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Kamden K. Strunk

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| Education |
|  | Ph.D. in Educational Psychology 2012Oklahoma State University, Stillwater, OKDissertation: Investigating a New Model of Time-Related Academic Behavior: Procrastination and Timely Engagement by Motivational OrientationM.S. in Psychology 2009Evangel University, Springfield, MOThesis: Neuropsychological Functioning, Academic Achievement, and Involvement in Head-Contact SportsB.A. in Psychology, Biblical Studies, and Biblical Languages 2007Evangel University, Springfield, MO |
| Professional Experience |
|  | 2015-Present Auburn University Assistant Professor of Educational ResearchTeach four courses per academic year in educational research, statistics, evaluation, and measurement.2013-2015 University of Southern Mississippi Assistant Professor of Educational Studies and ResearchTaught an average of three courses per semester in Research, Evaluation, Statistics, and Assessment. Program Advisor, Social Justice emphasis area for the M.S. in EducationDevelop 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. 2013-Present Research Initiative on Social Justice and Equity (RISE) DirectorFounding director of RISE, a national, interdisciplinary research team made up of faculty, staff, students, and professionals dedicated to social justice and equity work. Plan outreach and advocacy/activism events, write interdisciplinary grants, and work with students and faculty on social justice research. 2010-2013 Oklahoma State University Postdoctoral FellowWorked as a statistician and research methodologist in 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 StudiesServed 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 PsychologyWorked 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 PsychologyProvided leadership for a group 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 PsychologyTaught 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 BusinessWorked 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 HumanitiesTaught 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 DivisionResponsible 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 DevelopmentDeveloped 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 publications:**Thomas, J. T., & **Strunk, K. K.** (In press). Expectancy-value and children’s science achievement: Parents matter. *Journal of Research on Science Teaching*. **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*.***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.**Strunk, K. K.** (2014). A factor analytic examination of the achievement goal questionnaire, revised: A three-factor model. *Psychological Reports, 115*(2)*,* 400-414. \*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*.* **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. \*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.**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. [Impact Factor = .44]**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.**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. **Books:****Strunk, K. K.** (under contract, scheduled 2017). *Queering the Deep South: Queering education in the U.S. South.* Charlotte, NC: Information Age Publishing.**Strunk, K. K.** & \*Hafftka, R.(under contract, scheduled 2017). *Queering the Deep South: Queering public health and public policy in the U.S. South.* Charlotte, NC: Information Age Publishing.**Strunk, K. K.** (under contract, scheduled 2017). *Queering the Deep South: Queering spirituality and community in the U.S. South.* Charlotte, NC: Information Age Publishing.**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.* New York, NY: Palgrave.**Book chapters:****Strunk, K. K.** (accepted for inclusion). A critical pedagogy approach to LGBTQ+ studies in quantitative methods courses. *Teaching LGBTQ+ studies in education: Theoretical perspectives.* New York, NY: Palgrave.**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*. Thousand Oaks, CA: SAGE Publications.**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)*.* New York, NY: 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)*.* Charlotte, NC: 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)*.* New York, NY: Peter Lang.**Technical Reports:****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. **Manuscripts currently under peer review:**Bailey, L. E., & **Strunk, K. K.** (2016, December). *“A question everybody danced around”: Self-identified gay men negotiating identity in Christian colleges.* Manuscript submitted for publication. [Revise and resubmit to *Educational Studies*, Impact Factor = 0.37]**Strunk, K. K.**, & Thomas, J. T. (2016, October). *Where do gender stereotyped beliefs about mathematics come from? A longitudinal analysis of child, parent, and teacher influences.* Manuscript submitted for publication.