

## KAMDEN K. STRUNK

### EDUCATION

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- 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

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- 2015-Present Auburn University  
*Associate Professor of Educational Research (2019-Present)*  
Teach four courses per academic year in educational research, statistics, evaluation, and measurement.  
*Program Coordinator, Educational Psychology (2018-Present)*  
Respond to prospective student inquires, 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-Present)*  
*Faculty Affiliate, Critical Studies Working Group (2017-Present)*  
*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: (19)**

- \*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.
- 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 2<sup>nd</sup> 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: (6)**
- Strunk, K. K.** & Mwarumba, M. (under contract, scheduled 2019). *Design and analysis in educational research: ANOVA designs in SPSS*. New York, NY: Routledge.
- Strunk, K. K.** & \*Fieszli, R. (Eds.) (In press). *Queering public health and public policy in the Deep South*. Charlotte, NC: Information Age Publishing.
- Strunk, K. K.,** & Locke, L. A. (Eds.) (2019). *Research methods for social justice and equity in education*. New York, NY: Palgrave. ISBN: 9783030058999
- Strunk, K. K.** (Ed.) (2019). *Queering spirituality and community in the Deep South*. Charlotte, NC: Information Age Publishing. ISBN: 9781641135733
- Strunk, K. K.** (Ed.) (2018). *Queering education in the Deep South*. Charlotte, NC: 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*. New York, NY: Palgrave. ISBN: 9781137576637
- Book chapters: (11)**
- \*Lester, W. S., **Strunk, K. K.,** & \*Hoover, P. D. (accepted for inclusion). 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*. New York, NY: Palgrave.
- 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.
- \*Fieszli, R., & **Strunk, K. K.** (In press). 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*. Charlotte, NC: Information Age Publishing.<sup>D</sup>
- Demoiny, S., Baggett, H. C., & **Strunk, K. K.** (In press). Political correctness. In Z. Casey (Ed.), *Critical understandings in education encyclopedia: Critical whiteness studies*. The Netherlands: Brill Publishing.
- 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). New York, NY: Palgrave.<sup>D</sup>

- 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). New York, NY: Palgrave.<sup>D</sup>
- \*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). Charlotte, NC: Information Age Publishing.<sup>D</sup>
- 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. <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). 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. ISBN 9781453913406

#### Technical Reports: (5)

- 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: (2)

- Strunk, K. K.,** \*Lester, W. S., \*Betties, J. S., & Lane, F. C. (2019, December). *A meta-analytic confirmatory factor analysis (MA-CFA) of the Achievement Goal Questionnaire-Revised (AGQ-R) and the Patterns of Adaptive Learning Scales (PALS)*. Manuscript submitted for publication.
- Parson, L. J., \*Hill, A., & **Strunk, K. K.** (2019, December). *Undergraduate women navigating masculinized institutional spaces in STEM*. Manuscript submitted for publication.

#### Manuscripts in progress: (4)

- Baggett, H. C., **Strunk, K. K.,** \*Hoover, P. D., \*Collins, T., & \*Lester, W. S. *It doesn't get better: LGBTQ students' experiences of oppression and liberation in high school and college*.

- Strunk, K. K.**, Baggett, H. C., Parson, L., & Garcia, C. E. *A critical examination of White students' responses to inclusion and diversity efforts in a Southern college of education.*
- Strunk, K. K.**, Wang, S. C., \*Hoover, P. D., & \*Lester, W. S. *Sexual and racial identity development processes in LGBTQ people in the Deep South.*
- Baggett, H. C., **Strunk, K. K.**, & Watts, I. E. *Discourses of diversity and inclusion on higher education campuses: Rhetorical tools for maintaining white supremacist cisbeteropatriarchy.*

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 PEER-REVIEWED PRESENTATIONS
 

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- National/International:** (27)
- Garcia, C. E., **Strunk, K. K.**, Parson, L., & Baggett, H. (2019, November). *A critical examination of students' responses to equity and inclusion initiatives at a Deep South PWT college of education.* Paper at the Association for the Study of Higher Education, Portland, OR.
- Strunk, K. K.**, Baggett, H. C., & Watts, I. E. (2019, October). *"Diversity and inclusion and free speech and civility": Oppression and marginalization through diversity rhetoric.* Paper at the American Educational Studies Association, Baltimore, MD.
- Strunk, K. K.**, \*Lester, W. S., & \*Hoover, P. D. (2019, October). *Examining "diversity" research in educational psychology: Deficit discourses and individualizing responsibility.* Paper at the American Educational Studies Association, Baltimore, MD.
- Strunk, K. K.**, \*Betties, J. S., & \*Lester, W. S. (2019, April). *An analysis of competing achievement goal theoretical models: A meta-analytic confirmatory factor analysis of two scales.* Poster at the American Educational Research Association, Toronto, ON.
- Strunk, K. K.**, & Locke, L. A. (2019, April). *Multi-method approaches to research for social justice and equity in education.* Structured session at the American Educational Research Association, Toronto, ON.
- Shelton, S. A., Battacharya, K., Blair, M. F., Barton, A. C., Greytak, E., Mattheis, A., Corado, J., Rios, J. A., & **Strunk, K. K.** (2019, April). *Research methodology in a "post-truth" era: Narratives exploring equity and inclusion in educational research.* Invited speaker session at the American Educational Research Association, Toronto, ON.
- Strunk, K. K.** (2019, April). *Re-imagining methodologies and theoretical models in educational psychology to center equity and justice.* Invited paper at the American Educational Research Association, Toronto, ON.
- Strunk, K. K.**, Wang, S. C., Baggett, H. C., & \*Betties, J. S. (2018, November). *"I just thought something was wrong with me": Understanding identity processes among LGBTQ people in Alabama.* Paper at the American Educational Studies Association, Greenville, SC.
- \*Hill, A. C., & **Strunk, K. K.** (2018, November). *The meaning behind silence: Deconstructing non-response in campus climate data.* Paper at the American Educational Studies Association, Greenville, SC.
- Strunk, K. K.**, \*Betties, J., & \*Lester, W. (2018, August). *A meta-analytic confirmatory factor analysis of the Achievement Goal Questionnaire-Revised.* Poster at the American Psychological Association, San Francisco, CA.
- \*Ridha, B., **Strunk, K. K.**, & Wang, S. C. (2018, August). *Perceptions of racism on campus: Experiences of Black students at a predominantly White institution.* Poster at the American Psychological Association, San Francisco, CA.

