4074 OLIVER HALL • RICHMOND, VA 23220
E-MAIL: STRUNKK2@VCU.EDU

KAMDEN K. STRUNK

EDUCATION

Ph.D. in Educational Psychology   2012
Oklahoma State University, Stillwater, OK
Dissertation: Investigating a New Model of Time-Related Academic Behavior: Procrastination and Timely Engagement by Motivational Orientation

M.S. in Psychology   2009
Evangel University, Springfield, MO
Thesis: Neuropsychological Functioning, Academic Achievement, and Involvement in Head-Contact Sports

B.A. in Psychology, Biblical Studies, and Biblical Languages   2007
Evangel University, Springfield, MO

PROFESSIONAL EXPERIENCE

2022-Present   Virginia Commonwealth University
Associate Professor of Educational Research, Assessment, and Evaluation (2022-Present)
Teach four courses per academic year in educational research, statistics, evaluation, and measurement.

2015-2022   Auburn University
Associate Professor of Educational Research (2019-2022)
Teach four courses per academic year in educational research, statistics, evaluation, and measurement.
Program Coordinator, Educational Psychology (2018-2022)
Respond to prospective student inquiries, coordinate application and admissions procedures, and lead recruiting efforts for the Educational Psychology Ph.D. program.
Faculty Affiliate, Women's and Gender Studies Program (2018-2022)
Faculty Affiliate, Critical Studies Working Group (2017-2022)
Assistant Professor of Educational Research (2015-2019)

2013-2015   University of Southern Mississippi
Assistant Professor of Educational Studies and Research (2013-2015)
Taught an average of three courses per semester in Research, Evaluation, Statistics, and Assessment.

Program Advisor, Social Justice emphasis area for the M.S. in Education (2014-2015)
Develop social justice curricula, coordinate with department faculty on the scheduling of coursework, and serve as advisor for students in the master's degree program in social justice.

2010-2013 Oklahoma State University

Postdoctoral Fellow (2012-2013)

Worked as the quantitative methodologist for the Center for Research on STEM Teaching and Learning, with a particular focus on students of color and women and their pursuit of STEM majors and careers.

Instructor, School of Educational Studies (2012-2013)

Served as instructor of record teaching graduate courses in research, evaluation, measurement, and statistics. Taught three sections with approximately 15 students each.

Graduate Research Associate, School of Applied Health and Educational Psychology (2011-2012)

Worked on research projects both independently, with Educational Psychology faculty, and as a part of research teams. Projects include motivation research, an NSF-funded project on engineering ethics education, and teaching and learning research.

Teaching Team Leader, School of Applied Health and Educational Psychology (2010-2012)

Provided leadership for a group of four instructors responsible for teaching a total of approximately 120 students each semester in online courses in educational psychology.

Instructor, School of Applied Health and Educational Psychology (2010-2013)

Taught undergraduate and graduate courses in educational psychology. Taught a total of ten sections, with a typical load of two per semester with 25 students each.

2010-2011 University of Tulsa

Statistician and Research Consultant, Collins College of Business

Worked as an independent contractor preparing all statistical analysis plans and sample size justifications, conducting all statistical analyses, and preparing the final report.

2009-2011 ITT Technical Institute

Adjunct Faculty, Social Sciences and Humanities

Taught face-to-face courses in social and behavioral sciences. Taught a total of 14 sections, with a teaching load that varied from one to four courses per academic term, and courses varying in size from 5 to 45 students.

2008-2009 Banyan Group, Inc.

Clinical Research Assistant, Neuroscience Division

Responsible for various projects within the neuroscience division including grant proposal development, research design, and data analysis on completed projects. Also worked on projects as a research consultant and statistical analyst with the Department of the Navy, the U.S. Army Aeromedical Research Laboratory, Batelle, Inc., and GlaxoSmithKline.

2008 Evangel University

Curriculum Development

Developed an undergraduate course in cognitive neuroscience, including developing course presentations, lecture notes, assignments, and examinations. This course continues to be offered at the university for both undergraduate and graduate credit. Also assisted in teaching this course, teaching approximately one third of all class sessions.

PUBLICATIONS

Peer-reviewed journal articles: *(24)*

*Weise, J., *Courtney, S., & **Strunk, K. K.** (2021). "I didn't think I'd be supported,": LGBTQ students' non-reporting of bias incidents at Southeastern colleges and universities. *Journal of Diversity in Higher Education.* Advance online publication. https://doi.org/10.1037/dhe0000274

Strunk, K. K., Locke, L. A., *Chang, J., *Clancy, P., & *Drake, L. (2021). From the spies of Mississippi to the eyes of the White House: Surveilling and obstructing antiracist work in the U.S. *The Professional Educator, 44*(1), 1-7. https://doi.org/10.47038/tpe.44.01.03

Strunk, K. K., *Lester, W. S., *Betties, J. S., & Lane, F. C. (2021). Testing the mastery-avoidance construct in achievement goal theory: A meta-analytic confirmatory factor analysis (MA-CFA) of two achievement goals scales. *Educational Psychology, 41*(4), 383-400. https://doi.org/10.1080/01443410.2020.1824268

*Holmes, H. H., *Monaghan, P. G., **Strunk, K. K.**, Paquette, M. R., & Roper, J. A. (2021). Influence of training, lifestyle, psychological, and demographic factors on running-related injuries. *Frontiers in Sports and Active Living, 3*, Article 637516. https://doi.org/10.3389/fspor.2021.637516

Strunk, K. K., Baggett, H. C., & Watts, I. E. (2020). "Diversity & inclusion & free speech & civility": Oppression and marginalization through diversity rhetoric. *Journal of Critical Scholarship on Higher Education and Student Affairs, 5*(3), 65-78. https://ecommons.luc.edu/jcshesa/vol5/iss3/4/

*Johnson, J. L., Rudisill, M. E., Hasite, P., Wadsworth, D. D., **Strunk, K. K.**, Venezia, A., Sassi, J., Morris, M., & Merritt, M. A. (2019). Changes in motor skill performance following a nine month mastery motivational climate intervention. *Research Quarterly for Exercise and Sport, 90*(4), 517-526. https://doi.org/10.1080/02701367.2019.1628909

*Ward, J. K., Hastie, P. A., & **Strunk, K. K.** (2019). Effects of ability grouping on students' game performance and physical activity. *Journal of Teaching in Physical Education, 38*(3), 187-198. https://doi.org/10.1123/jtpe.2018-0140

Bailey, L. E., & **Strunk, K. K.** (2018). "A question everybody danced around": Self-identified gay men negotiating identity in Christian colleges. *Educational Studies, 54*(5), 483-504. https://doi.org/10.1080/00131946.2018.1453513

