et al. (2023). *Together in solidarity: Confronting ableism and cultivating collective access*. Panel presentation at the Association for the Study of Higher Education (ASHE). Minneapolis, MN.
- Quinn, L., Sando, J., & **Peña, E.V.** (2023). *Increasing text-based multimodal communication opportunities for nonspeaking students in education*. Research presentation at TASH. Baltimore, MD.
- Gassner, D., Dwyer, P., **Peña, E.V.**, et al. (2021). *Building on the strengths of autistic scholars by addressing systemic barriers to autistic success in academia*. International Society for Autism Research (INSAR) Virtual Annual Meeting.

- \*Stapleton, L., **Peña, E.V.**, Oates, S., McHenry, A., & Duarte, D. (2019). *Nothing About Us Without Us: Performative Community Engaged Inquiry with Deaf and Autistic Students*. Performative presentation at the Association for the Study of Higher Education (ASHE). Portland, OR.
- \*Capozzi, S., Cirino-Paez, V., **Peña, E.V.**, & Touloumdjian, T. (2019). *Providing Equitable Opportunities for Participation and Engagement of Minimally Speaking Autistic Students who Use Alternative Communication*. Workshop presentation at NASPA Convention. Los Angeles, CA.
- **Peña, E.V.** (2019). *What it Takes to go to College: Research and Evidence-based Practice that Promote Successful Transition to Higher Education for Students with Autism*. Poster presentation at the Division of Autism and Developmental Disorders Conference. Maui, HI.
- Bissonnette, L., Peña, D., **Peña, E.V.**, Russell, R., Thresher, T. & Zurcher Long, E. (2017). *Capacity Building for People who Use Keyboards and Letter Boards*. Symposium presentation at TASH Conference. Atlanta, GA.
- **Peña, E.V.**, Brown, K., & Steers, A. (2017). *Brain-computer Interface Technology: Communication Usability for People with Autism and Cerebral Palsy*. Poster presentation at TASH Conference. Atlanta, GA.
- **Peña, E.V.** & Peña, D.A. (2017). *Students with Autism in Higher Education: Responding to the Current of Change*. Workshop presentation at NASPA Western Regional Conference. Honolulu, HI.
- \*Hoffman, J., Kenolio, L., Opulauoho, L., & **Peña, E.V.** (2017). *Grace and Grit: Women's Journey to the Doctorate*. Roundtable presentation at NASPA Western Regional Conference. Honolulu, HI.
- **Peña, E.V.**, Brown, K. & Steers, A. (2017). *Using a Brain-Computer Interface for Communication with Three Ability Groups*. Poster presented at the American Speech-Language-Hearing Association (ASHA). Los Angeles, CA.
- \*Spence, M. & **Peña, E.V.** (2017). *Intersections of Autism, Race, and Class: A Social Justice Agenda for Inclusive Leadership Practices*. Paper presented at CEC Division on Autism and Related Disorders (DADD). Clearwater, FL.

