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Revised October 16, 2023

SCHOLARLY IMPACT

Google Scholar as of 10/16/2023

Total citations 970/926 Since 2018

Overall h-index 16/16 Since 2018

Overall i10-index 18/18 Since 2018

AREAS OF EXPERTISE

- K-12 gifted identification and services for culturally, linguistically, and economically diverse (CLED) students with a focus on systemic equity, leadership, and access
- Socioemotional development, decision-making, and well-being of high-ability individuals (emphasis on children of immigrants) within family, peer, and academic contexts
- Experiences and outcomes of early college entrance

EDUCATION/CREDENTIALS

2015 *Ph.D., Education (Learning Sciences and Human Development)*, with specializations in gifted education, mixed methods, and immigrant education. University of Washington. Seattle, WA.

2015 *Graduate Certificate in Mixed Methods in Education Sciences*, University of Washington. Seattle, WA.

2006 *M.Ed., Counseling Psychology*, Washington State University. Pullman, WA.

2002 *B.A. with Honors, Psychology*, University of Texas at Austin. Austin, TX.

PROFESSIONAL EXPERIENCE

2022-present *Associate Professor*, Department of Educational Psychology. University of North Texas. Denton, TX.

2016-2022 *Assistant Professor*, Department of Educational Psychology. University of North Texas. Denton, TX.

- 2015-2016 *Research Scientist*, National Center for Research on Gifted Education (NCRGE). University of Connecticut. Storrs, CT.
- 2012-2015 *Pre-doctoral Research Associate*, Robinson Center for Young Scholars. University of Washington. Seattle, WA.
- 2014-2015 *Graduate Research Fellow*, LeadersUP Fellowship. Seattle, WA.
- 2012-2013 *Pre-doctoral Research Associate*, Learning in Formal and Informal Environments (LIFE). University of Washington. Seattle, WA.

PUBLICATION RECORD

(* denotes UNT graduate student co-author)

PROFESSIONAL REFEREED MANUSCRIPTS

22. *Johnson, R., **Mun, R. U.**, Hodges, J., & Rinn, A. N. (2023). Basic psychological needs, socioeconomic status and well-being of undergraduate students in honors programs. *SENG Journal: Exploring the Psychology of Giftedness*, 2(2), 9-22. <https://doi.org/https://doi.org/10.25774/wsy8-d929>

JCR 1 year impact factor (2020): N/A **Highest JCR %ile:** N/A
Scopus CiteScore (2020): N/A **Highest Scopus %ile:** N/A

Flagship journal: Supporting Emotional Needs of the Gifted (SENG)
Other: N/A

21. *Ottwein, J. K., & **Mun, R. U.** (2023). Colorblind racial ideology among teachers of gifted students and its relationship with culturally responsive pedagogy. *Gifted Child Quarterly*, 67(4), 259-277. <https://doi.org/10.1177/00169862231185559>

JCR 1 year impact factor (2020): 3.56 **Highest JCR %ile:** 80% (Ed. Psych)
Scopus CiteScore (2020): 4.5 **Highest Scopus %ile:** 91% (Education)

Flagship journal: National Association for Gifted Children
Other: N/A

20. *Yeung, G., & **Mun, R. U.** (2022). A renewed call for disaggregation of racial and ethnic data: Advancing scientific rigor and equity in gifted and talented education research. *Journal for the Education of the Gifted*, 45(4), 319-351. <https://doi.org/10.1177/01623532221123795>

JCR 1 year impact factor (2020): 0.65 **Highest JCR %ile:** 36% (Spec Education)
Scopus CiteScore (2020): 2.3 **Highest Scopus %ile:** 69% (Education)

Flagship journal: Council for Exceptional Children: The Association for the Gifted

Other: n/a

Google Scholar Citations: 1 (as of Mar 17, 2023)

19. Hodges, J., **Mun, R. U.**, & Rinn, A. N. (2022). Disentangling inequity in gifted education: The need for nuance in racial/ethnic categories, socioeconomic status, and geography. *Gifted Child Quarterly*, 66(2), 154-156. <https://doi.org/10.1177/00169862211040533>

JCR 1 year impact factor (2020): 3.56

Highest JCR %ile: 80% (Ed. Psych)

Scopus CiteScore (2020): 4.5

Highest Scopus %ile: 91% (Education)

Flagship journal: National Association for Gifted Children

Other: n/a

Google Scholar Citations: 5 (as of Mar 17, 2023)

18. **Mun, R. U.**, Ezzani, M. D., & *Yeung, G. (2021). Parent engagement in identifying and serving diverse gifted students: What is the role of leadership? *Journal of Advanced Academics*, 32(4), 533–566. <https://doi.org/10.1177/1932202X211021836>

JCR 1 year impact factor (2020): 0.97

Highest JCR %ile: 67% (Spec Education)

Scopus CiteScore (2020): 2.9

Highest Scopus %ile: 77% (Education)

Flagship journal: n/a

Other: n/a

Google Scholar Citations: 4 (as of Mar 17, 2023)

17. **Mun, R. U.**, Ezzani, M. D., *Lee, L. E., & *Ottwein, J. K. (2021). Building systemic capacity to improve identification and services in gifted education: A case study of one district. *Gifted Child Quarterly*, 65(2), 132-152. <https://doi.org/10.1177/0016986220967376>

JCR 1 year impact factor (2020): 3.56

Highest JCR %ile: 80% (Ed. Psych)

Scopus CiteScore (2020): 4.5

Highest Scopus %ile: 91% (Education)

Flagship journal: National Association for Gifted Children

Other: n/a

Google Scholar Citations: 21 (as of Mar 17, 2023)

16. Hodges, J., **Mun, R. U.**, Roberson, J. Jones, & *Flemister, C. T. (2021). Educator perceptions following changes in gifted education policy: Implications for serving gifted students. *Gifted Child Quarterly*, 65(4), 338-353. <https://doi.org/10.1177/00169862211023796>

JCR 1 year impact factor (2020): 3.56

Highest JCR %ile: 80% (Ed. Psych)

Scopus CiteScore (2020): 4.5

Highest Scopus %ile: 91% (Education)

Flagship journal: National Association for Gifted Children

Other: n/a

Google Scholar Citations: 1 (as of Mar 17, 2023)

15. Ezzani, M. D., **Mun, R. U.**, & *Lee, L. E. (2021). District leaders focused on systemic equity in identification and services for gifted education: From policy to practice. *Roeper Review*, 43(2), 112-127. <https://doi.org/10.1080/02783193.2021.1881853>

JCR 1 year impact factor (2020): 0.61 **Highest JCR %ile:** 30% (Spec Education)
Scopus CiteScore (2020): 2.2 **Highest Scopus %ile:** 68% (Education)