Strunk, K. K., Wang, S. C., *Beall, A. L., *Dixon, C. E., *Stabin, D. J., & *Ridha, B. Z. (2018). "I knew what I was going to school for": A mixed methods examination of Black college students' racialized experiences at a Southern PWI. *Journal of Critical Scholarship on Higher Education and Student Affairs, 4*(1), 61-71. https://ecommons.luc.edu/jcshesa/vol4/iss1/3

Strunk, K. K., Lane, F. C., & Mwavita, M. (2018). Changes in time-related academic behavior across time are associated with contextual motivational shifts. *Educational Psychology, 38*(2), 203-220. https://doi.org/10.1080/01443410.2017.1384535

Thomas, J. T., & **Strunk, K. K.** (2017). Expectancy-value and children's science achievement: Parents matter. *Journal of Research on Science Teaching, 54*(6), 693-712. https://doi.org/10.1002/tea.21382

Strunk, K. K., & Lane, F. C. (2017). The Beck Depression Inventory 2nd Edition (BDI-II): A cross sample structural analysis. *Measurement and Evaluation in Counseling and Development, 50*(1-2), 3-17. https://doi.org/10.1080/07481756.2017.1318636

Strunk, K. K., & Bailey, L. E. (2015). The difference one word makes: Imagining sexual orientation in graduate school application essays. *Psychology of Sexual Orientation and Gender Diversity, 2*(4), 456-462. https://doi.org/10.1037/sgd0000136

Strunk, K. K. (2014). A factor analytic examination of the Achievement Goal Questionnaire, Revised: A three-factor model. *Psychological Reports, 115*(2)*,* 400-414. https://doi.org/10.2466/14.03.PR0.115c24z0

*Bobo, J. L., *Whitaker, K. C., & **Strunk, K. K.** (2013). Personality and student self-handicapping: A cross-validated regression approach. *Personality and Individual Differences, 55*(5), 619-621. https://doi.org/10.1016/j.paid.2013.04.010

Strunk, K. K., Cho, Y., Steele, M. R., & Bridges, S. L. (2013). Development and validation of a 2x2 model of time-related academic behavior: Procrastination and timely engagement. *Learning and Individual Differences, 25*(1), 35-44. https://doi.org/10.1016/j.lindif.2013.02.007

*Gravina, V., *Besick, C., & **Strunk, K.** (2013). Teaching strategies and value for STEM courses. *Academic Exchange Quarterly, 17*(1), 139-144.

Strunk, K. K., & Montgomery, D. M. (2013). Perceptions of learning versus teaching styles. *Academic Exchange Quarterly, 17*(1), 112-121.

Montgomery, D., **Strunk, K.**, Steele, M., & Bridges, S. (2012). Jungian typology as holistic teaching strategy in higher education. *Encounter: Education for Meaning and Social Justice, 25*(4), 64-72.

Strunk, K. C., & **Strunk, K. K.** (2012). The contribution of personality and workplace characteristics in predicting turnover intention among Sexual Assault Nurse Examiners. *Journal of Forensic Nursing, 8*(3), 144-150. https://doi.org/10.1111/j.1939-3938.2012.01141.x

Strunk, K. K., & Spencer, J. M. (2012). A brief intervention for reducing procrastination. *Academic Exchange Quarterly, 16*(1), 91-96.

Strunk, K. K., & Steele, M. R. (2011). Relative contributions of self-regulation, self-efficacy, and self-handicapping in predicting student procrastination. *Psychological Reports, 109*(3), 983-989. https://doi.org/10.2466/07.09.20.PR0.109.6.983-989

Strunk, K. K., Sutton, G. W., & Skadeland, D. R. (2010). The repeatable battery for the assessment of neuropsychological status may be valid in men ages 18 to 20. *Psychological Reports, 107*(2), 493-499. https://doi.org/10.2466/03.04.10.13.PR0.107.5.493-499

Strunk, K. K., Sutton, G. W., & Burns, N. S. (2009). The beneficial effects of accurate and false brief biofeedback on relaxation. *Perceptual and Motor Skills, 109*(3) 881-886. https://doi.org/10.2466/pms.109.3.881-886

Books: *(9)*

Duran, A., **Strunk, K. K.,** & Schey, R. (Under contract). *Bridging the rainbow gap: Exploring the possibilities and tensions in queer and trans studies in education.* Brill. [Scheduled 2023]

Strunk, K. K. & Shelton, S. A. (Eds.) (2021). *Encyclopedia of queer studies in education.* Brill. ISBN: 9789004506718

Strunk, K. K. & Mwavita, M. (2021). *Design and analysis in educational research: ANOVA designs in Jamovi.* Routledge. ISBN: 9780367723088

Strunk, K. K. & Mwavita, M. (2020). *Design and analysis in educational research: ANOVA designs in SPSS.* Routledge. ISBN: 9781138361164

Strunk, K. K. & *Fieszli, R. (Eds.) (2020). *Queering public health and public policy in the Deep South.*

Information Age Publishing. ISBN: 9781641139663

Strunk, K. K., & Locke, L. A. (Eds.) (2019). *Research methods for social justice and equity in education.* Palgrave. ISBN: 9783030058999

Strunk, K. K. (Ed.) (2019). *Queering spirituality and community in the Deep South.* Information Age Publishing. ISBN: 9781641135733

Strunk, K. K. (Ed.) (2018). *Queering education in the Deep South.* Information Age Publishing. ISBN: 9781641132459

Strunk, K. K., Locke, L. A., & Martin, G. L. (2017). *Oppression and resistance in Southern higher and adult education: Mississippi and the dynamics of equity and social justice.* Palgrave. ISBN: 9781137576637

Book chapters: *(17)*

Strunk, K. K. (Accepted for inclusion). Critical approaches to quantitative research: Review, critique, and applications. In S. Diem & M. Young (Eds.), *Handbook of critical educational research.* Routledge.

Strunk, K. K. (In press). A critical pedagogy approach to LGBTQ+ studies in quantitative methods courses. In N. Rodriguez (Ed.), *Teaching LGBTQ+ studies in education: Theoretical perspectives.* Palgrave.