- Brown, K., Broido, E., Stapleton, L., Evans, N., & **Peña, E.V.** (2016). *Thinking Beyond Students with Disabilities: Why Do Disability Frameworks Matter for Qualitative Researchers?* Paper presented at the Association for the Study of Higher Education (ASHE). Columbus, OH.
- \*Spence, M. & **Peña, E.V.** (2016). *Intersections of Autism, Race, and Class: A Social Justice Agenda for Inclusive Leadership Practices.* Symposium paper presented at American Education Research Association (AERA). Washington, D.C.
- Stapleton, L., Brown, K. Kimball, E., **Peña, E.V.**, Rankin, S. Wells, R., Milam, C. & Bittinger, J. (2015). *High School Through College: Academic Climates and Students with Disabilities.* Paper presented at the Association for the Study of Higher Education (ASHE). Denver, CO.
- Broido, E., Brown, K., **Peña, E.V.** Rankin, S., Stapleton, L, & Stygles, K., (2015). *Understanding and Researching Disability in Higher Education: Emerging Perspectives.* Paper presented at the American College Personnel Association (ACPA). Tampa, FL.
- Broido, E., Brown, K., **Peña, E.V.**, Rankin, S., Stapleton, L., & Stygles, K. (2014). *Researching Disability in Higher Education: Emerging Perspectives.* Paper presented at Association for the Study of Higher Education (ASHE). Washington, D.C.
- \*Austin, K. & **Peña, E.V.** (2014). *Leaders in Support: College Faculty who Responsively Teach and Advise Students with Autism Spectrum Disorder (ASD).* Paper presented at Association for the Study of Higher Education (ASHE). Washington, D.C.
- **Peña, E. V.** & Peña, D. A. (2014). *Inspiring and Transforming Colleges Toward Inclusion of Students with Autism.* Invited session presented at NASPA Western Region Conference. Anaheim, CA.
- Kocur, J. & **Peña, E.V.** (2014). Parents' Perceptions of Challenging College Skills for Students with Autism Spectrum Disorders. Poster presented at the Western Psychological Association (WPA). Portland, OR.
- \*Carpenter, A. & **Peña, E.V.** (2013). *Self-Authorship Among First-Generation Undergraduate Students: A Qualitative Study of Experiences and Catalysts.* Paper presented at Association for the Study of Higher Education (ASHE). St. Louis, MO.
- Kocur, J. & **Peña, E.V.** (2013). *Parents' Experiences in the Transition of Students with Autism Spectrum Disorders to College.* Poster presented at the American Psychological Association (APA). Honolulu, HI.
- **Peña, E.V.**, Cirino-Paez, V., & Peña, D. (2013). *Brainstorming Effective Programs to Support Students with Autism.* Roundtable presented at NASPA. Orlando, FL.

- **Peña, E.V.** (2012). *Uncovering the Invisibility of Published Scholarship on Students with Disabilities in Top-Tier Higher Education Journals*. Paper presented at Association for the Study of Higher Education (ASHE). Las Vegas, NV.
- \*Sorter, B. & **Peña, E.V.** (2012). *A Qualitative Case Study Exploring the Academic and Social Experiences of Students with Autism Spectrum Disorder on Their Transition Into and Persistence at a Four-Year Public University*. Paper presented at Association for the Study of Higher Education (ASHE). Las Vegas, NV.
- **Peña, E.V.** (2012). *Prompting Faculty Growth: An Investigation of Identity, Development, and Renewal across Three Contexts*. Symposium paper presented at Association for the Study of Higher Education (ASHE). Las Vegas, NV.
- **Peña, E.V.**, Peña, D.A., & Cirino-Paez, V. (2012). *Strategies to Promote Inclusion of and Awareness about Students with Autism Spectrum Disorder*. Social Justice Conference, California State University, Channel Islands.
- **Peña, E.V.**, Harris, F.H., & Bensimon, E.M. (2011). *Building the Capacity of Community College Practitioners to Become Responsive to Students of Color*. Paper presented at Association for the Study of Higher Education (ASHE). Charlottesville, NC.
- \*Carrasco Nungaray, M. & **Peña, E.V.** (2011). *Faculty Institutional Agents at a California Community College*. Symposium paper presented at Association for the Study of Higher Education (ASHE). Charlottesville, NC.
- **Peña, E.V.** (2011). *The Marginalization of Published Scholarship on Students with Disabilities in Higher Education Journals*. Paper presented at American Education Research Association (AERA). New Orleans, LA.
- \*Hoffman, J. & **Peña, E.V.** (2011). *How Lived Experiences Affect Ethnic Identity Development for Transracial Korean American Adoptees and Influence Their College Experience*. Paper presented at American Education Research Association (AERA). New Orleans, LA.
- Sheridan, D., Hoffman, J., Person, D., & **Peña, E. V.** (2010). *Sustainability in Doctoral Education: Factors that Motivate and Propel Ed.D. Students Toward Degree Attainment*. Paper presented at the WASC Academic Resource Conference, Long Beach, CA.
- Gokalp, G., Jimenez y West, I., **Peña, E.V.**, Fischer, L. & Gupton, J. (2010). *The Practice of Supporting Doctoral Students: Lessons Learned*. Roundtable session presented at the annual meeting of the National Association of Student Personnel Administrators (NASPA), Chicago, IL.
- **Peña, E.V.**, Gokalp, G., Jimenez y West, I., Fischer, L., & Gupton, J. (2009). *Exploring Effective Support Practices for Doctoral Students' Degree Completion*. Paper presented at the American Educational Research Association (AERA), San Diego, CA.

