SECTION 6: CANDIDATE STATEMENT ON RESEARCH, TEACHING, AND SERVICE

I would like to ask the committee to review my dossier as a candidate seeking tenure and promotion to Associate Professor in 2016. I am seeking tenure and promotion on the basis of excellence in research within my discipline, Interpersonal Communication. The trajectory of my research agenda follows two areas of interest: understanding the interpersonal and family factors that affect functioning of family businesses and understanding communication within families as it pertains to their functioning. I use a multidisciplinary approach to investigate these concepts.

RESEARCH

An interpersonal communication scholar studies "at least two communicators; intentionally orienting toward each other; as both subject and object; whose actions embody other's perspectives both toward self and other" (Bochner, 1989, p. 336). I take a social scientific, mainly quantitative approach to my research, specifically focused on how family communication patterns affect a broad range of human experiences. Family communication patterns address how and whether families encourage open conversation and conformity of opinion. My research focuses on the potential outcomes of different family communication patterns, including work satisfaction and other workplace perceptions, ostracism, and grief reactions. My work is unique as an interpersonal communication scholar because I apply family communication patterns to contexts that have either never been looked at before or may have only been considered in a limited fashion.

In total, I have published six peer-reviewed scholarly articles at rank and presented 12 conference research presentations. Taken together, my research output exceeds the IUPUC standards for excellence in research, which are four peer-reviewed articles and five conference presentations. Four other articles are currently under peer-review. In my time at rank, my articles appeared in *Communication Research Reports, Journal of Family Business Strategy, Iowa Journal of Communication, Journal of Qualitative Research Reports,* and *Journal of Family Business Management*. These articles are peer-reviewed, and typically focus on different aspects of interpersonal communication, and demonstrate my strengths in quantitative methods, cross-discipline investigation, and emerging national reputation.

As a graduate student, my primary area of research focused on the functioning of family businesses. My dissertation, in particular, focused on how family business employees' family communication affected their perceptions of their work experiences. I also took a variety of classes related to interpersonal communication, which is where my interest in family grief experiences grew from. As a graduate student, I co-authored six peer-reviewed articles that that laid the groundwork to be a successful researcher as a faculty member.

My areas of research interest have remained the same since I have been at IUPUC. To put my research in context, it is necessary to understand the other expectations and demands of tenure-track faculty at IUPUC. Since 2010, I have had a large service load, chairing Academic Affairs for two years, chairing Nominations Committee for three years, serving on Faculty Senate for one year, and being involved in a variety of other campus initiatives, as well as writing the degree program proposal for Communication Studies.

I was able to balance the competing needs of service and teaching, while still completing a great deal of research. Most notably, I completed a data collection related to local family businesses that has resulted in the article currently under review at the *Journal of Family Business Strategy*, exploring perceptions of organizational justice and organizational identification. I have also published an article analyzing large-scale family business mission statements. I have also collected and analyzed data in regards to individuals' willingness to communicate about death, resulting in the article currently under review at *Death Studies*.

I will explore in depth the impact and significance of my research in Section 8, but would like to highlight my trajectory of growth and impact. I received my graduate training at a large university with

access to dedicated research time, research assistants, easy access to like-minded collaborators, and the best statistical analysis software. Upon arriving at IUPUC in 2010, I was the only research-oriented faculty member in Communication Studies and was responsible for coordinating the Communication Studies program and its students in my first year. Based on this situation, I developed a reasonable research agenda and immersed myself in the research process, determined to be a strong researcher who contributed to my field. In my first year, I was the first author on two collaborative articles. The first was in *Communication Research Reports* and focused on how family communication patterns affected grief reactions following a death in one's immediate family. The second was in the *Journal of Family Business Strategy* and focused on how perceptions of interpersonal relationships affected family business employees' perceptions of organizational identification and organizational commitment.

I continued my research focused on understanding the communicative functioning of family businesses. While family businesses have always been a prevalent part of American society, little to no research has been done about them within the Communication Studies discipline. I published an article in the *Journal of Family Business Management* in 2013 about how family communication patterns within a family who owns family business affects the members' perceptions of family involvement, work involvement, and family satisfaction. While family and business are inextricably linked within family businesses, it is necessary to understand how an individual's family roles and work roles affect both family and business functioning. Continuing in my line of research about communication within and outside family businesses, I published a sole-authored article in *Qualitative Research Reports* in 2013 about the use of strategically ambiguous language/communication in family business mission statements. While a great deal of research has been done about the mission statements within publically-held companies, little to no research has examined how family business mission statements. Therefore, I found it necessary to examine the mission statements of the largest 20 family-owned businesses in the United States. I found that family businesses appear to use strategically ambiguous language in order to be accepting of diverse opinions as well as to promote a sense of inclusivity among their many internal and external stakeholders.