*Dai, Y., *Jang, H. S., Salisbury-Glennon, J., Wang, C. H., & **Strunk, K. K.** (2022). A cross-cultural study of the U.S. and Chinese students' self-efficacy, self-regulation, and resilience. In M. Mervio (Ed.), *Handbook of research on interdisciplinary studies on healthcare, culture, and the environment* (pp. 21-40). IGI Global. https://doi.org/10.4018/978-1-7998-8996-0.ch002

Strunk, K. K. (2021). Biological essentialism. In K. K. Strunk & S. A. Shelton (Eds.), *Encyclopedia of queer studies in education* (pp. 55-57). Brill. [D]

Strunk, K. K. (2021). Kinsey scale. In K. K. Strunk & S. A. Shelton (Eds.), *Encyclopedia of queer studies in education* (pp. 324-326). Brill. [D]

Strunk, K. K., & *Jang, H. S. (2021). Psychological identity development models. In K. K. Strunk & S. A. Shelton (Eds.), *Encyclopedia of queer studies in education* (pp. 473-478). Brill. [D]

Taylor, L. D., Baggett, H. C., & **Strunk, K. K.** (2021). Epistemic engagement: Teaching and learning about ways of knowing. In A. Samuels & G. Samuels (Eds.), *Fostering diversity and inclusion in the social sciences* (pp. 33-48). Information Age Publishing.

Demoiny, S., Baggett, H. C., & **Strunk, K. K.** (2020). Political correctness. In Z. Casey (Ed.), *Critical understandings in education encyclopedia: Critical whiteness studies* (pp. 461-467). Brill Publishing. https://doi.org/10.1163/9789004444836_062

*Lester, W. S., **Strunk, K. K.**, & *Hoover, P. D. (2020). Persistent myths about the psychology of teaching and learning: Implications for social justice and equity. In L. Parson and C. Ozaki (Eds.), *Teaching and learning for social justice and equity in higher education* (pp. 53-71). Palgrave. https://doi.org/10.1007/978-3-030-44939-1_4

*Fieszli, R., & **Strunk, K. K.** (2020). LGBTQ mental health disparities in the Deep South: Trends in mental health discourse and the lived experiences of LGBTQ Southerners. In K. K. Strunk & R. Fieszli (Eds.), *Queering public health and public policy in the Deep South* (pp. 55-72). Information Age Publishing.[D]

Strunk, K. K., & *Hoover, P. D. (2019). Quantitative methods for social justice and equity: Theoretical and practical considerations. In K. K. Strunk & L. A. Locke (Eds.), *Research*

methods for social justice and equity in education (pp. 191-201). Palgrave. https://doi.org/10.1007/978-3-030-05900-2_16 ᴰ

Strunk, K. K., & *Betties, J. S. (2019). Using critical theory in educational research. In K. K. Strunk & L. A. Locke (Eds.), *Research methods for social justice and equity in education* (pp. 71-79). Palgrave. https://doi.org/10.1007/978-3-030-05900-2_6 ᴰ

*Beall, A. L., & **Strunk, K. K.** (2018). Making sense of contradictions in Deep South schooling: Queer potentialities and possibilities. In K. K. Strunk (Ed.), *Queering education in the Deep South* (pp. 101-118). Information Age Publishing.ᴰ

Strunk, K. K., Baggett, H., *Riemer, A., & *Hafftka, R. (2016). Community-based participatory research with LGBTQ communities in Alabama and Mississippi. In *SAGE research methods cases*. SAGE Publications. https://doi.org/10.4135/9781526401083

Strunk, K. K., Bristol, D., & *Takewell, W. C. (2016). Queering South Mississippi: Simple and seemingly impossible work. In sj Miller & N. M. Rodriguez. *Educators queering academia: Critical memoirs* (pp. 155-164). Peter Lang.

Strunk, K. K., Locke, L. A., & *McGee, M. K. (2015). Neoliberalism and contemporary reform efforts in Mississippi's public education system. In M. Abendroth, & B. J. Porfilio (Eds.), *Understanding neoliberal rule in K-12 schools: Educational fronts for local and global justice* (pp. 45-59). Information Age Publishing.

Strunk, K. K., Bailey, L. E., & *Takewell, W. C. (2014). "The enemy in the midst": Gay identified men in Christian college spaces. In W. M. Reynolds (Ed.), *Critical studies of southern place: A reader* (pp. 369-378). Peter Lang.

Other Publications: *(10)*

Strunk, K. K. (2021, October). Considering equity and justice in teaching quantitative methods. *Inside Higher Ed.* https://www.insidehighered.com/advice/2021/10/29/ensuring-equity-justice-when-teaching-quantitative-methods-opinion

Strunk, K. K., Mwavita, M., & *Hoover, P.D. (2020). *Design and analysis in educational research: ANOVA design case studies for teaching race, racism, and Black Lives Matter.* Routledge.

Strunk, K. K. (2020, March). Demystifying and democratizing tenure and promotion. *Insider Higher Ed.* https://www.insidehighered.com/advice/2020/03/13/tenure-and-promotion-process-must-be-revised-especially-historically-marginalized

Strunk, K. K., Andrzejewski, C. E., Parson, L. J., Garcia, C. E., Baggett, H. C., Russell, M. L., Oliver, G. D., Palacios, A. F., & Russell, J. (2019). *Initial report on findings from the College of Education climate study focus groups and open-ended responses* [Internal report]. College of Education, Auburn University.

Strunk, K. K. (2018, September). Free speech for some, civility for others: Responding to dehumanization. *Inside Higher Ed.* https://www.insidehighered.com/advice/2018/09/21/colleges-and-politicians-promote-free-speech-some-insist-civility-others-opinion

Strunk, K. K. (2016). *Queer studies SIG members' responses to the AERA gender identity data collection strategy.* AERA Queer Studies SIG & Research Initiative on Social Justice and Equity.

Strunk, K. K., *Suggs, J. R., & *Thompson, K. (2015). *The USM campus climate survey: Findings and recommendations.* The University of Southern Mississippi & Research Initiative on Social Justice and Equity.

Strunk, K. K., & *Suggs, J. R. (2014). *Research update on findings from the USM campus climate survey: Results related to LGBTQ students.* The University of Southern Mississippi & Research Initiative on Social Justice and Equity.

Strunk, K. K., & *Takewell, W. C. (2014). *LGBT bias and discrimination in Mississippi: Occurrence, outcomes, and the impact of policy change.* Research Initiative on Social Justice and Equity Report.

*Takewell, W. C., & **Strunk, K. K.** (2014). *Gay students at Christian colleges: Implications for student affairs practice.* NASPA Gay, Bisexual, Lesbian, and Transgender Knowledge Community Research Summary and Compilation Whitepaper.