Flagship journal: n/a

Other: Included in © 2016 Thomson Reuters Emerging Sources Citation Index

Google Scholar Citations: 11 (as of Mar 17, 2023)

14. Hodges, J., **Mun, R. U.**, & *Johnson, R. (2021). Lewis Terman in context: A content analysis of citations of *Genetic Studies of Genius* inside and outside the field of gifted education. *Journal for the Education of the Gifted*, 44(3), 227–259. <https://doi.org/10.1177/01623532211023596>

JCR 1 year impact factor (2020): 0.65 **Highest JCR %ile:** 36% (Spec Education)
Scopus CiteScore (2020): 2.3 **Highest Scopus %ile:** 69% (Education)

Flagship journal: Council for Exceptional Children: The Association for the Gifted

Other: n/a

Google Scholar Citations: n/a

13. Hodges, J., **Mun, R. U.**, *Oveross, M. E., & *Ottwein, J. K. (2021). Assessing the scholarly reach of Terman’s work: A network analysis study. *Gifted Child Quarterly*, 65(1), 95-109. <https://doi.org/10.1177/0016986220928322>

JCR 1 year impact factor (2020): 3.56 **Highest JCR %ile:** 80% (Ed. Psych)
Scopus CiteScore (2020): 4.5 **Highest Scopus %ile:** 91% (Education)

Flagship journal: National Association for Gifted Children

Other: N/A

Google Scholar Citations: 6 (as of Mar 17, 2023)

12. *Lee, L. E., Rinn, A. N., *Crutchfield, K., *Ottwein, J. K., Hodges, J., & **Mun, R. U.** (2021). Perfectionism and the Imposter Phenomenon in academically talented undergraduate women. *Gifted Child Quarterly*, 65(3), 220-234. <https://doi.org/10.1177/0016986220969396>

JCR 1 year impact factor (2020): 3.56 **Highest JCR %ile:** 80% (Ed. Psych)
Scopus CiteScore (2020): 4.5 **Highest Scopus %ile:** 91% (Education)

Flagship journal: National Association for Gifted Children

Other: N/A

Google Scholar Citations: 23 (as of Mar 17, 2023)

11. **Mun, R. U.**, Hemmler, V., Langley, S. D., Ware, S., Gubbins, E. J., Callahan, C. M., McCoach, D. B., & Siegle, D. (2020). Identifying and serving English Learners in gifted education: Looking back and moving forward. *Journal for the Education of the Gifted*, 43(4), 297-335. <https://doi.org/10.1177/0162353220955230>

JCR 1 year impact factor (2020): 0.65 **Highest JCR %ile:** 36% (Spec Education)

Scopus CiteScore (2020): 2.3 **Highest Scopus %ile:** 69% (Education)

Flagship journal: Council for Exceptional Children: The Association for the Gifted

Other: n/a

Google Scholar Citations: 32 (as of Mar 17, 2023)

10. **Mun, R. U.**, Ezzani, M. D., & *Lee, L. E. (2020). Culturally relevant leadership in gifted education: A systematic literature review. *Journal for the Education of the Gifted*, 43(2), 108-142. <https://doi.org/10.1177/0162353220912009>

JCR 1 year impact factor (2020): 0.65 **Highest JCR %ile:** 36% (Spec Education)

Scopus CiteScore (2020): 2.3 **Highest Scopus %ile:** 69% (Education)

Flagship journal: Council for Exceptional Children: The Association for the Gifted

Other: n/a

Google Scholar Citations: 35 (as of Mar 17, 2023)

9. *Lockhart, K., & **Mun, R. U.** (2020). Developing a strong home-school connection to better identify and serve culturally, linguistically, and economically diverse gifted students. *Gifted Child Today*, 43(4), 231-238. <https://doi.org/10.1177/1076217520940743>

JCR 1 year impact factor (2020): n/a **Highest JCR %ile:** n/a

Scopus CiteScore (2020): 0.8 **Highest Scopus %ile:** 34% (Education)

Flagship journal: n/a

Other: n/a

Google Scholar Citations: 13 (as of Oct 17, 2022)

8. **Mun, R. U.**, & Hertzog, N. B. (2019). The influence of parental and self-expectations on Asian American women who entered college early. *Gifted Child Quarterly*, 63(2), 120-140. <https://doi.org/10.1177/0016986218823559>

JCR 1 year impact factor (2020): 3.56 **Highest JCR %ile:** 80% (Ed. Psych)

Scopus CiteScore (2020): 4.5 **Highest Scopus %ile:** 91% (Education)

Flagship journal: National Association for Gifted Children

Other: N/A

Google Scholar Citations: 24 (as of Mar 17, 2023)

7. **Mun, R. U.**, & Hertzog, N. B. (2018). Teaching and learning in STEM enrichment spaces: From doing math to thinking mathematically. *Roeper Review*, 40(2), 121-129. <https://doi.org/10.1080/02783193.2018.1434713>

JCR 1 year impact factor (2020): 0.61 **Highest JCR %ile:** 30% (Spec Education)
Scopus CiteScore (2020): 2.2 **Highest Scopus %ile:** 68% (Education)

Flagship journal: *n/a*

Other: Included in © 2016 Thomson Reuters Emerging Sources Citation Index

Google Scholar Citations: 23 (as of Mar 17, 2023)

6. Mammadov, S., Hertzog, N. B., & **Mun, R. U.** (2018). An examination of self-determination within alumni of an early college entrance program. *Journal for the Education of the Gifted*, 41(3), 273-291. <https://doi.org/10.1177/0162353218781745>

JCR 1 year impact factor (2020): 0.65 **Highest JCR %ile:** 36% (Spec Education)
Scopus CiteScore (2020): 2.3 **Highest Scopus %ile:** 69% (Education)

Flagship journal: Council for Exceptional Children: The Association for the Gifted

Other: *n/a*

Google Scholar Citations: 21 (as of Mar 17, 2023)

5. Hamilton, R., McCoach, D. B., Tutwiler, S. M., Siegle, D., Gubbins, E. J., Callahan, C. M., Brodersen, A. V., & **Mun, R. U.** (2018). Disentangling the roles of institutional and individual poverty in the identification of gifted students. *Gifted Child Quarterly*, 62(1), 6-24. <https://doi.org/10.1177/0016986217738053>

JCR 1 year impact factor (2020): 3.56 **Highest JCR %ile:** 80% (Ed. Psych)
Scopus CiteScore (2020): 4.5 **Highest Scopus %ile:** 91% (Education)

Flagship journal: National Association for Gifted Children

Other: N/A

Google Scholar Citations: 117 (as of Mar 17, 2023)

4. Siegle, D., Gubbins, E. J., O'Rourke, P., Langley, S. D., **Mun, R. U.**, Luria, S. R., Little, C. A., McCoach, D. B., Knupp, T., Callahan, C. M., & Plucker, J. A. (2016). Barriers to underserved students' participation in gifted programs and possible solutions. *Journal for the Education of the Gifted*, 39(2), 103-131. <https://doi.org/10.1177/0162353216640930>

JCR 1 year impact factor (2020): 0.65 **Highest JCR %ile:** 36% (Spec Education)
Scopus CiteScore (2020): 2.3 **Highest Scopus %ile:** 69% (Education)

Flagship journal: Council for Exceptional Children: The Association for the Gifted
Other: n/a
Google Scholar Citations: 188 (as of Mar 17, 2023)

3. **Mun, R. U.** (2016). Identifying and assessing highly capable students. *Washington Educational Research Association Educational Journal (WEJ)*, 8(2), 14-17.