I have also contributed to a multi-disciplinary line of research analyzing family communication and ostracism. I have done this work with social psychologist, Joan Poulsen. In particular, we have looked at how social ostracism is linked to family communication patterns as well as how it is related to a variety of psychological outcomes, including depression and self-esteem. This work has resulted in one publication (*Iowa Journal of Communication* in 2012), two competitive paper presentations (National Communication Association), two competitive oral presentations (Midwestern Psychological Association), and two articles currently under review (*Journal of Social Psychology* and the *Atlantic Journal of Communication*). This has developed a new line of research that both Dr. Poulsen and I are interested in pursuing, while involving some of our mutual mentees in the process.

Finally, I also published a collaborative article in *Communication Research Reports* in 2013 about how privacy boundaries within a family affect perceptions of family satisfaction, job satisfaction, and work-life balance. While this article is not directly tied to either of my main lines of research, it still addresses how family communication may affect work experiences. This article was developed from an undergraduate's interest in my Family Communication course and allowed me to mentor her through the peer-review publication process.

My research trajectory is gaining steam and has clear direction for the future. The last five years have been full of valuable challenges and learning experiences. I have learned how to network with community partners for my family business research, how to engage in multi-disciplinary collaborations, how to effectively involve my students in my research, how to pose hypotheses and ask research questions that are novel to my discipline, and finally how to balance my high service obligations while maintaining burgeoning lines of research. These acquired skills have allowed me to develop an emerging national reputation as interpersonal communication researcher in Communication Studies.

My future research plans involve extending my two primary lines of research. First, as a result of an article currently under review (Talking about death before tragedy strikes), I am in the process of developing a scale to empirically measure individuals' perceptions of willingness to communicate about death. While the construct of willingness to communicate in general has been studied a great deal, no research has specifically applied this construct to death. The development of this measure would invite a great deal more research in terms of testing the reliability and validity of the measure as well as testing the relationship between willingness to communicate about death and a variety of other family communication outcomes. Second, I would like to extend my family business research to address more concrete differences (both communicative and structural) between family businesses and more traditional businesses. For the most part, organizational communication researchers have primarily looked at these two types of organizations independently without comparing and contrasting their similarities and differences. This research will likely extend for years to come because of the time-consuming nature of gaining trust and access to family businesses and their employees. Once complete, these research results will likely help both family and traditional business owners manage their organizations.

Taken together, this research demonstrated my emerging national reputation. Not only have I broken significant ground in the area of personal/family relationships in family businesses as well as in the area of death communication, I have published my research in well-respected journals. Using SCImago rankings, *Communication Research Reports*, where three of my articles are published is ranked 72nd out of 235 Communication journals worldwide. Using this same ranking system, the *Journal of Family Business Strategy*, where one of my articles is published and a second is currently under review, was ranked 66th out of 340 Management journals worldwide. Further, my emerging national reputation is also demonstrated by the demand for professional service, which will be documented later in this statement.

TEACHING

This statement describes my development and approach to teaching, highlighting areas of coursework, classroom instruction, course evaluations, and advising and mentoring.

Over the course of my time at IUPUC, I have extended myself by teaching across the Communication Studies curriculum as well as by using different course delivery methods. In my time at rank, I have taught a rotating selection of Communication Studies courses, ranging from introductory level (COMM R110, COMM C180, and COMM G100) to our upper level elective courses. I have taught 12 different course preparations with a 3-3 workload with a course release for directing the Communication Studies Program for the last five years. Of these courses, four had never been offered at IUPUC and needed to be put through remonstrance before they could be offered. Relative to my tenure-track colleagues in Division of Liberal Arts, I have taught the largest rotation of different/new course preparations. The Communication Studies program has continued to grow in the five years I have been at IUPUC and my flexibility and willingness to teach a variety of courses has fulfilled both programmatic and campus-levels goals for retention and graduation of our students.