Book Reviews: *(2)*

Strunk, K. K. (2021). Review of "The critical turn in education: From Marxist critique to poststructural feminism to critical theories of race." *The Professional Educator.* https://doi.org/10.47038/tpe.44.01.01

Strunk, K. K. (2017). Review of "The rising price of objectivity: Philanthropy, government, and the future of education research." *Teachers College Record.* https://www.tcrecord.org/content.asp?contentid=21831

Manuscripts currently under peer review: *(3)*

*Jang, H., *Dai, Y., **Strunk, K. K.**, & Salisbury-Glennon, J. (2022, May). Investigating mastery-avoidance goals using the Achievement Goal Questionnaire for Sports (AGQ-S): A meta-analytic confirmatory factor analysis (MA-CFA). Manuscript submitted for publication.

Strunk, K. K., Thacker, N., & Wang, S. C. (2022, February). *Identity development negotiation and navigation for LGBTQ+ individuals during youth in the Deep South.* Manuscript submitted for publication

*Suire, K., Kavookjian, J., Strunk, K., & Wadsworth, D. (2022, April). *Physiological and psychological outcomes of motivational interviewing for weight management among college students during COVID-19: A randomized controlled trial.* Manuscript submitted for publication.

PEER-REVIEWED PRESENTATIONS

National/International: *(41)*

Strunk, K. K. (2022, October). *QuantQueer: Renovating quantitative methods through queer and critical theories.* [Paper presentation]. Association for the Study of Higher Education, Las Vegas, NV.

Strunk, K. K., & *Ford, M. (2022, October). *A person-centered, multi-method examination of disclosure, campus experiences, and perceptions of campus climate for LGBTQ+ students in the U.S. South.* [Paper presentation]. Association for the Study of Higher Education, Las Vegas, NV.

Strunk, K. K., Taylor, L. D., & Baggett, H. C. (2022, October). It (doesn't) get better: LGBTQ+ students' experiences of oppression and liberation in high school and college. [Paper presentation]. Association for the Study of Higher Education, Las Vegas, NV.

Strunk, K. K., & Andrzejewski, C. E. (2022, August). *Do Black lives matter in educational psychology?* [Poster presentation]. American Psychological Association, Minneapolis, MN.

*Jang, H. S., *Dai, Y., & **Strunk, K. K.** (2022, April). *Testing mastery-avoidance goals from the achievement goal questionnaire for sports: A meta-analytic confirmatory factor analysis* [Roundtable presentation]. American Educational Research Association, San Diego, CA.

Song, H., Wu, Y. F., Walton, E., **Strunk, K. K.**, & Rodriguez, S. (2022, April). *The impact of COVID-19: Methodological challenges, insights, and solutions* [Invited Speaker Session]. American Educational Research Association, San Diego, CA.

Renbarger, R., Priddie, C., **Strunk, K. K.**, Garcia, N. M., Kilgo, C. A., & Rios-Aguilar, C. (2021, November). *Conducting critical quantitative research in the real world: Facing philosophical and practical challenges* [Symposium]. Association for the Study of Higher Education, San Juan, PR.

Strunk, K. K. (2021, November). *What's "queer" in LGBTQ+ educational research?* [Paper presentation]. American Educational Studies Association, Portland, OR. [Cancelled due to COVID-19]

Strunk, K. K. (2021, November). *Toward critical quantitative methods in educational research* [Paper presentation]. American Educational Studies Association, Portland, OR. [Cancelled due to COVID-19]

Strunk, K. K., & *Lester, W. S. (2021, April). *A mixed methods examination of LGBTQ college students' experiences in the Deep South* [Roundtable presentation]. American Educational Research Association, Orlando, TX. [Virtual due to COVID-19]

Strunk, K. K., *Hoover, P. D., & Andrzejewski, C. E. (2021, April). *Examining the racist roots of educational psychology theory and research* [Paper presentation]. American Educational Research Association, Orlando, TX. [Virtual due to COVID-19]

Shelton, S. A., & **Strunk, K. K.** (2021, April). *Questioning "queer" in qualitative research* [Roundtable presentation]. American Educational Research Association, Orlando, TX. [Virtual due to COVID-19]

Strunk, K. K., & Shelton, S. A. (2021, April). *Questioning "queer" in quantitative research* [Roundtable presentation]. American Educational Research Association, Orlando, TX. [Virtual due to COVID-19]

Strunk, K. K. (2020, October). *LGBTQ students at public universities in the Deep South: Factor analysis and cluster analysis of a quantitative survey* [Roundtable presentation]. American Educational Studies Association, San Antonio, TX. [Cancelled due to COVID-19]

Strunk, K. K., Baggett, H. C., *Hoover, P. D., & Lester, W. S. (2020, April). *It (doesn't) get better: LGBTQ students' experiences of oppression and liberation in high school and college* [Paper presentation]. American Educational Research Association, San Francisco, CA. [Cancelled due to COVID-19]

Garcia, C. E., **Strunk, K. K.**, Parson, L., & Baggett, H. (2019). *A critical examination of students' responses to equity and inclusion initiatives at a Deep South PWI college of education* [Paper presentation]. Association for the Study of Higher Education, Portland, OR.

Strunk, K. K., Baggett, H. C., & Watts, I. E. (2019). *"Diversity and inclusion and free speech and civility": Oppression and marginalization through diversity rhetoric* [Paper presentation]. American Educational Studies Association, Baltimore, MD.

Strunk, K. K., *Lester, W. S., & *Hoover, P. D. (2019). *Examining "diversity" research in educational psychology: Deficit discourses and individualizing responsibility* [Paper presentation]. American Educational Studies Association, Baltimore, MD.

Strunk, K. K., *Betties, J. S., & *Lester, W. S. (2019). *An analysis of competing achievement goal theoretical models: A meta-analytic confirmatory factor analysis of two scales* [Poster presentation]. American Educational Research Association, Toronto, ON.

Strunk, K. K., & Locke, L. A. (2019). *Multi-method approaches to research for social justice and equity in education* [Structured session]. American Educational Research Association, Toronto, ON.

Shelton, S. A., Bhattacharya, K., Blair, M. F., Barton, A. C., Greytak, E., Mattheis, A., Corado, J., Rios, J. A., & **Strunk, K. K.** (2019). *Research methodology in a "post-truth" era: Narratives exploring*

equity and inclusion in educational research [Invited speaker session]. American Educational Research Association, Toronto, ON.

Strunk, K. K. (2019). *Re-imagining methodologies and theoretical models in educational psychology to center equity and justice* [Invited roundtable presentation]. American Educational Research Association, Toronto, ON.

Strunk, K. K., Wang, S. C., Baggett, H. C., & *Betties, J. S. (2018). *"I just thought something was wrong with me": Understanding identity processes among LGBTQ people in Alabama* [Paper presentation]. American Educational Studies Association, Greenville, SC.

*Hill, A. C., & **Strunk, K. K.** (2018). *The meaning behind silence: Deconstructing non-response in campus climate data* [Paper presentation]. American Educational Studies Association, Greenville, SC.