JCR 1 year impact factor (2019): n/a **Highest JCR %ile:** n/a
Scopus CiteScore (2019): n/a **Highest Scopus %ile:** n/a

Flagship journal: Washington Educational Research Association
Other: *The WERA Educational Journal (WEJ)* publishes peer-reviewed academic papers, professional reports, and commentary of general significance to the Northwest education research and practitioner community derived from a wide range of areas of educational research and related disciplines.
Google Scholar Citations: 8 (as of Jan 10, 2022)

2. **Chung, R. U., & Hertzog, N. B.** (2015). University of Washington Robinson Center for Young Scholars: A review of current research. *Washington Educational Research Association Educational Journal (WEJ)*, 8(1), 33-36.

JCR 1 year impact factor (2019): n/a **Highest JCR %ile:** n/a
Scopus CiteScore (2019): n/a **Highest Scopus %ile:** n/a

Flagship journal: Washington Educational Research Association
Other: *The WERA Educational Journal (WEJ)* publishes peer-reviewed academic papers, professional reports, and commentary of general significance to the Northwest education research and practitioner community derived from a wide range of areas of educational research and related disciplines.
Google Scholar Citations: n/a

1. Hertzog, N. B., & **Chung, R. U.** (2015). Outcomes for students on a fast track to college: Early college entrance programs at University of Washington. *Roeper Review*, 37(1), 39-49. <https://doi.org/10.1080/02783193.2014.976324>

JCR 1 year impact factor (2020): 0.61 **Highest JCR %ile:** 30% (Spec Education)
Scopus CiteScore (2020): 2.2 **Highest Scopus %ile:** 68% (Education)

Flagship journal: n/a
Other: Included in © 2016 Thomson Reuters Emerging Sources Citation Index
Google Scholar Citations: 56 (as of Mar 17, 2023)

NATIONAL RESEARCH REPORTS

- Rinn, A. N., **Mun, R. U.**, & Hodges, J. (2022). *2020-2021 State of the states in gifted education*. National Association for Gifted Children and the Council of State Directors of Programs

for the Gifted. <https://nagc.org/page/state-of-the-states-report> **Note: All authors contributed equally to the work.**

[*The State of the States in Gifted Education* report is a biennial report. This 220 page report was a collaborative effort between authors and part of a consulting contract with NAGC and CSDPG.]

Rinn, A. N., **Mun, R. U.**, & Hodges, J. (2020). *2018-2019 State of the states in gifted education*. National Association for Gifted Children and the Council of State Directors of Programs for the Gifted. <https://www.nagc.org/2018-2019-state-states-gifted-education> **Note: All authors contributed equally to the work.**

[*The State of the States in Gifted Education* report is a biennial report. This 205 page report was a collaborative effort between authors and part of a consulting contract with NAGC and CSDPG.]

Google Scholar Citations: 78 (as of Mar 17, 2023)

Gubbins, E. J., Siegle, D., Hamilton, R., Peters, P., Carpenter, A. Y., O'Rourke, P., Puryear, J., McCoach, D. B., Long, D., Bloomfield, E., Cross, K., **Mun, R. U.**, Amspaugh, C., Langley, S. D., Roberts, A., & Estep-Garcia, W. (2018, June). *Exploratory study on the identification of English Learners for gifted and talented programs*. National Center for Research on Gifted Education (NCRGE).

[The National Center for Research on Gifted Education at the University of Connecticut is funded through the Jacob K. Javits Gifted and Talented Students Education Act, the Institute of Education Sciences, and the U.S. Department of Education (PR/Award #R305C140018) The center is engaged in cutting-edge research in the field of gifted education to address issues related to the underrepresentation of racial/ethnic/cultural, and economically diverse students in gifted education.]

Google Scholar Citations: 24 (as of Oct 17, 2022)

Mun, R. U., Langley, S. D., Ware, S., Gubbins, E. J., Siegle, D., Callahan, C. M., McCoach, D. B., & Hamilton, R. (2016, December). *Effective practices for identifying and serving English Learners in gifted education: A systematic review of the literature*. National Center for Research on Gifted Education (NCRGE).

[The National Center for Research on Gifted Education at the University of Connecticut is funded through the Jacob K. Javits Gifted and Talented Students Education Act, the Institute of Education Sciences, and the U.S. Department of Education (PR/Award #R305C140018) The center is engaged in cutting-edge research in the field of gifted education to address issues related to the underrepresentation of racial/ethnic/cultural, and economically diverse students in gifted education.]

Google Scholar Citations: 36 (as of Oct 17, 2022)

BOOK CHAPTERS

Mun, R. U., *Larriviel, G., *Johnson, R., & *Stewart, A. (2023). Identifying and serving culturally and linguistically diverse gifted underachievers. In K. H. Collins, J. J.

Roberson, & F. H. R. Piske (Eds.), *Underachievement in gifted education: Perspectives, practices, and possibilities* (pp.). Routledge.

Mun, R. U., & *Yeung, G. (2022). Gifted identification and services for Asian Americans. In J. A. Castellano & K. L. Chandler (Eds.), *Identifying and serving diverse gifted learners: Meeting the needs of special populations in gifted education* (pp. 164-187). Routledge and the National Association for Gifted Children.

Google Scholar Citations: 1 (as of Oct 17, 2022)

Piske, F. H. R., & **Mun, R. U.** (2022). Bullying and its socioemotional implications in the education of gifted students. In F. H. R. Piske & K. H. Collins (Eds.), *Identifying, preventing, and combating bullying in gifted education* (pp. 5-20). Information Age Publishing.

Mun, R. U., *Lee, L. E., & *Ottwein, J. K. (2020). Nurturing social and emotional development of gifted adolescents. In F. H. R. Piske, T. Stoltz, E. Guérios, D. Camargo, A. Rocha, & C. Costa-Lobo (Eds.), *Superdotados e talentosos: Educação, emoção, criatividade e potencialidades* [Gifted and talented: Education, emotion, creativity, and potentialities] (pp. 151-167). Juruá.

