

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

- 2015-Present Auburn University
Assistant Professor of Educational Research, Measurement, and Analysis
Teach five courses per academic year in educational research, statistics, evaluation, and measurement.
- 2013-2015 University of Southern Mississippi
Assistant Professor of Educational Studies and Research
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
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.
- 2013-Present Research Initiative on Social Justice and Equity (RISE)
Director
Founding director of RISE, a national, interdisciplinary research team made up of faculty, staff, students, and professionals. 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 Fellow
Worked 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 Studies
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

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

Provided 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 Psychology

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 publications:

Strunk, K. K., & Bailey, L. E. (In press). The difference one word makes: Imagining sexual orientation in graduate school application essays. *Psychology of Sexual Orientation and Gender Diversity*.

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.
- 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.**, Locke, L. A., & Martin, G. L. (under contract, scheduled 2016). *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.**, Bristol, D., & *Takewell, W. C. (in press). Queering South Mississippi: Simple and seemingly impossible work. In S. J. Miller & N. M. Rodriguez. *Educators queering academia*. New York, NY: Palgrave Macmillan.
- 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. 45-61). 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.**, *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:

Strunk, K. K., & Lane, F. C. (2014, December). *The Beck Depression Inventory 2nd Edition (BDI-II): A Cross Sample Structural Analysis*. Manuscript submitted for publication.

Strunk, K. K., *Beswick, C. S., *Fowlkes, C., & Mwarumba, M. (2015, May). *Gendered dynamics in student expectancy-value motivation for gateway STEM courses*. Manuscript submitted for publication.

Strunk, K. K., & Thomas, J. T. (2015, July). *How do parents and teachers influence children's stereotypical beliefs about mathematics and mathematics achievement? A longitudinal analysis*. Manuscript submitted for publication.

Manuscripts in progress:

Bailey, L. E., & **Strunk, K. K.** (in progress). *"A question everybody danced around": Negotiating sexual identity in Christian colleges*.

Thomas, J. T., & **Strunk, K. K.** (in progress). *Parents matter! The influence of parents' expectancy for child success on science achievement*.

Thomas, J. T., & **Strunk, K. K.** (in progress). *Who draws the scientist?*

Strunk, K. K., & Thomas, J. T. (in progress). *"I've never really thought about it": Neoliberalism and gendering science in rural elementary classrooms*.

Strunk, K. K., Lane, F. C., & Mwavita, M. (in progress). *Situated motivational factors predict changes in time-related academic behavior type over time*.

PEER-REVIEWED PRESENTATIONS

National/International

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., **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.** (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.** (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.

Under Review

- Mattheis, A., Garvey, J., & **Strunk, K. K.** (2016, April). *Queering mixed methods research*. Symposium at the American Educational Research Association, Washington, DC.
- Strunk, K. K.**, Lane, F. C., & Mwarumba, M. (2016, April). *Time related academic behaviors: State or trait? A cluster invariance study*. Paper 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.
- Thomas, J. T., **Strunk, K. K.** (2016, April). *When math gets gendered, everybody loses*. Paper at the American Educational Research Association, Washington, DC.

Note. * by a name indicates a student researcher advised by myself.

RESEARCH FUNDING

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|---|------------------------------------|
| 2014-2015 | University of Nebraska |
| <i>Parent Talk: Encouraging Elementary STEM Interests, Achievement, and Career Awareness</i> | |
| <ul style="list-style-type: none"> ▪ Funding amount: \$10,000 ▪ Project role: Co-investigator | |
| 2014-2015 (Unfunded proposal) | American Psychological Foundation |
| <i>Investigating Implicit Bias in Faculty Evaluations of Graduate School Application Packages</i> | |
| <ul style="list-style-type: none"> ▪ Unfunded proposal; Proposed funding amount: \$15,000 ▪ Project role: Principal Investigator | |
| 2014-2017 (Unfunded proposal) | Institute for Educational Sciences |
| <i>Multidimensional Assessment and Teaching to Encourage Retention in the Sciences</i> | |
| <ul style="list-style-type: none"> ▪ Unfunded proposal; Proposed funding amount: \$1,435,284 (\$143,450 subcontract) ▪ Project role: Assessment and Evaluation Specialist | |
| 2014-2015 (Unfunded proposal) | Dr. Scholl Foundation |
| <i>Exploring Pathways to Higher Education in the Mississippi Delta</i> | |
| <ul style="list-style-type: none"> ▪ Unfunded proposal; Proposed funding amount: \$10,000 ▪ Project role: Co-Principal Investigator | |

2013-2016 (Unfunded proposal) National Science Foundation

Dream Painters: Encouraging Math Talent among Rural Middle School Students

- Unfunded proposal; Proposed funding amount: \$1,496,122 (\$129,818 subcontract)
- Project role: Internal Evaluator

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, 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, 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, Sociology

2015-Present Auburn University

Assistant Professor of Educational Research, Measurement, and Analysis

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).