Strunk, K. K., *Betties, J., & *Lester, W. (2018). *A meta-analytic confirmatory factor analysis of the Achievement Goal Questionnaire-Revised* [Poster presentation]. American Psychological Association, San Francisco, CA.

*Ridha, B., **Strunk, K. K.**, & Wang, S. C. (2018). *Perceptions of racism on campus: Experiences of Black students at a predominantly White institution* [Poster presentation]. American Psychological Association, San Francisco, CA.

*Beall, A., *McGuffin, M., *Dixon, C., & **Strunk, K. K.** (2018). *Black students making sense of racialized experiences at a Southern Primarily White Institution: Hegemony, benevolence, and getting through school* [Roundtable presentation]. American Educational Research Association, New York, NY.

Strunk, K. K., Baggett, H. C., & *Riemer A. (2017). *Developing community-based research methods with LGBTQ populations in the U.S. South* [Paper presentation]. American Educational Research Association, San Antonio, TX.

Wang, S. C., & **Strunk, K. K.** (2017). *"They expect you to know that you are the minority": Black college students'' experiences in a predominantly White university in the Southeast U.S.* [Roundtable presentation]. American Educational Research Association, San Antonio, TX.

Strunk, K. K., Baggett, H. C., & *Riemer, A. (2017). *"Queer as shit": Queering knowledge and action in community-based LGBTQ research* [Roundtable presentation]. American Educational Research Association, San Antonio, TX.

Strunk, K. K., Lane, F. C., & Mwavita, M. (2016). *Time-related academic behavior: State or trait? A cluster invariance study* [Paper presentation]. American Psychological Association, Denver, CO.

Thomas, J. T., **Strunk, K. K.** (2016). *Where do gender stereotyped beliefs about mathematics come from? Parents, teachers, and achievement: A longitudinal analysis* [Roundtable presentation]. American Educational Research Association, Washington, DC.

Mattheis, A., **Strunk, K. K.**, Greytak, E., & Garvey, J. (2016). *Queering mixed methods research for social advocacy* [Symposium]. American Educational Research Association, Washington, DC.

Strunk, K. K., Bailey, L. E. (2016). *"A question everybody danced around": Self-identified gay men negotiating identity in Christian colleges* [Roundtable presentation]. American Educational Research Association, Washington, DC.

Strunk, K. K., & Lane, F. C. (2015). *An alternative approach to pooling covariance matrices in meta-analytic confirmatory factor analysis* [Roundtable presentation]. American Educational Research Association Annual Meeting, Chicago, IL.

Strunk, K. K., Cho, Y., Steele, M. R., & Bridges, S. L. (2012). *The development of a multidimensional measure*

of procrastination and timely engagement. A 2x2 model of 'when' and 'why' [Poster presentation]. American Education Research Association Annual Meeting, Vancouver, BC.

Strunk, K. C., & **Strunk, K. K.** (2011). *Personality characteristics, organizational structure, and job satisfaction of Sexual Assault Nurse Examiners* [Poster presentation]. International Society for Traumatic Stress Studies, Baltimore, MD.

Cho, Y., Walker, M., **Strunk, K.**, Bridges, S., Steele, M. (2011). *The influence of teachers' perceived contextual goals and personal teaching goal orientation on classroom instructional approaches* [Poster presentation]. American Psychological Association Convention, Washington, DC.

Strunk, K. K. (2011). *The development of a new multidimensional measure of procrastination* [Poster presentation]. Association for Psychological Science Annual Convention, Washington, DC.

Strunk, K., Farmer, K., Boling, S., & Arnold, D. (2009). *Validation of the Mini-Headache Interview in a population of migraineurs* [Paper presentation]. American Academy of Pain Management, Phoenix, AZ.

Farmer, K., **Strunk, K.**, & Cady, R. (2009). *Validation of disease progression in a population of migraineurs* [Paper presentation]. American Headache Society, King Philadelphia, PA.

Regional/Local *(17)*

Reynolds, W. M., Tennial, D. M., Hardy, E., Beech, J., **Strunk, K. K.**, & McKnight, D. (2014). *Critical studies of southern place* [Paper presentation]. Curriculum Studies Summer Collaborative, Savannah, GA.

*McGee, M. K., & **Strunk, K.** (2014). *Neoliberalism and contemporary reform efforts in Mississippi's public education system* [Paper presentation]. USM Graduate Student Research Symposium, Hattiesburg, MS.

*Takewell, W. C., & **Strunk, K.** (2014). *"The enemy in the midst": Gay identified men in Christian college spaces* [Paper presentation]. USM Graduate Student Research Symposium, Hattiesburg, MS.

Strunk, K. (2013). *A method for meta-analytic confirmatory factor analysis* [Paper presentation]. Southwestern Psychological Association, Fort Worth, TX.

*Butler, T., *Walls, E., **Strunk, K.**, & Montgomery, Y. (2013). *Resiliency as a pathway of influence for childhood trauma on self-esteem* [Poster presentation]. Southwestern Psychological Association, Fort Worth, TX.

*Fletcher, K., *Robinson, D., **Strunk, K.**, & Montgomery, Y. (2013). *Differences in men and women's self-esteem: Influences of childhood trauma and parental devaluation* [Poster presentation]. Southwestern Psychological Association, Fort Worth, TX.

*Albright, E. A., & **Strunk, K. K.** (2013). *Reflections on emotional intelligence during adolescent years* [Paper presentation]. OSU Research Symposium, Stillwater, OK.

*Fowlkes, C., & **Strunk, K.** (2013). *Contributions of instructors' encouragement and classroom opportunities for hands-on learning in predicting students' value for STEM courses by instructor gender* [Paper presentation]. OSU Research Symposium, Stillwater, OK.

Strunk, K. K. (2012). *High stakes testing and narrowing the pathway to higher education* [Paper presentation]. Critical Questions in Education Conference, Springfield, MO.

Strunk, K. K. (2012). *Reproduction of gendered binaries and sexuality in education* [Paper presentation]. Critical Questions in Education Conference, Springfield, MO.

Strunk, K. K. (2012). *Creating barriers to accessing higher education: National educational policy and ethnicity* [Paper presentation]. Oklahoma Educational Studies Association, Stillwater, OK.

Steele, M. R., **Strunk, K. K.**, & Bridges, S. L. (2011). *Synthesis of Jungian typology and holistic education: A four-quadrant model* [Poster presentation]. Oklahoma Network for the Teaching of Psychology, Stillwater, OK.

Strunk, K. K., Steele, M. R., & Bridges, S. L. (2011). *Applying Jungian typology in holistic education as a teaching strategy in higher education* [Poster presentation]. Oklahoma Network for the Teaching of Psychology, Stillwater, OK.