- Gokalp, G., Jimenez y West, I., **Peña, E.V.**, & Fischer, L. (2009). *A New Approach for Supporting Doctoral Students: Rossier School of Education's Doctoral Support Center (DSC)*. Roundtable session presented at the annual meeting of the National Association of Student Personnel Administrators (NASPA), Seattle, WA.
- Jimenez y West, I., **Peña, E.V.**, Gokalp, G., & Fischer, L. (2008). *Understanding Barriers to Pursuit of a Professional Doctoral Degree in Education: Navigating Challenges Through Social Support Structures*. Roundtable session presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Jacksonville, FL.
- Bustillos, L. & **Peña, E.V.** (2007). *What Works in Faculty Development? A Comparative Analysis of Two Collaborative Inquiry Projects*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Louisville, KY.
- **Peña, E.V.** (2006). *Developing Practical Judgments While Teaching and Advising Students of Color*. Symposium paper presented at the Professional and Organizational Development Network (POD) Conference, Portland, OR.
- **Peña, E.V.** (2006). *Engaging Faculty Members in a Collaborative Action Research Project: Changing Perceptions Toward Improving Outcomes for Students of Color*. Paper presented at the American Educational Research Association (AERA) conference, San Francisco, CA.
- **Peña, E.V.** & Bensimon, E.M. (2005). *Using Interviews with Students of Color to Inform Faculty Practices*. Symposium paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Philadelphia, PA.
- **Peña, E.V.** & Peña, D.A. (2005). *How to evaluate your SSS/McNair Program: Conducting Interviews, Focus Groups and Surveys of your students*. Workshop presented at the Western Association of Educational Opportunity Personnel (WESTOP) Conference, Hollywood, CA.
- Bensimon, E. M., **Peña, E. V.**, & Castillo, C. (2004). *The cognitive frames through which institutional actors interpret inequality in educational outcomes among Black and Hispanic college students*. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Kansas City, MO.
- **Vallejo, E.** & Contreras-McGavin, M. (2004). *Evaluating Individuals in the Diversity Scorecard Project: Transforming Institutions by Changing Individuals*. Paper presented at American Educational Research Association (AERA), San Diego, CA.
- Vigil, V. & **Vallejo, E.** (2004). *Efficiently Serving the Often-Forgotten Student Population: Improving Graduate Student Services*. Paper presented at National Association of Student Personnel Administrators (NASPA), Denver, CO.