[Submitted to *Educational Studies in Mathematics*, Impact Factor = 0.84]**Strunk, K. K.,** Lane, F. C., & Mwavita, M. (2016, October). *Changes in time-related academic behavior across time are associated with contextual motivational shifts.* Manuscript submitted for publication. [Revise and resubmit to *Educational Psychology*, Impact Factor = 1.16]**Manuscripts in progress:**Thomas, J. T., & **Strunk, K. K.** (in progress). *Who draws the scientist?* [Manuscript in preparation for peer-reviewed publication]**Strunk, K. K.** & Mwarumba, M. (in progress). *Research design and statistical analysis in education: Methods for group comparisons.* [Prospectus in preparation for textbook]**Strunk, K. K.**, & Wang, S. C. (in progress). *Understanding racial dialogue on a Southern college campus*. [Manuscript in preparation for peer-reviewed publication]**Strunk, K. K.**, & Bailey, L. E. (in progress). *Christian higher education and the queer subject*. [Proposal in preparation for academic book] |
| Peer-Reviewed Presentations |
|  | **National/International****Strunk, K. K.**, Baggett, H. C., & \*Riemer A. (2017, April). *Developing community-based research methods with LGBTQ populations in the U.S. South.* Paper at the American Educational Research Association, San Antonio, TX.Wang, S. C., & **Strunk, K. K.** (2017, April). *“They expect you to know that you are the minority”: Black college students’ experiences in a predominantly White university in the Southeast U.S.* Paper at the American Educational Research Association, San Antonio, TX.**Strunk, K. K.**, Baggett, H. C., & \*Riemer, A. (2017, April). *“Queer as shit”: Queering knowledge and action in community-based LGBTQ research.* Paper at the American Educational Research Association, San Antonio, TX.**Strunk, K. K.**, Lane, F. C., & Mwavita, M. (2016, August). *Time-related academic behavior: State or trait? A cluster invariance study*. Paper at the American Psychological Association, Denver, CO.Thomas, J. T., **Strunk, K. K.** (2016, April). *Where do gender stereotyped beliefs about mathematics come from? Parents, teachers, and achievement: A longitudinal analysis.* Paper at the American Educational Research Association, Washington, DC.Mattheis, A., **Strunk, K. K.**, Greytak, E., & Garvey, J. (2016, April). *Queering mixed methods research for social advocacy*. Symposium at the American Educational Research Association, Washington, DC.**Strunk, K. K.**, & Bailey, L. E. (2016, April). “*A question everybody danced around”: Self-identified gay men negotiating identity in Christian colleges*. Paper at the American Educational Research Association, Washington, DC. **Strunk, K. K.**, & Lane, F. C. (2015, April). *An alternative approach to pooling covariance matrices in meta-analytic confirmatory factor analysis.* Presented at the American Educational Research Association Annual Meeting, Chicago, IL.**Strunk, K. K.,** Cho, Y., Steele, M. R., & Bridges, S. L. (2012, April). *The development of a multidimensional measure of procrastination and timely engagement. A 2x2 model of ‘when’ and ‘why’.* Poster at the American Education Research Association Annual Meeting, Vancouver, BC.Strunk, K. C., & **Strunk, K. K.** (2011, November). *Personality characteristics, organizational structure, and job satisfaction of Sexual Assault Nurse Examiners.* Poster at the International Society for Traumatic Stress Studies, Baltimore, MD.Cho, Y., Walker, M., **Strunk, K.**, Bridges, S., Steele, M. (2011, August). *The influence of teachers’ perceived contextual goals and personal teaching goal orientation on classroom instructional approaches.* Poster at the American Psychological Association Convention, Washington, DC.**Strunk, K. K.** (2011, May). *The development of a new multidimensional measure of procrastination*. Poster at the Association for Psychological Science Annual Convention, Washington, DC.**Strunk, K.**, Farmer, K., Boling, S., & Arnold, D. (2009, October). *Validation of the Mini-Headache Interview in a population of migraineurs.* Presentation at the American Academy of Pain Management, Phoenix, AZ.Farmer, K., **Strunk, K.**, & Cady, R. (2009, September). *Validation of disease progression in a population of migraineurs.* Presentation at the American Headache Society, King Philadelphia, PA.**Strunk, K. K.** (2009, April). *The theology and psychology of the Word-Faith movement.* Poster at the Christian Association for Psychological Studies International Conference, Orlando, FL.**Regional/Local**Reynolds, W. M., Tennial, D. M., Hardy, E., Beech, J., **Strunk, K. K.**, & McKnight, D. (2014, June). *Critical studies of southern place.* Presentation at the Curriculum Studies Summer Collaborative, Savannah, GA.\*McGee, M. K., & **Strunk, K.** (2014, March). *Neoliberalism and contemporary reform efforts in Mississippi’s public education system.