Strunk, K., Bridges, S., Steele, M., Walker, M., & Cho, Y. (2010). *Revising the School Goal Structure and Approaches to Instruction scales for teachers* [Poster presentation]. Oklahoma Research Day, Lawton, OK.

Strunk, K. K., & Spencer, J. M. (2010). *A brief intervention for procrastination at the beginning of the semester* [Poster presentation]. Oklahoma Network for the Teaching of Psychology, Stillwater, OK.

Strunk, K. K. (2008). *Neuropsychological status, academic achievement, and involvement in head-contact sports* [Paper presentation]. Midwestern Christian Psychology Conference, Point Lookout, MO.

Strunk, K. K., & Burns, N. S. (2008). *Is biofeedback relaxation therapy a placebo?* [Paper presentation]. Great Plains Regional Psychology Conference, Emporia, KS.

Note. * by a name indicates a student researcher working under my supervision. A [D] following an entry indicates that it is a chapter in an edited book for which I was the volume editor or co-editor.

RESEARCH FUNDING

2022-2023   Spencer Foundation
Exploring Education for Providing LGBTQ+ Affirming Mental Health Care in Alabama

- Funding amount: $50,000

- Project role: Principal Investigator

2021-2022   American Psychological Association
Do Black Lives Matter in Educational Psychology? A Systematic Review of the Literature Using Social Network Analysis

- Funding amount: $1,800

- Project role: Principal Investigator

2020-2022   American Educational Research Association
Bridging the Rainbow Gap: Transcending Disciplinary Boundaries in K-12 and Higher Education LGBTQ Scholarship

- Funding amount: $35,000

- Project role: Principal Investigator

2019-2021   Auburn University and The University of Alabama
Alabama-Auburn Collaboration on Critical Studies in Education

- Funding amount: $20,000

- Project role: Coordinator for the Auburn University side of the collaboration, and a Researcher (individual researcher award amount: $592)

2018-2019   Southeastern Conference & Auburn University
Southeastern Conference Visiting Faculty Travel Grant

- Funding amount: $592
- Project role: Principal Investigator

2017-2019   Auburn University OVPRED
Examining Key Identity Development Markers and Mental Health Experiences of Black Sexual and Gender Minorities in Alabama

- Funding amount: $51,218
- Project role: Principal Investigator

2017-2018   APA Division 15
Analyzing the Structure of Achievement Goals at the Population Level

- Funding amount: $6,000
- Project role: Principal Investigator

2016-2017   Auburn University COE
Expanding Community-Based Research on Health Disparities by and With LGBTQ People of Color

- Funding amount: $5,169
- Project role: Principal Investigator

2015-2016   Auburn University Outreach
Cultivating Community Based Research by and With LGBTQ Southerners of Color

- Funding amount: $43,457
- Project role: Principal Investigator

2014-2015   University of Nebraska
Parent Talk: Encouraging Elementary STEM Interests, Achievement, and Career Awareness

- Funding amount: $10,000
- Project role: Co-investigator

2012   Oklahoma State University Graduate College
Building a New Model of Time-Related Academic Behavior

- Funding Source: Robberson Trust Dissertation Fellowship
- Funding amount: $5,000

2010-2011   NIOSH/CDC/SWCOECH
The Contribution of Personality and Workplace Characteristics in Predicting Turnover Intention in Sexual Assault Nurse Examiners (SANE)

- Funding amount: $6,000
- Project role: Research Consultant and Statistician

COURSES TAUGHT

Graduate Courses: Basic Methods in Educational Research, Critical Theories in Education, Educational Research – Interpretation and Applications, Design and Analysis in Education I, Design and Analysis in Education II, Design and Analysis in Education III, Helping and Counseling Skills in Student Affairs Practice; Introduction to Educational Statistics, Issues in Adolescent Development, Measurement in Educational Research, Item Development, Multiple Regression Analysis in Behavioral Studies, Nonparametric Data Analysis in Education Research, Participatory and Community Based Research, Quantitative Analysis I, Queer Studies in Education, Preparing Research for Publication, Research Methods for Social Justice, Statistical Methods in Education

Undergraduate courses: Child and Adolescent Development, Competency Motivation, Emotional Skills in Learning, Ethics, Ethics in Society, Group Dynamics, Motivating Learners, Psychology, Research Methods, Sociology

2015-Present   Auburn University

Basic Methods in Educational Research: Major modes of inquiry in contemporary educational research including experimental, casual comparative, descriptive, qualitative inquiry, and action research models. Fall 2015 (2 sections, 30 students total); Fall 2016 (10 students); Spring 2017 (8 students).

Design and Analysis in Education I: Basic methods of inferential analysis including *t*-tests, between and within-subjects ANOVA, mixed ANOVAs, and hierarchical designs as they are utilized in educational research. Spring 2016 (2 sections, 40 students total), Summer 2016 (14 students), Fall 2016 (9 students), Fall 2017 (17 students), Spring 2018 (23 students face-to-face, 20 students online), Summer 2018 (23 students), Fall 2018 (23 students), Spring 2019 (20 students face-to-face, 21 students online), Fall 2019 (17 students face-to-face, 19 students online), Summer 2020 (16 students online), Fall 2020 (27 students online and face-to-face combined), Fall 2021 (17 students in hyflex format), Summer 2022 (scheduled).

Design and Analysis in Education II: Bivariate and multiple correlation and regression analysis, trend analysis, analysis of covariance, and logistic regression, as they are utilized in educational research. Spring 2017 (13 students), Summer 2018 (21 students), Fall 2018 (15 students), Spring 2020 (19 students face-to-face, 17 students online), Spring 2021 (15 students online).

Design and Analysis in Education III: Discriminate analysis, MANOVA, canonical correlation, path analysis, exploratory and confirmatory factor analysis, and hierarchical linear modeling as they are utilized in educational research. Fall 2017 (13 students), Fall 2021 (19 students in hyflex format).

Educational Psychology Research Apprenticeship Seminar: A structured context for students to begin applying what they have learned from their research methods and statistic courses. Students will design and conduct research that contributes to the educational psychological knowledge base. Spring 2019 (8 students), Spring 2021 (10 students online).

Nonparametric Data Analysis in Education Research: Common nonparametric statistical tests appropriate for use with nominal and ordinal data in educational applications. These include rank-order correlation, sign tests, median tests, analysis of variance of ranks, and log-linear analysis. Summer 2017 (6 students), Summer 2019 (8 students).

Preparing Research for Publication: Preparation of graduate student research for publication or presentation at professional conference through practice, group discussions, peer review and feedback from experienced editorial board members. Summer 2022 (scheduled).