### **Invited Keynote Speeches, Conference, & Community Presentations**

- Kocur, J. & **Peña, E.V.** (2023). *How to support neurodivergent college students*. California Lutheran University Faculty Retreat. Ventura, CA.
- Bieker, V. Shaw, B., Levy, R., Teplitz, D., & **Peña, E.V.** (2021). *Experiences of discrimination and stigma*. UC Davis Neurodiversity Summit. Davis, CA.
- Cox, B., Duke, J., & **Peña.** (2020) *Closing capstone*. Virtual panel for College Autism Summit Research Symposium. <https://collegeautismnetwork.org/home/college-autism-summit/>
- **Peña, E.V.** et al. (2020). *Supporting students (and their parents) remotely and on campus*. Virtual panel for NASPA Life Briefing. <https://www.naspa.org/events/college-autism-summit-2020>
- **Peña, E.V.** (2019). *From research to community activism: Translating scholarship to community outcomes and partnerships*. Association for the Study of Higher Education Conference. Portland, OR.
- Stapleton, L.D., Brown, K., & **Peña, E.V.** (2019, September 19). *Reimagining Disability Research in Higher Education* [Webinar]. Association for the Study of Higher Education (ASHE). <https://www.ashe.ws/reimaginingwebinars>.
- **Peña, E.V.** (2019). *Supporting college skills for students with autism*. Los Angeles Unified School District Teacher Training. Thousand Oaks, CA.
- Peña, D. M. & **Peña, E.V.** (2019). *Mozart in prose*. Mainly Mozart Conference. San Diego, CA
- **Peña, E.V.** (2019). *Writing supports for community college students on the spectrum*. Oxnard College Faculty and Staff Development. Oxnard, CA.
- Peña, D. M. & **Peña, E.V.** *Supporting autistic students in community college*. Ventura College Diversity Festival, CA.
- **Peña, E.V.** (2018). *What it takes to support community college students with autism*. Oxnard College. Oxnard, CA.
- **Peña, E.V.** (2018). *Building capacity to include students with sensory-movement differences in schools and colleges*. Innovations in Education Conference. Atlanta, GA.
- **Peña, E.V.** (2018). *Preparing students who use augmentative and alternative communication for college*. Innovations in Education Conference. Atlanta, GA.
- **Peña, E.V.** (2017). *Presuming competence from Kindergarten to college for a meaningful adult life*. Creating Your Own Pathways: Successful Transitions for Persons with Autism. Jackson, MS.

- **Peña, E.V.** (2017). *Autism in college: Creating a spectrum of opportunity*. Michigan State University. East Lansing, MI.
- **Peña, E.V.** & Kocur, J. (2016). *Postsecondary transition experiences for students with autism and their families*. Interagency Autism Coordinating Committee. Bethesda, MD.
- **Peña, E.V.**, Kocur, J., & Jimenez, W. (2016). *Understanding and supporting college students with autism*. California Lutheran University. Thousand Oaks, CA
- **Peña, E.V.** (2016). *Mapping your mentors workshop*. California State University Channel Islands Student Affairs Retreat. Camarillo, CA.
- **Peña, E.V.**, Austin, K. & Brennan, E. (2015). *Critical skills needed for students with ASD to transition to college*. Los Angeles Unified School District Autism Task Force. Los Angeles, CA
- **Peña, E.V.** (2014). “*Dare to dream*”: *The conditions necessary for inclusion*. California State University at Channel Islands “Light it Up Blue” Event. Camarillo, CA.
- **Peña, E.V.** (2014). *The ins and outs of doing research as a faculty member*. University of Illinois at Urbana-Champaign, doctoral level class in Library Sciences (via Skype). Urbana, IL.
- **Peña, E. V.** (2014). *Discussion about autism research and “Parenting experiences in supporting the transition of students with autism spectrum disorders into community college.”* Michigan State University, (via Skype) doctoral level course in Higher Education. East Lansing, MI.
- Perkins, W. & **Peña, E.V.** (2013). *Supporting Students with Disabilities at CLU*. California Lutheran University, Academic Affairs Retreat. Oxnard, CA.
- Perkins, W. & **Peña, E.V.** (2013). *Transition support group presentation on postsecondary supports for students on the spectrum*. Conejo Valley Transitions Support Group, Thousand Oaks, CA.
- **Peña, E.V.** (2012). *Teacher In-service Training on Teaching Students with Autism Spectrum Disorders*. Regional Occupational Center, Ventura County Office of Education, CA.
- **Peña, E.V.** (2012). *Workshop to California Lutheran University Peer Advisors on Supporting Students on the Autism Spectrum*. California Lutheran University, Thousand Oaks, CA.
- **Peña, E.V.** & Peña, D.A. (2011). *Presentation about being a parent with a child diagnosed with autism*. Channel Islands Social Services All Staff Meeting. Camarillo, CA.