* Presentation at the USM Graduate Student Research Symposium, Hattiesburg, MS.\*Takewell, W. C., & **Strunk, K.** (2014, March). “*The enemy in the midst”: Gay identified men in Christian college spaces.* Presentation at the USM Graduate Student Research Symposium, Hattiesburg, MS.**Strunk, K.** (2013, April). *A method for meta-analytic confirmatory factor analysis.* Presentation at the Southwestern Psychological Association, Fort Worth, TX.\*Butler, T., \*Walls, E., **Strunk, K.**, & Montgomery, Y. (2013, April). *Resiliency as a pathway of influence for childhood trauma on self-esteem.* Poster at the Southwestern Psychological Association, Fort Worth, TX.\*Fletcher, K., \*Robinson, D., **Strunk, K.**, & Montgomery, Y. (2013, April). *Differences in men and women’s self-esteem: Influences of childhood trauma and parental devaluation.* Poster at the Southwestern Psychological Association, Fort Worth, TX.\*Albright, E. A., & **Strunk, K. K.**  (2013, February). *Reflections on emotional intelligence during adolescent years.* Presentation at the OSU Research Symposium, Stillwater, OK.\*Fowlkes, C., & **Strunk, K.** (2013, February). *Contributions of instructors’ encouragement and classroom opportunities for hands-on learning in predicting students’ value for STEM courses by instructor gender.* Presentation at the OSU Research Symposium, Stillwater, OK.**Strunk, K. K.** (2012, October). *High stakes testing and narrowing the pathway to higher education.* Presentation at the Critical Questions in Education Conference, Springfield, MO.**Strunk, K. K.** (2012, October). *Reproduction of gendered binaries and sexuality in education.* Presentation at the Critical Questions in Education Conference, Springfield, MO.**Strunk, K. K.** (2012, March). *Creating Barriers to Accessing Higher Education: National Educational Policy and Ethnicity*. Presentation at the Oklahoma Educational Studies Association, Stillwater, OK.Steele, M. R., **Strunk, K. K.**, & Bridges, S. L. (2011, September). *Synthesis of Jungian typology and holistic education: A four-quadrant model.* Poster at the Oklahoma Network for the Teaching of Psychology, Stillwater, OK.**Strunk, K. K.**, Steele, M. R., & Bridges, S. L. (2011, September). *Applying Jungian typology in holistic education as a teaching strategy in higher education.* Poster at the Oklahoma Network for the Teaching of Psychology, Stillwater, OK.**Strunk, K.**, Bridges, S., Steele, M., Walker, M., & Cho, Y. (2010, November). *Revising the School Goal Structure and Approaches to Instruction scales for teachers.* Poster at the Oklahoma Research Day, Lawton, OK.**Strunk, K. K.**, & Spencer, J. M. (2010, September). *A brief intervention for procrastination at the beginning of the semester.* Poster at the Oklahoma Network for the Teaching of Psychology, Stillwater, OK.**Strunk, K. K.** (2008, November). *Neuropsychological status, academic achievement, and involvement in head-contact sports.* Presentation at the Midwestern Christian Psychology Conference, Point Lookout, MO.**Strunk, K. K.**, & Burns, N. S. (2008, March). *Is biofeedback relaxation therapy a placebo?* Presentation at the Great Plains Regional Psychology Conference, Emporia, KS.**Strunk, K. K.** (2007, April). *The relationship between Spirit Baptism and Christian empowerment*. Poster at the Southwestern Psychological Association, Fort Worth, TX.*Note.* \* indicates a student researcher advised by myself |
| Research Funding |
|  | 2018–2021 (under review) National Institutes of Health*Examining Key Identity Development Markers and Their Influence on Mental Health Experiences of Black Sexual and Gender Minorities in the South: A Mixed-Methods Community-Based Research Study in Alabama** Requested funding amount: $434,911
* Project role: Principal Investigator
* Currently under review

2017–2018 Auburn University*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*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 UniversityCultivating Community Based Research By and With LGBTQ Southerners of Color* Funding amount: $24,938
* Project role: Principal Investigator

2014–2015 University of NebraskaParent 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