Queer Studies in Education: An overview of queer studies and queer theory as applied to education. This seminar focuses on foundational tenets of queer studies and theory and extends to modern

queer studies, queer of Color, and trans studies. Summer 2020 (6 students).

Research Methods for Social Justice: Introduces theoretical and methodological approaches to scholar-activism, research for social justice, and research for educational equity. Summer 2017 (8 students), Summer 2019 (8 students in hyflex format).

2013 - 2015   University of Southern Mississippi

Critical Theories in Education: Exploration of perspectives and practices in critical education. Includes theoretical issues, practical applications, and current issues. Fall 2014 (7 students).

Educational Research – Interpretation and Applications: An orientation to the information, skills, and competencies necessary to understanding research in education, along with a rudimentary introduction to conducting research. Fall 2014 (27 students).

Helping and Counseling Skills in Student Affairs Practice: Emphasizes theories and principles undergirding the practical application of various helping techniques. Spring 2014 (17 students).

Introduction to Educational Statistics: Basic concepts and computations in descriptive statistics. Introduction to sampling procedures and inferential processes in educational research. Fall 2013 (11 students), Spring 2014 (2 sections, 13 students total); Summer 2014 (2 sections, 14 students total); Fall 2014 (11 students); Spring 2015 (21 students).

Item Development: Theories and concepts in item development. An overview of the process and procedure for item development with an item development project. Fall 2013 (3 students).

Measurement in Educational Research: Survey of the theory of measurement including true score theory, reliability, validity, item analysis, and item-selection techniques. Summer 2013 (8 students).

Participatory and Community Based Research: Introduction and overview of participatory, community-based research methods including qualitative and quantitative approaches. Spring 2015 (6 students).

Quantitative Analysis I: Probability theory and theoretical distributions in experimental and quasi-experimental design. Techniques include *t*-tests, simple and complex analysis of variance, analysis of covariance. Summer 2013 (10 students), Fall 2013 (29 students).

2010 - 2013   Oklahoma State University

Child and Adolescent Development: The person from conception through adolescence with focus on education implications of development in cognitive, affective, social, and physical domains. Spring 2011 (16 students), Summer 2011 (online, 23 students).

Competency Motivation (online): Development of competence through the application of research based strategies in achievement motivation. Examines intellectual ability, motives, goals, attributions, competence perceptions and values as they relate to developmental issues, demographics, contextual influences, culture, and self-regulation. Fall 2010 (15 students), Spring 2011 (17 students), Fall 2011 (22 students), Spring 2012 (25 students).

Emotional Skills in Learning: Striving for academic excellence through self-awareness and growth in areas of social and emotional development. Interpersonal and intrapersonal skills, leadership skills, and self-management skills in the context of emotional intelligence theories. Spring 2012 (24 students).

Issues in Adolescent Development (online): Current issues in adolescent development in an educational context and culture, including self, family, peers, school and work relationships. Gender differences within culture, race and class examined. Current dilemmas explored using critical theory and action research. Fall 2012 (12 students).

Motivating Learners (online): Current practices in learner motivation, school age through adult. Developing positive attitudes and building community in classrooms to stimulate motivation of all learners. Fall 2011 (26 students), Spring 2012 (25 students).

Multiple Regression Analysis in Behavioral Studies: Applications of multiple regression as a general data analysis strategy for experimental and non-experimental research in behavioral sciences. Fall 2012 (15 students).

Statistical Methods in Education: Statistical methods needed by conductors and consumers of research in education and the behavioral sciences. Introduction to interpretation and application of descriptive and inferential statistics. Spring 2013 (2 sections, 29 students total).

2009 - 2011   ITT Technical Institute

Ethics: This course provides students the opportunity to explore competing ethical theories, and through analysis and critical thinking to determine their own code of ethics. Fall 2009 (23 students), Spring 2010 (6 students), Fall 2010 (12 students).

Ethics in Society: This course provides a practical framework and a personal method for ethical thinking and ethical decision-making on issues in contemporary society. Students will analyze some of the major ethical dilemmas of the modern world. Winter 2010 (16 students).

Group Dynamics: In this course, students examine elements of successful teams and small decision-making groups. Emphasis is on communication, critical thinking and group process techniques. Spring 2010 (30 students), Summer 2010 (17 students).

Psychology: This course introduces psychological theories from behavioristic, humanistic, and biological viewpoints. Primary focus is on exploring how selected principles of psychology apply to students' personal lives and social behavior. Students apply the skills of critical thinking, observation, and information gathering and analysis as they practice social science and scientific methodology. Winter 2010 (11 students).

Research Methods: This course offers a step-by-step, systematic approach to conducting research. Emphasis is on using critical thinking, efficient research techniques, and the ITT Tech Virtual Library to produce an in-depth white paper. Spring 2010 (12 students).

Social Psychology: This course introduces theories and principles of how an individual's thoughts, feelings, and actions are influenced by their social interaction. This course focuses on how to apply these principles to understanding our dynamic world. Fall 2009 (12 students), Spring 2010 (5 students), Summer 2010 (7 students), Fall 2011 (10 students).

Sociology: This course introduces the theories and methods sociologists use to explain and predict the dynamics of the contemporary social world. Through this study, the students will employ a "sociological imagination" as they make observations, gain insights, and make predictions that can influence their choices about their own social interaction. Fall 2011 (7 students).

SERVICE TO THE PROFESSION

National Service

Co-Editor, Queer Studies in Education [Book Series], Brill   2021-Present

Committee on Scholars and Advocates for Gender Equity, AERA   2021-Present

Section Editor: Critical Studies in Education, *The Professional Educator*   2020-Present