Hertzog, N. B., **Mun, R. U.**, DuRuz, B., & Holliday, A. A. (2018). Identification of strengths and talents in young children. In S. I. Pfeiffer, Shaunessy-Dedrick, E., & Foley-Nicpon, M. (Eds.), *APA handbook of giftedness and talent* (pp. 301-316). American Psychological Association Books.

Google Scholar Citations: 25 (as of Oct 17, 2022)

OTHER PUBLICATIONS

*Johnson, R., & **Mun, R. U.** (2021, March). Asynchronous development and gifted children: Parenting challenges ahead. *Parenting for High Potential*, pp. 10-13, 21.

JCR 1 year impact factor (2019): n/a

Highest JCR %ile: n/a

Scopus CiteScore (2019): n/a

Highest Scopus %ile: n/a

Flagship journal: n/a

Other: *Parenting for High Potential Parenting* is a peer-reviewed quarterly magazine published by the National Association for Gifted Children designed for parents and others working to support and guide their gifted children at home and at school

Google Scholar Citations: n/a

Akin, C., **Chung, R. U.**, & Hertzog, N. B. (Eds.). (2015). *Highly Capable Program Handbook*. Retrieved from <https://www.waetag.com/wp-content/uploads/2020/03/Highly-Capable-Program-Handbook.pdf>

Chung, R. U., & Hertzog, N. B. (2014, December). Early college entrance: How will my child do? *Parenting for High Potential*, pp. 9, 16-18.

[*Parenting for High Potential Parenting* is a peer-reviewed quarterly magazine published by the National Association for Gifted Children designed for parents and others working to support and guide their gifted children at home and at school]

JCR 1 year impact factor (2019): n/a

Highest JCR %ile: n/a

Scopus CiteScore (2019): n/a

Highest Scopus %ile: n/a

Flagship journal: n/a

Other: *Parenting for High Potential Parenting* is a peer-reviewed quarterly magazine published by the National Association for Gifted Children designed for parents and others working to support and guide their gifted children at home and at school

Google Scholar Citations: 1 (as of Jan 10, 2022)

PROFESSIONAL REFEREED MANUSCRIPTS IN REVISION

*Ottwein, J. K., & **Mun, R. U.** (in revision). The influence of colorblind racial ideology on education: A systematic review. *Review of Educational Research*.

JCR 1 year impact factor (2021): 13.551

Highest JCR %ile: 99.8% (Education)

Scopus CiteScore (2021): 20.3

Highest Scopus %ile: 99% (Education)

Flagship journal: American Association of Educational Research

Other: N/A

*Crutchfield, K., *Lee, L. E., *Ottwein, J. K., **Mun, R. U.**, & Rinn, A. N. (in revision). Seeds of self doubt: Imposter phenomenon experiences and motivation among academically talented ethnically/racially diverse undergraduate students. *Roeper Review*.

JCR 1 year impact factor (2019): n/a

Highest JCR %ile: n/a

Scopus CiteScore (2019): 1.6

Highest Scopus %ile: 60% (Education)

Flagship journal: n/a

Other: Included in © 2016 Thomson Reuters Emerging Sources Citation Index

*Johnson, R., Rinn A. N., **Mun, R. U.**, & *Yeung, G. (in review). Perspectives of parents of highly and profoundly gifted children regarding competence, belonging, and support within a sociocultural context.

PROFESSIONAL REFEREED MANUSCRIPTS IN REVIEW

GRANTS, FUNDING AND CONTRACTS

External

- 2023 **Program Evaluator.** *TEACH RETCC at the University of North Texas.* National Institutes of Health: Graduate Research Training Initiative for Student Enhancement (TEACH RETCC). PI: Ed Dzialowski, University of North Texas. In Review.
- 2022-present **Program Evaluator.** *G-RISE at the University of North Texas.* National Institutes of Health: Graduate Research Training Initiative for Student Enhancement (G-RISE) T32. 2021-2026. \$2,200,000.00. PI: Pamela Padilla, University of North Texas. Funded. [Contracted 2022-present]
- 2022-present **Site Liaison.** Project WINGS, Javits Grant. August 2022-August 2027. PI: Dr. Seokhee Cho, St. John's University. \$2,600,000.00. Funded. [Contracted 2022-2023]
- 2019 **Co-Principal Investigator.** Research and Development Center, Institute of Education Sciences (IES). July 2020-July 2025, \$5,000,000. PI: Dr. Nancy Hertzog, University of Washington. Not awarded.

Internal

- 2021 **Principal Investigator.** *Career and Interpersonal Decision-making for Accelerated Children of Immigrants.* Office of Faculty Success, University of North Texas. Summer 2021, \$3000. University of North Texas. Not awarded.
- 2021 **Principal Investigator.** *Motivation, Identity Development and Decision-Making of College Honors Students.* Department of Educational Psychology, University of North Texas. One month summer salary. Funded.

PROFESSIONAL PRESENTATIONS

(*denotes UNT graduate student at time of submission)

INTERNATIONAL, NATIONAL AND STATE REFEREED

- *Johnson, R. M., **Mun, R. U.**, Rinn, A. N., & Hodges, J. (2023, November 9-12). *Basic psychological needs, socioeconomic status, and well-being of undergraduate honors and non-honors students* [Poster presentation]. National Association for Gifted Children (NAGC) 69th Annual Conference, Lake Buena Vista, FL, United States.
- *Ottwein, J. K., & **Mun, R. U.** (2023, April 23-16). *A systematic review of colorblind racial ideology and its influence on education in the United States* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Chicago, IL, United States.
- *Lee, L. E., Acar, S., Rinn, A. N., **Mun, R. U.**, & Rambo-Hernandez, K. E. (2023, April 23-16). *Differential predictive validity of the Torrance Test of Creative Thinking-Figural* [Paper/Symposium presentation]. In S. Acar (Session Organizer), *Classic and novel approaches in creativity assessment and programming: Implications for gifted education.*

American Educational Research Association (AERA) Annual Meeting, Chicago, IL, United States.

*Johnson, R., & **Mun, R. U.** (2022, July 21-24). *Potential impact of asynchronous development* [Paper presentation]. Supporting Emotional Needs of the Gifted (SENG) Annual Conference, Virtual Conference.

Hodges, J., **Mun, R. U.**, Roberson, J. Jones, & *Flemister, C. T. (2021, November 11-14). *Educator perceptions following changes in gifted education policy* [Paper presentation]. National Association for Gifted Children (NAGC) 68th Annual Conference, Denver, CO, United States.