2013 - 2015 University of Southern Mississippi

Assistant Professor of Educational Studies and Research

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

Instructor, School of Educational Studies

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).

Instructor, School of Applied Health and Educational Psychology

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).

2009 - 2011

ITT Technical Institute

Adjunct Faculty, General Education

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

Associate Editor, <i>SAGE Open</i>	2015-Present
Associate Editor, <i>Psychological Reports</i>	2014-Present
Associate Editor, <i>Innovative Teaching</i>	2014-Present
Affirmative Action Committee, AERA Division D	2014-Present
Membership Committee, AERA Queer Studies SIG	2013-Present
Reviewer for the Annual Conference, American Educational Research Association	2012-Present
Science Committee, APA Division 44	2014-2015
Convention Reviewer, APA Division 44	2013-2015
APAGS-CLGBTC Mentor, American Psychological Association	2013-2015
Book Reviewer, Pickwick Publications	2015
Guest Editor, <i>SAGE Open</i>	2015
Ad-Hoc Reviewer, <i>Journal of Experimental Education</i>	2014-2015
Ad-Hoc Reviewer, <i>Educational Psychology</i>	2012-2015
Ad-Hoc Reviewer, <i>Psychological Reports</i>	2012-2014
Ad-Hoc Reviewer, <i>Anxiety, Stress, and Coping</i>	2014
Book Reviewer, SAGE Publications	2014

Ad-Hoc Reviewer, <i>School Science and Mathematics</i>	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

Diversity Committee, College of Education - Auburn University	2015-Present
Recruitment, Retention, and Public Relations Committee, CoEP - USM	2014-2015
Master's Admissions Committee, Educational Studies and Research - USM	2013-2015
Faculty Affiliate, Center for Undergraduate Research - USM	2013-2015
Awards Committee – Educational Studies and Research - USM	2013-2015
President, Educational Psychology Student Society - OSU	2012-2013
Technology Fee Committee - Oklahoma State University	2012-2013
Service Committee Officer, Educational Psychology Student Society - OSU	2011-2012
Institutional Review Board - Oklahoma State University	2011-2012

PROFESSIONAL DEVELOPMENT

Service-Learning Faculty Fellowship <i>Center for Community and Civic Engagement, The University of Southern Mississippi</i>	2014-2015
Division C New Faculty Mentoring Program <i>American Educational Research Association</i>	2014
Preparing Future Faculty in Psychology Fellowship <i>Oklahoma State University</i>	2011-2013
Division C Graduate Student Seminar <i>American Educational Research Association</i>	2012
Certificate in Online Instruction <i>Institute for Teaching and Learning Excellence, Oklahoma State University</i>	2011
Endorsement in Program Outcomes Assessment <i>University Assessment and Testing Services, Oklahoma State University</i>	2010-2011

AWARDS AND RECOGNITION

Alumni Association Endowed Graduate Scholarship <i>Oklahoma State University College of Education, Stillwater, OK</i>	2012
Division C Graduate Student Research Award <i>American Educational Research Association</i>	2012

Distinguished Graduate Fellowship <i>OSU Foundation, Stillwater, OK</i>	2011-2012
Outstanding Research Award <i>Educational Psychology Student Society, Oklahoma State University, Stillwater, OK</i>	2011
Teaching Performance Award <i>ITT Technical Institute, Tulsa, OK</i>	2011
Teaching Performance Award <i>ITT Technical Institute, Tulsa, OK</i>	2010
University Award for Outstanding Psychological Research <i>Evangel University, Springfield, MO</i>	2007

INVITED CONTRIBUTIONS

- Strunk, K. K.** (2015, September). *Navigating the academic job market*. Workshop presented to the Preparing Future Faculty Symposium, Stillwater, OK.
- Strunk, K. K.** (2014, October). *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, May). *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 C: Learning and Instruction
 Division D: Measurement and Research Methodology
 Critical Educators for Social Justice SIG
 Motivation in Education SIG
 Queer Studies SIG
 APA Division 15: Educational Psychology
 APA Division 44: Society for the Psychological Study of LGBT Issues