- \*Beall, A., \*McGuffin, M., \*Dixon, C., & **Strunk, K. K.** (2018, April). *Black students making sense of racialized experiences at a Southern Primarily White Institution: Hegemony, benevolence, and getting through school*. Paper at the American Educational Research Association, New York, NY.
- 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 (18)**

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.* \* by a name indicates a student researcher working under my supervision. A <sup>D</sup> following an entry indicates that it is a chapter in an edited book for which I am the volume editor.

## RESEARCH FUNDING

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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

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

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

2017-2018 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

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**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, 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  
*Assistant Professor of Educational Research*

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 student face-to-face, 19 students online).

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, 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).

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).

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).

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).

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

IIT 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 IIT 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).

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SERVICE TO THE PROFESSION

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**National Service**

Co-Chair, AERA Queer Studies SIG	2019-2021
Editorial Board, <i>Educational Studies</i>	2018-Present
Consulting Editor, <i>Educational Psychology</i>	2017-Present
Editorial Board, <i>SAGE Open</i>	2015-Present
Reviewer for the Annual Conference, American Educational Research Association	2012-Present
Program Co-Chair, AERA Queer Studies SIG	2017-2019
Associate Editor, <i>Psychological Reports</i>	2014-2018
Ad-Hoc Reviewer, <i>Progress in Community Health Partnerships</i>	2018-2019
Book Reviewer, Pearson Education	2019
Ad-Hoc Reviewer, <i>Learning and Individual Differences</i>	2018-2019
Ad-Hoc Reviewer, <i>Violence and Victims</i>	2018
Ad-Hoc Reviewer, <i>Social Psychology of Education</i>	2017
Ad-Hoc Reviewer, <i>Current Psychology</i>	2017
Ad-Hoc Reviewer, <i>Educational Research and Evaluation</i>	2017
Ad-Hoc Reviewer, <i>Whiteness and Education</i>	2017
Ad-Hoc Reviewer, <i>Journal of Educational Controversy</i>	2016-2017
Affirmative Action Committee, AERA Division D	2014-2017
Membership Co-Chair, AERA Queer Studies SIG	2013-2017
Ad-Hoc Reviewer, <i>Educational Psychology</i>	2012-2017
APAGS-CLGBTC Mentor, American Psychological Association	2013-2016
Ad-Hoc Reviewer, <i>Journal of Experimental Education</i>	2014-2017
Ad-Hoc Reviewer, <i>Asia Pacific Educational Review</i>	2014-2017
Associate Editor, <i>Innovative Teaching</i>	2014-2016
Identity Mentor, APA Division 15	2016
Ad-Hoc Reviewer, <i>Journal of Homosexuality</i>	2016
Science Committee, APA Division 44	2014-2015
Convention Reviewer, APA Division 44	2013-2015
Book Reviewer, Pickwick Publications	2015
Guest Editor, <i>SAGE Open</i>	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

Member, Inclusion and Diversity Committee, College of Education - AU	2015-Present
Member, Faculty Salaries and Welfare Committee - AU	2018-2021
Chair, Faculty Handbook Review Committee - AU	2019-2020
Member, Faculty Handbook Review Committee - AU	2016-2020
Chair, College Climate Evaluation Committee, College of Education - AU	2017-2019
Assessment Institute Rater for Program Assessment Plans - AU	2016-2017
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

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Summer Course Re(Design) Seminar <i>Biggio Center – Auburn University</i>	2017
Critical Educators for Social Justice Early Career Scholars Program <i>American Educational Research Association</i>	2016
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

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#### AWARDS AND RECOGNITION

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Outstanding Faculty Award for Research <i>College of Education, Auburn University</i>	2019
University Award for Inclusive Excellence – Outstanding Interdisciplinary Collaboration <i>Office of Inclusion and Diversity, Auburn University</i>	2018
Health Equity Course Redesign Award <i>Center for Health Ecology and Equity Research, Auburn University</i>	2017
Alumni Association Endowed Graduate Scholarship <i>Oklahoma State University College of Education</i>	2012
Graduate Student Research Award <i>Division C, American Educational Research Association</i>	2012
Distinguished Graduate Fellowship <i>OSU Foundation</i>	2011-2012
Outstanding Research Award <i>Educational Psychology Student Society, Oklahoma State University</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</i>	2007

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#### INVITED CONTRIBUTIONS

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**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.**, 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). 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 3<sup>rd</sup>-5<sup>th</sup> 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.

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#### 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
- American Psychological Association
  - Division 15: Educational Psychology
  - Division 44: Society for the Psychological Study of LGBT Issues