Hodges, J., **Mun, R. U.**, Roberson, J. Jones, & *Flemister, C. T. (2021, April 9-12). *Educator perceptions following changes in gifted education policy* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Virtual Conference.

Mun, R. U., & *Yeung, G. (2020, November 12-17). *Parent perspectives on identifying and serving diverse gifted students* [Poster presentation]. National Association for Gifted Children (NAGC) 67th Annual Conference, Virtual Conference.

Mun, R. U., Ezzani, M. D., *Lee, L. E. & *Ottwein, J. K. (2020, Apr 17-21) *Building systemic capacity for more equitable gifted programming: A case study of one district* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA, United States. <http://tinyurl.com/solx6t2> (Conference Canceled)

Mun, R. U., *Lee, L. E., & *Ottwein, J. K. (2019, November 7-10). *Towards a framework for culturally responsive leadership in gifted education* [Paper presentation]. National Association for Gifted Children (NAGC) 66th Annual Conference, Albuquerque, NM, United States.

Mun, R. U., & *Lee, L. E. (2019, November 7-10). *The importance of culturally relevant leadership in gifted education* [Paper presentation]. National Association for Gifted Children (NAGC) 66th Annual Conference, Albuquerque, NM, United States.

Mun, R. U., & *Lee, L. E. (2018, November 15-18). *Culturally responsive professional learning in gifted education* [Conference session]. National Association for Gifted Children (NAGC) 65th Annual Conference, Minneapolis, MN, United States.

Ezzani, M. D., & **Mun, R. U.** (2018, April 13-17). *Culturally relevant district reform efforts in gifted education* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, New York, NY, United States.

Mun, R. U., Ezzani, M. D., *Bower, J., & *Moriel, R. D. (2017, November 9-12). *Culturally responsive leadership in gifted education* [Paper presentation]. National Association for Gifted Children (NAGC) 64th Annual Conference, Charlotte, NC, United States.

- Mammadov, S., Hertzog, N. B., & **Mun, R. U.** (2017, November 9-12). *Self-determination and success outcomes in students who enter college early* [Paper presentation]. National Association for Gifted Children (NAGC) 64th Annual Conference, Charlotte, NC, United States.
- Gubbins, E. J., Puryear, J., Hamilton, R., Siegle, D., **Mun, R. U.**, Carpenter, A., Peters, P., & Bloomfield, E. (2017, November 9-12). *Exploratory study on the identification of English Learners in gifted and talented programs* [Paper presentation]. National Association for Gifted Children (NAGC) 64th Annual Conference, Charlotte, NC, United States.
- Brodersen, A., Hamilton, R. A., **Mun., R. U.** (2017, November 9-12). *Patterns in cultural responsiveness* [Session presentation]. National Association for Gifted Children (NAGC) 64th Annual Conference, Charlotte, NC, United States.
- *Margot, K., & **Mun, R. U.** (2017, November 9-12). *Helping gifted students cope with perfectionism* [Poster presentation]. National Association for Gifted Children (NAGC) 64th Annual Conference, Charlotte, NC, United States.
- Mammadov, S., Hertzog, N. B., & **Mun, R. U.** (2017, July 20-23). *Examining self-determination in graduates who entered college early* [Paper presentation]. World Council for Gifted and Talented Children (WCGTC) 22nd Biennial World Conference, Sydney, Australia.
- Mun, R. U.**, & Hertzog, N. B. (2017, April 27-May 1). *The influence of parental expectations on career decision-making for Asian Americans who entered college early* [Poster presentation]. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX, United States.
- Mun, R. U.**, & Langley, S. D. (2017, April 27-May 1). *Identifying and serving English Learners for gifted and talented education: A systematic literature review* [Paper/Symposium presentation]. In D. Siegle (Chair), *Talent ignored: Investigating the under identification of English Learners for gifted programs*. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX, United States.
- Hamilton, R., & **Mun, R. U.** (2017, April 27-May 1). *Identification of EL gifted from parents' perspective: Challenges and recommendations* [Paper/Symposium presentation]. In D. Siegle (Chair), *Talent ignored: Investigating the under identification of English Learners for gifted programs*. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX, United States.
- Hertzog, N. B., & **Mun, R. U.** (2017, April 27-May 1). *Small change, big impact: From doing math to thinking mathematically* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, San Antonio, TX, United States.
- Siegle, D., Puryear, J., Estepar-Garcia, W., Callahan, C. M., Gubbins, E. J., McCoach, D. B., **Mun, R. U.**, & Amspaugh, C. (2017, April 27-May 1). *Gifted education structures in elementary schools and their connections to program focus* [Paper presentation].

American Educational Research Association (AERA) Annual Meeting, San Antonio, TX, United States.

Mun, R. U., & *Puryear, J. S. (2016, November 30-December 2). *Promising practices for identifying gifted English Language Learners* [Paper presentation]. Texas Association for the Gifted and Talented (TAGT) Annual Conference, Dallas, TX, United States.

*Margot, K., & **Mun, R. U.** (2016, November 30-December 2). *Helping students cope with perfectionism* [Conference session]. Texas Association for the Gifted and Talented (TAGT) Annual Conference, Dallas, TX, United States.

Mun, R. U., & Hertzog, N. B. (2016, November 3-6). *The influence of parental expectations on Asian American men who entered college early* [Paper presentation]. National Association for Gifted Children (NAGC) 63rd Annual Conference, Orlando, FL, United States.

Mun, R. U., Hamilton, R., & Luria, S. R. (2016, November 3-6). *Challenges and promising practices in identifying gifted English Learners: A review of research* [Poster presentation]. National Association for Gifted Children (NAGC) 63rd Annual Conference, Orlando, FL, United States.

Hamilton, R., & **Mun, R. U.** (2016, November 3-6). *Involvement of ELL parents in gifted programs* [Conference session]. National Association for Gifted Children (NAGC) 63rd Annual Conference, Orlando, FL, United States.

O'Rourke, P., Siegle, D., **Mun, R. U.**, Brodersen, A., & Amspaugh, C. (2016, November 3-6). *A theory of change: A framework for expanded access and achievement in gifted education* [Paper presentation]. National Association for Gifted Children (NAGC) 63rd Annual Conference, Orlando, FL, United States.

Chung, R. U., Hertzog, N. B., & DuRuz, B. (2015, November 12-15). *Teaching and learning in math enrichment spaces* [Paper presentation]. National Association for Gifted Children (NAGC) 62nd Annual Conference, Phoenix, AZ, United States.

Chung, R. U., & Holliday, A. (2015, October 16-17). *Identification of strengths and talents in early childhood (K-2): Current issues and recommendations* [Paper presentation]. Washington Association of Educators of the Talented and Gifted (WAETAG) Annual Conference, Tacoma, WA, United States.