- Addison, L., **Peña, E.V.**, Peña, D.A. (2011; 2012). *Managing Challenging Behaviors for Children with Disabilities: Behavior Strategies for Daily Life*. Walking the Path Together Conference. Oxnard, CA.

### Grants

- Disability Communication Fund research grant to create curriculum for training program in supporting nonspeaking autistic students (\$90,000) 2022
- Disability Communication Fund discretionary event fund (\$2,800) 2018
- Author of Evaluation Plan for U.S. Department of Education grant authored by Dr. Mel Spence to study educational intervention for twice exceptional students with autism (\$737,900) 2017
- Ability Central Research Grant (\$67,000) to study brain-computer interface technology for communication 2017
- CLU Faculty Research and Creative Works Fund (\$5,000) 2016
- CLU Artists and Speakers Award (\$10,000) 2016
- CLU Hewlett Grant: California Lutheran University (\$1,000) 2023, 2017, 2016, 2015, 2014, 2013, 2012, 2011, 2010, 2009
- CLU Center for Innovative Learning Mini-Grant Recipient (\$1,000-1,815) 2016, 2015, 2014, 2012
- NASPA Region IV Grant—co-authored with Dr. Josie Ahlquist (\$1,500) 2014
- NASPA Region IV Grant—co-authored with Dr. Josie Ahlquist (\$500) 2013
- CLU Diversity Grant (\$980) 2013
- CLU Faculty Research and Creative Works Fund—co-authored with Dr. Jodie Kocur (\$4,535) 2011
- Author of Evaluation Plan for awarded FIPSE grant authored by Dr. Deborah Erickson (\$300,000) 2009

### Teaching Experience

#### **California Lutheran University (2006-present)**

- EDLD 601: Research Tools
- EDLD 606: Student Development and Learning
- EDLD 610: Literature Review Seminar
- EDLD 613: Qualitative Research
- EDLD 620: Proposal Seminar
- EDLD 623: Student Success and Retention
- EDLD 630: Data Analysis Seminar
- EDLD 635: Dissertation Seminar
- EDCG 535: Field Studies Practicum in College Student Personnel Counseling

- HNRS 182: Power and Privilege, a Social Science Seminar
- SOC 482: Sociology of Education

**University of Southern California (2007-2008)**

- EDPT 520: Human Lifespan Development
- EDPT 502: Learning and Individual Differences

**Awards & Honors**

- Graduate School of Education Outstanding Teaching Award 2023
- Academic Autism Spectrum Partnership in Research and Education (AASPIRE) Delphi Panel 2020
- Spencer Foundation Invited Scholar in the “Making Disability Visible in Higher Education” Conference 2018
- CLU Provost’s Distinguished Scholar Award (\$1,500) 2017
- *Spotlight Award* by Center4SpecialNeeds 2016
- Graduate School of Education Outstanding Service Award 2016
- Award of Congressional Recognition by Congresswoman Julia Brownley 2016
- Interagency Autism Coordinating Committee member 2015-2020
- Intersectional Qualitative Research Methods Institute Participant 2015
- ACPA 25<sup>th</sup> Anniversary of Americans with Disabilities Act Scholarship 2015
- Graduate School of Education Outstanding Research Award 2014
- El Concilio Latino Leader of the Year Award 2014
- New York University Visiting Faculty Program 2012
- Ventura County Autism Society Conference Scholarship (\$250) 2012
- American Association for Hispanics in Higher Education *Junior Faculty Fellow* 2012
- Junior Faculty Participant for the ASHE Equity Institute for Qualitative Research 2010
- Early Career Faculty Teaching Workshop Scholar by ASHE Council for the Advancement of Higher Education 2009
- Leadership Alliance National Symposium Scholarship 2006
- Rossier School of Education Research Institute Conference Award 2006
- National Conference on Race and Ethnicity Student Scholarship 2004
- Rossier School of Education Research Institute Conference Award 2004
- Rossier School of Education Summer Scholarship 2003
- USC Diversity Fellow 2002 – 2007
- James Irvine Foundation Fellow 2002 – 2007
- Summer Research Opportunities Program Outstanding Research at University of Illinois, Urbana-Champaign 2000
- Howard Hughes Fellow at Brown University 1999