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| 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, Educational Research for Social Justice and Equity, 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, 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, Sociology2015–Present Auburn University Assistant Professor of Educational ResearchBasic 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).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).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).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).2013–2015 University of Southern Mississippi Assistant Professor of Educational Studies and ResearchCritical 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 Instructor, School of Educational StudiesMultiple 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).Instructor, School of Applied Health and Educational PsychologyChild 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).2009–2011 ITT Technical Institute Adjunct Faculty, General EducationEthics: 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**Program Co-Chair, AERA Queer Studies SIG 2017-PresentConsulting Editor, *Educational Psychology* 2017-PresentEditorial Board, *SAGE Open* 2015-PresentAssociate Editor, *Psychological Reports* 2014-PresentReviewer for the Annual Conference, American Educational Research Association 2012-PresentAd-Hoc Reviewer, *Whiteness and Education* 2017Ad-Hoc Reviewer, *Journal of Educational Controversy* 2016-2017Affirmative Action Committee, AERA Division D 2014-2017Membership Co-Chair, AERA Queer Studies SIG 2013-2017Ad-Hoc Reviewer, *Educational Psychology* 2012-2017APAGS-CLGBTC Mentor, American Psychological Association 2013-2016Ad-Hoc Reviewer, *Journal of Experimental Education* 2014-2017Associate Editor, *Innovative Teaching* 2014-2016Identity Mentor, APA Division 15 2016Ad-Hoc Reviewer, *Journal of Homosexuality* 2016Science Committee, APA Division 44 2014-2015Convention Reviewer, APA Division 44 2013-2015Book Reviewer, Pickwick Publications 2015Guest Editor, *SAGE Open* 2015Ad-Hoc Reviewer, *Asia Pacific Educational Review* 2014-2015Ad-Hoc Reviewer, *Psychological Reports* 2012-2014Ad-Hoc Reviewer, *Anxiety, Stress, and Coping* 2014Book Reviewer, SAGE Publications 2014Ad-Hoc Reviewer, *School Science and Mathematics* 2014Reviewer for the Annual Conference, National Council on Measurement in Education 2012-2013Reviewer for the Annual Convention, American Psychological Association 2010-2012Reviewer for Student Competitions, Association for Psychological Science 2007-2012 **University Service**Inclusion and Diversity Committee, College of Education - Auburn University 2015-PresentFaculty Handbook Review Committee - Auburn University 2016-2017 Search Committee for Administration of Higher Education - Auburn University 2016-2017 Search Committee for Educational Foundations - Auburn University 2016-2017 Recruitment, Retention, and Public Relations Committee, CoEP - USM 2014-2015Master’s Admissions Committee, Educational Studies and Research - USM 2013-2015Faculty Affiliate, Center for Undergraduate Research - USM 2013-2015Awards Committee – Educational Studies and Research - USM 2013-2015President, Educational Psychology Student Society - OSU 2012-2013Technology Fee Committee - Oklahoma State University 2012-2013Service Committee Officer, Educational Psychology Student Society - OSU 2011-2012Institutional Review Board - Oklahoma State University 2011-2012 |
| Professional Development |
|  | Summer Course Re(Design) Seminar 2017Biggio Center – Auburn UniversityCritical Educators for Social Justice Early Career Scholars Program 2016American Educational Research AssociationService-Learning Faculty Fellowship 2014-2015Center for Community and Civic Engagement, The University of Southern MississippiDivision C New Faculty Mentoring Program 2014American Educational Research AssociationPreparing Future Faculty in Psychology Fellowship 2011-2013Oklahoma State UniversityDivision C Graduate Student Seminar 2012American Educational Research AssociationCertificate in Online Instruction 2011Institute for Teaching and Learning Excellence, Oklahoma State UniversityEndorsement in Program Outcomes Assessment 2010-2011University Assessment and Testing Services, Oklahoma State University |
| Awards and REcognition |
|  | Health Equity Course Redesign Award 2017Center for Health Ecology and Equity Research, Auburn UniversityAlumni Association Endowed Graduate Scholarship 2012Oklahoma State University College of EducationGraduate Student Research Award 2012Division C, American Educational Research AssociationDistinguished Graduate Fellowship 2011-2012OSU FoundationOutstanding Research Award 2011Educational Psychology Student Society, Oklahoma State UniversityTeaching Performance Award 2011ITT Technical Institute, Tulsa, OKTeaching Performance Award 2010ITT Technical Institute, Tulsa, OKUniversity Award for Outstanding Psychological Research 2007*Evangel University* |
| Invited Contributions |
|  | **Strunk, K. K.** (2017). The rising price of objectivity: Philanthropy, government, and the future of education research – Book review. *Teachers College Record*.**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 AssociationDivision C: Learning and InstructionDivision D: Measurement and Research MethodologyCritical Educators for Social Justice SIGMotivation in Education SIGQueer Studies SIGAmerican Psychological AssociationDivision 15: Educational PsychologyDivision 44: Society for the Psychological Study of LGBT Issues |
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