Chung, R. U., & Hertzog, N. B. (2015, August 10-14). *Internalized expectations: The influence of parental expectations for Asian American women who entered college early* [Paper presentation]. World Council for Gifted and Talented Children (WCGTC) 21st Biennial World Conference, Odense, Denmark.

- Hertzog, N. B., & **Chung, R. U.** (2015, August 10-14). *Radical early college entrance: Missing the college experience and being "out of whack!"* [Paper presentation]. World Council for Gifted and talented Children 21st Biennial World Conference Life, Odense, Denmark.
- Chung, R. U.**, & Hertzog, N. B. (2015, April 16-20). *The influences of parental and self-expectations on high-achieving Asian American women* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Chicago, IL, United States.
- Hertzog, N. B., **Chung, R. U.**, & Campa, D. M. (2015, April 16-20). *Life confidence: More than measurable outcomes of early entrance to college programs* [Paper presentation]. American Educational Research Association (AERA) Annual Meeting, Chicago, IL, United States.
- Hertzog, N. B., & **Chung, R. U.** (2014, December). *Is it beneficial to go to college at 14?* [Paper presentation]. Washington Educational Research Association (WERA)/OSPI Washington State 29th Annual Assessment Conference, Seattle, WA, United States.
- Chung, R. U.**, & Hertzog, N. B. (2014, November 13-16). *Study of early entrance to college graduates after 35 years* [Paper presentation]. National Association for Gifted Children (NAGC) 61st Annual Conference, Baltimore, MD, United States.
- Hertzog, N. B., & **Chung, R. U.** (2014, October 17-18). *Benefits, costs, and the role of parental expectations for alumni of early entrance to college programs* [Paper presentation]. Washington Association of Educators of the Talented and Gifted (WAETAG) Annual Conference, Tacoma, WA, United States.
- Hertzog, N. B., & **Chung, R. U.** (2014, March 22-25). *Study of early entrance graduates after 35 Years* [Poster presentation]. Henry B. & Jocelyn Wallace National Research & Policy 11th Biennial Symposium on Talent Development, Arlington, VA, United States.
- Chung, R. U.**, & Hertzog, N. B. (2013, October 19-20). *Breaking math: The importance of making mistakes* [Paper presentation]. Washington Association of Educators of the Talented and Gifted (WAETAG) Annual Conference, Tacoma, WA, United States.

NON-REFEREED

- Chung, R. U.** (2014, November 13-16). *The perceived influence of parental expectations on Asian American women who entered college early* [Poster presentation]. National Association for Gifted Children (NAGC) 61st Annual Conference, Research & Evaluation Network, Graduate Student Research Cracker Barrel, Baltimore, MD, United States.
- Chung, R. U.**, & Herzog, N. B. (2013, November 7-10). *Teaching and learning in hybrid enrichment spaces: Changing math identities and motivation* [Poster presentation]. National Association for Gifted Children (NAGC) 60th Annual Conference, Research & Evaluation Network, Graduate Student Research Cracker Barrel, Indianapolis, IN, United States.

INVITED PRESENTATIONS

- Rinn, A. N., **Mun, R. U.**, & Hodges, J. (2022, November 17-20). *2020-2021 State of the states in gifted education: A first look* [Paper presentation]. 69th annual conference of the National Association for Gifted Children (NAGC), Indianapolis, IN, United States.
- Mun, R. U.** (2022, February 16). *Identifying Gifted English Learners*. Texas Association for the Gifted and Talented (TAGT) Emerging Leaders Program, Virtual Training.
- Rinn, A. N., **Mun, R. U.**, & Hodges, J. (2021, March 22-24). *2018-2019 State of the states gifted education report—Implications for policy and advocacy* [Paper presentation]. National Association for Gifted Children (NAGC) Leadership & Advocacy Conference, Virtual Conference.
- Rinn, A. N., **Mun, R. U.**, & Hodges, J. (2020, November 12-17). *2018-2019 State of the states in gifted education* [Paper presentation]. 67th annual conference of the National Association for Gifted Children (NAGC), Virtual Conference.
- Treat, A. R., Sedillo, P. J., Hosey, L., Manzella, T. R., **Mun, R. U.**, Castellano, J., & Lawson-Davis, J. (2017, November 9-12). *The great reveal: NAGC's new diversity toolbox for administrators, teachers, and parents!* [Signature session conference presentation]. National Association for Gifted Children (NAGC) 64th Annual Conference, Charlotte, NC, United States.
- Mun, R. U.** (2017, November 9-12). *Parental expectations for Asian Americans who entered college early: Influences on their academic and career decision-making* [Paper presentation]. National Association for Gifted Children (NAGC) 64th Annual Conference, Research and Evaluation Dissertation Winners special session, Charlotte, NC, United States.
- Mun, R. U.**, & Ezzani, M. D. (2017, July). *Improving equity and access in gifted education through culturally responsive leadership* [Conference presentation]. University of North Texas Gifted Education Second Annual Summer Conference, Office for Giftedness, Talent Development, and Creativity, College of Education, Denton, TX, United States.
- Mun, R. U.** (2017, February). *The self-fulfilling prophecy of parental expectations: Explicit and implicit influences on career trajectories*. University of North Texas Honors College Great Conversations Fundraising Event, Denton, TX, United States.
- Hertzog, N. B., & **Mun, R. U.** (2016, October). *Is it beneficial to go to college at 14?* [Paper presentation]. National Consortium of Early College Entrance Programs (NCECEP), Texas Academy of Math and Sciences (TAMS), Denton, TX, United States.
- Siegle, D., Gubbins, E. J., **Mun, R. U.**, & Renzulli, J. S. (2016, July). *Overview of the National Center for Research on Gifted Education*. Presentation for South Korean Educators and

Dr. Seokhee Cho (in Korean), National Center for Research on Gifted Education,
University of Connecticut, Storrs, CT, United States

Hertzog, N. B., **Chung, R. U.**, & Akin, C. (2014, October 17-18). *Beyond the WACS: The new online HCP document handbook and program infrastructure* [Paper presentation]. Washington Association of Educators of the Talented and Gifted (WAETAG) Annual Conference, Tacoma, WA, United States.

Mun, R. U. (2017, February). *ORC Brown Bag: Securing a job in academia*. Invited faculty panel in University of North Texas, College of Education, Office of Research Consulting (ORC), Denton, TX, United States.

Hertzog, N. B., **Chung, R. U.**, & Campa, D. M. (2015, February). *Robinson Center alumni study reveal* [Paper presentation]. Robinson Center for Young Scholars Alumni Study Reveal Event, University of Washington, Seattle, WA, United States.