**Chaired Dissertations**

\*Listed by date of completion

- *Remediation Plans in Speech Pathology Programs and How Their Effectiveness is Measured*, Janice Woolsey 2023
- *Providing Skills for College-Level Reading for Non-traditional Community College Students*, Kari White 2022
- *Building Bridges Between Transfer Students and Financial Aid Awareness*, Brenda Curiel 2022
- *Latinx Students with Hearing Loss: Motivating Factors in the Pursuit of Higher Education*, Sofia Ramirez 2021
- *Autism and Higher Education: Supporting Social Engagement*, Andrea Layne 2021
- *Soria v. Oxnard School District Board of Trustees: Integration in the Quest for Equity*, Aracely Fox 2020
- *Perceptions of Student Affairs and Student Services Staff Regarding Students With Disabilities at a Higher Education Institution*, Teresa Cordova 2020
- *Transgender Students' Experiences with Discrimination and Harassment in a Public High School*, Heidi Kuehn 2020
- *How Do First Year Experience Programs Contribute to First-Generation Student Success at Community Colleges?*, Ricardo Trevino 2020
- *Teacher Training for Students Affected by Adverse Childhood Experiences*, Kristina Benson 2020
- *On the Front Lines: The Untold Stories of Student Affairs Professionals on the Implementation of AB 540 and Professional Development at California Community Colleges*, Gema Sanchez 2019
- *Continuation High School Graduates: A Journey to Community College*, Lydia Olivo 2019
- *Invisible on College Campuses: A Qualitative Study of the Experiences of College and University Administrators with Homeless Students*, Tiffany Bonner 2018
- *Impact of Standardized Testing on Diverse Students: A Qualitative Case Study on African American and Latino/a Students' College Admissions Experience and Perspectives*, Majelaine Bautista 2018
- *The Youth in Care Perspective on College Success*, Theresa Plante 2017
- *Teacher Perspectives on the Implementation of Gamification in a High School Curriculum*, Jon McFarland 2017
- *First-Generation CalWORKs Students and Their Perspectives on College Success*, Letty Mojica 2017
- *A Quantitative Investigation of the Influence of Response to Intervention on Special Education Referrals of English Learners*, Mary Lasure 2016
- *Influence of School Principals and Students with Autism: A Qualitative Study*, Mona Mallery 2016
  
- *Motivation to Lead: Effects of Leadership Immersion Experience in Developing Asian American Leaders*, Heemanshu Bhagat 2015
- *Community College Leaders' Support for Growth of Online Education: A Case Study Approach*, Khaled Hussain 2015