Consulting Editor, *Educational Psychology*   2017-Present

Editorial Board, *Educational Studies*   2018-Present

Editorial Board, *SAGE Open*   2015-Present

Reviewer for the Annual Conference, AERA	2012-Present
Grant Proposal Reviewer, Spencer Foundation	2021-2022
Co-Chair, AERA Queer Studies SIG	2019-2021
Book Proposal Reviewer, Routledge	2021
Ad-Hoc Reviewer, *Educational Researcher*	2020-2021
Program Co-Chair, AERA Queer Studies SIG	2017-2019
Associate Editor, *Psychological Reports*	2014-2018
Ad-Hoc Reviewer, *Progress in Community Health Partnerships*	2018-2019
Book Proposal Reviewer, Pearson Education	2019
Ad-Hoc Reviewer, *Learning and Individual Differences*	2018-2019
Ad-Hoc Reviewer, *Violence and Victims*	2018
Ad-Hoc Reviewer, *Social Psychology of Education*	2017
Ad-Hoc Reviewer, *Current Psychology*	2017
Ad-Hoc Reviewer, *Educational Research and Evaluation*	2017
Ad-Hoc Reviewer, *Whiteness and Education*	2017
Ad-Hoc Reviewer, *Journal of Educational Controversy*	2016-2017
Affirmative Action Committee, AERA Division D	2014-2017
Membership Co-Chair, AERA Queer Studies SIG	2013-2017
Ad-Hoc Reviewer, *Educational Psychology*	2012-2017
APAGS-CLGBTC Mentor, American Psychological Association	2013-2016
Ad-Hoc Reviewer, *Journal of Experimental Education*	2014-2017
Ad-Hoc Reviewer, *Asia Pacific Educational Review*	2014-2017
Associate Editor, *Innovative Teaching*	2014-2016
Identity Mentor, APA Division 15	2016
Ad-Hoc Reviewer, *Journal of Homosexuality*	2016
Science Committee, APA Division 44	2014-2015
Convention Reviewer, APA Division 44	2013-2015
Book Proposal Reviewer, Pickwick Publications	2015
Guest Editor, *SAGE Open*	2015
Ad-Hoc Reviewer, *Psychological Reports*	2012-2014
Ad-Hoc Reviewer, *Anxiety, Stress, and Coping*	2014
Book Reviewer, SAGE Publications	2014
Ad-Hoc Reviewer, *School Science and Mathematics*	2014
Reviewer for the Annual Conference, National Council on Measurement in Education	2012-2013
Reviewer for the Annual Convention, American Psychological Association	2010-2012
Reviewer for Student Competitions, Association for Psychological Science	2007-2012

University Service

Faculty Advisor for Spectrum: Auburn University's GSA	2020-Present
Chair, Faculty Handbook Review Committee - AU	2019-2022
Member, Faculty Handbook Review Committee - AU	2016-2023
Member, Howze Award Committee, Auburn AAUP	2022
Member, Promotion and Tenure Revision Committee - EFLT	2020-2021
Chair, Inclusion and Diversity Committee, College of Education - AU	2020-2021
Member, Learning Improvement Working Group, Academic Assessment - AU	2020-2021
Member, Presidential Task Force on Equity and Opportunity - AU	2020-2021
Member, Faculty Salaries and Welfare Committee - AU	2018-2021
Assessment Institute Rater for Program Assessment Plans - AU	2016-2021
Member, Inclusion and Diversity Committee, College of Education - AU	2015-2019
Chair, College Climate Evaluation Committee, College of Education - AU	2017-2019
Member, Search Committee for Administration of Higher Education - AU	2016-2017
Member, Search Committee for Educational Foundations - AU	2016-2017
Member, Recruitment, Retention, and Public Relations Committee, CoEP - USM	2014-2015
Member, Master's Admissions Committee, Educational Studies and Research - USM	2013-2015
Faculty Affiliate, Center for Undergraduate Research - USM	2013-2015
Member, Awards Committee – Educational Studies and Research - USM	2013-2015
President, Educational Psychology Student Society - OSU	2012-2013
Technology Fee Committee - OSU	2012-2013
Service Committee Officer, Educational Psychology Student Society - OSU	2011-2012
Member, Institutional Review Board - OSU	2011-2012

PROFESSIONAL DEVELOPMENT

Summer Course Re(Design) Seminar *Biggio Center – Auburn University*	2017
Critical Educators for Social Justice Early Career Scholars Program *American Educational Research Association*	2016
Service-Learning Faculty Fellowship *Center for Community and Civic Engagement, The University of Southern Mississippi*	2014-2015
Division C New Faculty Mentoring Program *American Educational Research Association*	2014
Preparing Future Faculty in Psychology Fellowship	2011-2013

Oklahoma State University

Division C Graduate Student Seminar *American Educational Research Association*	2012
Certificate in Online Instruction *Institute for Teaching and Learning Excellence, Oklahoma State University*	2011
Endorsement in Program Outcomes Assessment *University Assessment and Testing Services, Oklahoma State University*	2010-2011

AWARDS AND RECOGNITION

LGBTQ Advocate Award *Auburn University*	2022
Outstanding Faculty Award for Research *College of Education, Auburn University*	2019
University Award for Inclusive Excellence – Outstanding Interdisciplinary Collaboration *Office of Inclusion and Diversity, Auburn University*	2018
Health Equity Course Redesign Award *Center for Health Ecology and Equity Research, Auburn University*	2017
Alumni Association Endowed Graduate Scholarship *Oklahoma State University College of Education*	2012
Graduate Student Research Award *Division C, American Educational Research Association*	2012
Distinguished Graduate Fellowship *OSU Foundation*	2011-2012
Outstanding Research Award *Educational Psychology Student Society, Oklahoma State University*	2011
Teaching Performance Award *ITT Technical Institute, Tulsa, OK*	2011
Teaching Performance Award *ITT Technical Institute, Tulsa, OK*	2010
University Award for Outstanding Psychological Research *Evangel University*	2007

INVITED CONTRIBUTIONS

Strunk, K. K., Kilgo, C. A., & Shelton, S. A. (2017). *Supporting and affirming students with diverse gender and sexual identities.* Workshop presented at the Engagement Scholarship Consortium Pre-College Programming Workshop, Birmingham, AL.

Strunk, K. K. (2017, April). *Educational research for achieving the promise of equal educational opportunity: Diverse methodologies and perspectives for addressing ongoing inequality.* Invited speaker session at the American Educational Research Association, San Antonio, TX.

Strunk, K. K. (2015). *The academic job search process.* Workshop presented to the Preparing Future Faculty in Psychology Program at Oklahoma State University, Stillwater, OK.

Strunk, K. K. (2014). *Developing a research agenda.* Workshop presented to the Educational Psychology Colloquium at Oklahoma State University, Stillwater, OK.

Thomas, J., Orona, C.*, Hulings, M.*, & **Strunk, K.** (2013). *What impacts 3rd-5th graders?* Presentation at the Oklahoma State Department of Education Vision 2020 Conference, Oklahoma City, OK.

Strunk, K. K. (2013). Enhancing student academic success. *Academic Exchange Quarterly, 17*(1), 10.

Strunk, K. K. (2013, March). *Preparing the professional curriculum vita.* Workshop presented to the Social Foundations program at Oklahoma State University, Stillwater, OK.

PROFESSIONAL MEMBERSHIPS

American Educational Research Association
    Division D: Measurement and Research Methodology
    Division G: Social Context of Education
    Critical Educators for Social Justice SIG
    Queer Studies SIG
American Psychological Association
    Division 15: Educational Psychology