Campa, D. M., **Chung, R. U.**, & Hertzog, N. B. (2015, February). *Robinson Center alumni interviews: Reflections of the social experience* [Poster presentation]. Robinson Center for Young Scholars Alumni Study Reveal Event, University of Washington, Seattle, WA, United States.

Chung, R. U. (2014, November). *The perceived influence of parental expectations on Asian American women who entered college early* [Paper presentation]. Autumn Quarter 2014 Research and Inquiry Presentations, College of Education, University of Washington, Seattle, WA, United States.

Chung, R. U. (2014, July). *Differentiation strategies: Making school math playful*. Invited Presentation at Differentiating Instruction: Addressing Diversity in the Classroom Workshop, Robinson Center for Young Scholars, University of Washington, Seattle, WA.

Chung, R. U. (2014, June). *The perceived influence of parental expectations on motivation, achievement, decision-making, and social emotional well-being on gifted Asian American women* [Paper presentation]. University of Washington 24th Annual Conference on Qualitative Research, Seattle, WA, United States.

Chung, R. U., Blatter, K., & Rabeya, A. (2014, April). *Stereotype threat: Academic performance and outcomes for children of immigrants*. College of Education, Faculty Council Diversity Committee Sponsored Weekly Brown Bag Session, University of Washington, Seattle, WA, United States.

Chung, R. U., & Hertzog, N. B. (2014, February). *Alumni study of Robinson Center early entrance programs* [Poster presentation]. Robinson Center for Young Scholars Interactive Research Symposium, University of Washington, Seattle, WA, United States.

Chung, R. U., & Hertzog, N. B. (2014, February). *Teaching and learning in hybrid enrichment spaces: Changing math identities and motivation* [Poster presentation]. Robinson Center for Young Scholars Interactive Research Symposium, University of Washington, Seattle, WA, United States.

HONORS AND AWARDS

- 2023 Society for the Improvement of Psychological Science (SIPS) Commendation for article “A renewed call for disaggregation of racial and ethnic data: Advancing scientific rigor and equity in gifted and talented education research.” <https://improvingpsych.org/mission/awards/>
- 2023 Faculty Research Excellence Award (Nominated), University of North Texas, College of Education
- 2022 Early Scholar Award (Nominated), National Association for Gifted Children
- 2019 Junior Faculty Research Excellence Award (Nominated), University of North Texas, College of Education
- 2017 First Place Dissertation Award Competition, 2017 National Association for Gifted Children Conference
- 2014-2015 Boeing International Fellowship, University of Washington, Graduate School
- 2014-2015 LeadersUp Graduate Research Fellowship
- 2014-2015 Morishima Scholarship, University of Washington, College of Education
- 2014 First Place Research Gala Competition for “In-progress, doctoral-level research,” 2014 National Association for Gifted Children Conference

INSTRUCTIONAL ACTIVITIES

Areas of Expertise:

Gifted and Talented Education, Human Development, Educational Psychology

Courses Taught at the University of North Texas:

HDFS 1013: Human Development
 Fall 2020 (enrollment = 79)
 Spring 2020 (enrollment =70)
 Fall 2019 (enrollment = 80)
 Fall 2018 (enrollment = 35)
 Fall 2017 (enrollment = 58)
 Fall 2016 (enrollment = 60)

EPSY 5000: Educational Psychology

Fall 2022 (enrollment = 30)
 Spring 2022 (enrollment = 25)
 Fall 2021 (enrollment = 30)

EPSY 6620: Special Populations in Gifted Education

Spring 2023 (enrollment = 8)
 Spring 2021 (enrollment = 9)
 Spring 2019 (enrollment = 11)
 Spring 2017 (enrollment = 11)

EPSY 5105: Nature and Needs of the Gifted and Talented Student

Fall 2022 (enrollment = 26)
 Fall 2021 (enrollment = 23)
 Fall 2020 (enrollment = 19)
 Fall 2019 (enrollment = 22)
 Fall 2018 (enrollment = 28)
 Fall 2017 (enrollment = 19)
 Fall 2016 (enrollment = 25)

EPSY 5110: Social and Emotional Components of Giftedness

Spring 2023 (enrollment = 22)
 Spring 2022 (enrollment = 27)
 Spring 2019 (enrollment = 22)
 Spring 2018 (enrollment = 28)

EPSY 5120: Program Planning for the Education of Gifted and Talented Students

Spring 2021 (enrollment = 15)
 Spring 2020 (enrollment = 20)
 Spring 2018 (enrollment = 22)
 Spring 2017 (enrollment = 25)

EPSY 6030: Internship (Independent Study Mentorship)

Spring 2022 (enrollment = 1)
 Fall 2021 (enrollment = 2)
 Fall 2020 (enrollment = 1)
 Spring 2020 (enrollment = 1)
 Fall 2019 (enrollment = 1)

EPSY 5900: Special Problems (Special Topics in Gifted Education)

Spring 2020 (Giftedness and Neurology) (enrollment = 1)

EPSY 6900: Special Problems (Special Topics in Gifted Education)

Spring 2020 (Giftedness through the lifespan) (enrollment = 1)
 Spring 2019 (Giftedness through the lifespan) (enrollment = 1)
 Fall 2017 (Special Populations in Gifted) (enrollment = 1)

EPSY 6950: Doctoral Dissertation

Spring 2023 (enrollment = 5)

Fall 2022 (enrollment = 1)

Spring 2022 (enrollment = 1)

Fall 2021 (enrollment = 1)

Spring 2021 (enrollment = 1)

Courses Developed/Updated

EPSY 5110: Social and Emotional Components of Giftedness – Updating Spring 2023

EPSY 5105: Nature and Needs of the Gifted and Talented Student – Updating Spring 2023

EPSY 2000: Introduction to Gifted Education and Advanced Academics (IET) – New Course

Developed July 2022

EPSY 5000: Educational Psychology (IET) – Updated July 2018

GRADUATE STUDENTS ADVISED

Doctoral Committees Chaired

- Jessica Ottwein
 - Dissertation title: *The relationship between racial colorblindness and the self-reported implementation of multicultural teaching practices among teachers of gifted students*
 - PhD in Educational Psychology: Gifted and Talented Education
 - Defended July 21, 2022 (graduating December 2022)
- Rebecca Johnson (co-chair)
 - Dissertation title: *Parenting highly and profoundly gifted children: Perspectives on competence, belonging and support in a sociocultural context*
 - PhD in Educational Psychology: Gifted and Talented Education
 - Defended February 24, 2023 (graduating Spring 2023)
- Kari Lockhart (co-chair)
 - Dissertation title: *Examining the perceived efficacy of professional learning in gifted and talented education*
 - PhD in Educational Psychology: Gifted and Talented Education
 - Defended May 3, 2023 (graduating Summer 2023)