- *Developing Digital Student Leaders: A Mixed Methods Study of Student Leadership, Identity, and Decision Making on Social Media*, Josie Ahlquist 2015
- *A Qualitative Study of the Experiences that Facilitated Academic and Social Success for Twice-Exceptional Students Transitioning into Higher Education*, Shane Armstrong 2015
- *Nursing Education Accreditation Policy Analysis: Exploring Unintended Consequences*, T. Tucker 2015
- *Leaders in Support: College Faculty who Responsively Teach and Advise Students with Autism Spectrum Disorders (ASD)*, Kimberly Austin 2014
- *Instructional Methods for Promoting Reading Comprehension in Non-Verbal Students with Autism Spectrum Disorders: A Qualitative Study*, Melissa Spence 2014
- *Nuestros Cuentos, Nuestras Voces: A Narrative Study Exploring Self-Authorship in Undocumented Latina/o College Students*, Anna Poetker 2014
- *From Illegals to Dreamers: Undocumented Latino College Students' Counter-Stories of Constructing Academic Identities*, Christina Tangelakis 2014
- *Persistence Through a Promise: Exploring the Effects of Financial and Institutional Aid Has on Low-Income Latinos Participating in the Ventura College Promise Program*, Timothy Harrison 2014
- *Self-Authorship Among First-Generation Undergraduate Students: A Qualitative Study of Experiences and Catalysts*, Amanda Carpenter 2013
- *"This Has Been My Life's Work": A Qualitative Study of The Experiences of Doctoral Student Mothers in Higher Education and Their Quest for Social Justice*, Nancy Pement 2013
- *First-generation Peer Mentors' Engagement and Leadership Development*, Kristin Price 2013
- *Exploring How Perceptions of Blog Authenticity Shape Students' Conceptions About and Interactions With Institutions of Higher Education*, Jean Kelso Sandlin 2012
- *Latino Males' Degree Aspirations in Community College: A Qualitative Study*, Francisco Dorame 2012
- *Professors and Coaches Educational Approaches That Support the NCAA Division III Student Athlete Experience*, Daniel E. Kuntz 2011
- *How Lived Experiences Affect Ethnic Identity Development for Transracial Korean American Adoptees and Influence Their College Experience: Implications for Higher Education Practice*, Joy Hoffman 2011
- *Thinking Like Twenty-First Century Learners: An Exploration of Blog Use in a Skills-Based Counselor Education Course*, Lisa Buono 2011
- *Faculty Institutional Agents at a Community College: A Qualitative Study*, Marian Carrasco Nungaray 2011

### **Institutional and Scholarly Service**

- Editorial Board Member, Journal of Higher Education 2023-present
- Chair, Faculty Awards and Grants Committee 2022-2023

- Advisory Committee, NeuroPREP (Professors' Relationship and Education Program) 2021
- Chair, Faculty Search Committee, Graduate School of Education 2019-2020
- Appointment, Rank, and Tenure (ART) Committee 2017-2019; 2023
- Equity Advocate for Faculty Hiring 2017-present
- Chair, Faculty Search Committee, Graduate School of Education 2017-2018
- Evidence Team Equity Advocate Committee 2016-2017
- Discussant, ASHE Conference session on disability research 2015
- Chair, Graduate and Professional Student Affairs Committee at CLU 2014-2016
- Discussant, ASHE Conference session on disability research 2013
- Chair, Scholarship and Grants Committee at CLU 2012-2016
- Reviewer for *Studies in Higher Education* journal 2012-present
- Editorial board member for *Journal of Student Affairs Research and Practice* (JSARP) 2012-2016
- Conference Proposal Reviewer for AERA 2011-2014
- Conference Proposal Reviewer for ASHE 2011-2016

### **Community Service**

- Board of Directors, Teva Autism Non-profit 2023-present
- THRIVE Conejo forum moderator 2020 & 2022
- Advisory Committee, Disability Voices United 2020-2021
- Board of Directors, PathPoint 2020-2021
- Board Member of Social Emotional Learning Alliance for California 2020-present
- Board Member of Reach Every Voice AccessAbility 2018-present
- Champions for Communication Committee 2018-2019
- Ventura County Autism Society, Volunteer 2009-present
- Los Angeles Unified School District Autism Task Force 2014-2015
- Ventura County Autism Society, Board Member 2010-2011

### **Professional Memberships**

- Diversity Scholars Network (National Center for Institutional Diversity) (2019-present)
- TASH (2017-present)
- ACPA (2015-present)
- NASPA (2008-present)
- Association for the Study of Higher Education (ASHE) (2002-present)