Doctoral Committees Chairing

- Robin Johnson
- Nicole Mattingly
- Theadora Vlaamster
- Grizelle Larriviel
- Glorry Yeung
- Leny Philipose

Doctoral Committees Served On

- Leah Murphy, Defended Fall 2022, Dissertation title: *Sleeping in a creative dream-land: A duo of meta-analyses on sleep, dream recall, and creativity*, PhD in Educational Psychology, Gifted and Talented Education, Defended Fall 2022
- Janessa Nagel, Dissertation Title: *Measuring creativity in academic writing*, PhD in Educational Psychology, Gifted and Talented Education, Defended Fall 2022
- Luke Hurst, Dissertation Title: *Reading and mathematics growth patterns of high-achieving students: An investigation of school-year and summer trends*, PhD in Educational Psychology, Gifted and Talented Education, Defended Summer 2022
- Lindsay Lee, Defended Summer 2021
- Melanie Meyer, Defended Spring 2021
- Daphne Moriel de Cedeño, Defended Summer 2020
- Tara Nyikos, Defended Spring 2020
- Kathryn Soles, Defended Spring 2020
- Kay Shurtleff, Defended Spring 2020
- Ricardo Montalvo, Defended Spring 2018
- Noel Jett, Defended Fall 2018
- Minwei Wu, Defended Fall 2018
- Hassan Maajeeny, Defended Fall 2017

Doctoral Committee Serving On

- Samuel Earls
- Mehri Mirzaeirafe
- Mattie Oveross

Masters Committee Served On as Minor Professor

- Vicky Ji

INTERNATIONAL & NATIONAL SERVICE IN PROFESSIONAL ORGANIZATIONS**United Arab Emirates (UAE) Ministry of Education**

2022 Reviewed research grant proposals for the research grant titled
 “Developing the UAE Gifted & Talented Ecosystem Research Grant
 2022”

American Educational Research Association (AERA) (Member, 2012-Present)

2016-2019 Mentoring Committee Co-Chair, SIG: Research on Giftedness, Creativity,
 and Talent, American Educational Research Association (AERA)

2014-2016 Mentoring Committee Member, SIG: Research on Giftedness, Creativity,
 and Talent, American Educational Research Association (AERA)

2014-2015 Elected Graduate Student Representative, SIG: Research on Giftedness,
 Creativity, and Talent American Educational Research Association
 (AERA)

National Association for Gifted Children (NAGC) (Member, 2012-Present)

- 2018-2021 Publications Committee, National Association for Gifted Children (NAGC)
- 2016-2019 Equity and Diversity Committee Member, English Learners Toolbox Co-Chair, National Association for Gifted Children (NAGC)
- 2014-2015 Research and Evaluation Graduate Committee, National Association for Gifted Children (NAGC)

PROFESSIONAL JOURNAL ACTIVITIES**Editorial Boards**

- 2020-Present *Gifted Child Quarterly*
- 2019-Present *Journal for the Education of the Gifted*
- 2017-Present *Journal of Advanced Academics*
- 2017-Present *Interdisciplinary Education and Psychology*

Reviewer

- 2022-Present *Teachers College Record*
- 2022-Present *Frontiers in Education*
- 2022-Present *Equity, Diversity and Inclusion: An International Journal*
- 2022-Present *New Techno Humanities*
- 2022-Present *Gifted Education International*
- 2021-Present *Africa Education Review*
- 2019-Present *Gifted and Talented International*
- 2018-Present *PLOS One*
- 2017-Present *Roeper Review*
- 2016-Present *Gifted Child Quarterly*
- 2017-Present *Journal for the Education of the Gifted*
- 2013-Present *Journal of Advanced Academics*

SERVICE TO THE UNIVERSITY OF NORTH TEXAS**COLLEGE**

- COE-Faculty Assembly Committee, Member (Fall 2020-Spring 2021, Fall 2022-Present)
- COE-Academic Affairs Committee, Member (Fall 2017)
- EPSY Department Chair Review Committee, Member (Fall 2018-Spring 2019)

DEPARTMENT

- Search Committee Chair – Clinical Assistant Professor of Gifted and Talented (Fall 2023-present)
- Doctoral Concentration in Gifted and Talented Education, Program Steward (Fall 2022-Present, Spring 2019)
- Tenure-line Merit and Awards Committee, Member (Fall-Spring 2023, Fall 2018-Spring 2020)
- Doctoral Policies Committee, Chair (Fall 2020-Spring 2023)

Reappointment, Promotion, and Tenure Committee, Member (Fall 2022-present)
 EPSY Department Faculty Assembly Committee, Member (Fall 2022-Spring 2023)
 Masters Concentration in Gifted and Talented Education, Program Steward (Fall 2016 - Fall 2022)
 Doctoral Policies Committee, Member (Spring 2017, Spring 2018-Spring 2020)
 Doctoral CORE Exam, Proctor (Spring 2019)
 Masters Policies Committee, Member (Fall 2016)
 Scholarship Committee, Member (Fall 2016)
 Search Committee Member - Assistant Professor of Human Development and Family Studies (Fall 2019-Spring 2020). Chair: Wendy Middlemiss, PhD
 Search Committee Member - Assistant Professor of Gifted and Talented Education (Fall 2018). Chair: Anne Rinn, PhD
 Search Committee Member - Senior Lecturer in Human Development and Family Studies (Fall 2017). Chair: Rebecca Glover, PhD

CONSULTING

Consultant, National Research Report

Rinn, A. N., **Mun, R. U.**, & Hodges, J. (2022, July). *2020-2021 State of the states in gifted education*. National Association for Gifted Children and the Council of State Directors of Programs for the Gifted. **Note: All authors contributed equally to the work.**

Rinn, A. N., **Mun, R. U.**, & Hodges, J. (2020, July). *2018-2019 State of the states in gifted education*. National Association for Gifted Children and the Council of State Directors of Programs for the Gifted. **Note: All authors contributed equally to the work.**

Consultant and Developer, Professional Development Training Modules for WA OSPI

Mun, R. U., Hertzog, N. B., & Leppien, J. H. (2016). *Challenges and issues in addressing diversity*. Online professional development module for Washington State Office of Superintendent of Public Instruction Highly Capable Program, HiCapPLUS Javits grant project.

Hertzog, N. B., Leppien, J. H., & **Mun, R. U.** (2016). *Developing an array of services for highly capable students*. Online professional development module for Washington State Office of Superintendent of Public Instruction Highly Capable Program, HiCapPLUS Javits grant project.

Leppien, J. H., Hertzog, N. B., & **Mun, R. U.** (2016). *A deep dive into the uses of multiple criteria*. Online professional development module for Washington State Office of Superintendent of Public Instruction Highly Capable Program, HiCapPLUS Javits grant project.