In addition to teaching face-to-face courses, I was awarded a Curriculum Enhancement Grant from IUPUI in order to develop an online Interpersonal Communication course (COMM C180). This was the first online Communication Studies course offered at IUPUC. I spent a significant amount of time developing course assessments and activities that would create a positive learning experience in a class that generally requires a good deal of face-to-face interaction.

<u>Classroom Approach.</u> My teaching style involves the integration of a variety of teaching methods. I believe my teaching fulfills several of the Principles of Undergraduate Learning (http://iport.iupui.edu/selfstudy/tl/puls/), adopted by IUPUI and IUPUC. Examples of the applicable PULs and how I incorporate them into my teaching are explained in depth in my Teaching Statement (Section 7).

My teaching philosophy is guided by two major tenets: active learning and collaborative learning. I find that the more students are actively involved in their own learning, through case studies, Socratic Seminar discussions, activities within their communities, and other hands-on activities, the more they are able to apply the course content to their daily lives and future careers. Through the use of these activities, I find that students are most motivated to be engaged with the course material both inside and outside of class. Further, I also believe that learning is a collaborative process, that both my students and I have something to learn from each other. Therefore, it is important to me to create classroom environments where students are given a 'voice' to appropriately question the text, their peers, and me as well. Through this questioning process, students develop strong critical thinking, communication, and empathic listening skills.

Based on the course material and the needs and desires of my students, I develop my lesson plans and class discussions based on Bloom's taxonomy. For instance, when I want students to remember and understand information, I use lectures and video documentaries. When I want students to apply and analyze information, I use case studies, role playing activities, and Socratic Seminar discussions. When I want students to evaluate information and create new information, I use research papers and analysis essays. In Section 7 of my dossier, I will more fully explain how I apply Bloom's taxonomy in my teaching.

Course Evaluations. My student course evaluations are generally above average. Students often state that I know the material, make the material accessible and understandable, and am available to assist them when needed. As noted in my teaching statement (Section 7), I try to base my teaching methods around not only my students' needs, but also on their formative and summative feedback of my courses. Additionally, I have been reviewed by several of my peers, both at my rank and above, who have noted my teaching to be of high quality. They specifically note my ability to integrate both lecture and discussion in each of my classes in order to best engage my students. Further, I have had five peer reviews of teaching conducted from 2010 until 2014 in an effort to demonstrate my consistent commitment to receiving feedback and improving my teaching. Further, my peers recognized my teaching with a nomination for the Outstanding Full-time Faculty Teaching Award in 2015.

Advising and Mentoring. Due to the limited number of Communication Studies faculty, I was responsible for advising 25-30 Communication Studies majors from 2011 until 2014, when the division hired an academic advisor. However, I continue to advise and mentor a small group of these students.

I have found it thoroughly enjoyable and rewarding to mentor undergraduate student research. While my courses all generally have strong research and writing components, many of my students have expressed interest in engaging in subject material or research methods beyond the scope of my classes. I believe that it is important for students to have opportunities to pursue their own interests in their education and independent research is one way they can do that. My students have pursued research in romantic relationship dissolution, family privacy boundaries, workplace conflict, and sex differences in social media usage. While these topics are not necessarily in my area of specialization, I have found it very rewarding to provide students with the resources and the mentoring to pursue topics of their personal interests and to aid in their growth as researchers and scholars. I have mentored six students who have received internal funding for their research. One of those projects resulted in a national conference presentation. Three of those projects have resulted in regional communication conference presentations, as well as state-level undergraduate conference presentations. Most notably, one of those projects resulted in a co-authored, peer-reviewed publication. Currently, I have a student who has expressed in an interest in completing their own research studies, related to the communicative experiences of single parents, in the coming year. Therefore, my undergraduate research mentorship is poised for continued growth.

SERVICE

As an active faculty member, I engage in service related to my campus, the Columbus community, and my profession. Notably, at IUPUC, our service load is high. All faculty in the Division of Liberal Arts are expected to serve on one standing committee and/or Faculty Senate. I have far exceeded this expectation by engaging in service on each institutional level at IUPUC, including campus-wide, divisional, and departmental. I was nominated for and won the Full-time Faculty Service Award, in the first year I was eligible, in 2013. The same year I was also recognized by the Columbus Young Professionals as one of 20 individuals under the age of 40 with an emerging community reputation based upon by service. I was nominated for and won the IUPUC Full-time Faculty Service Award again in my next year of eligibility, 2015.

On the campus and university levels, I have engaged in a variety of service activities. In each of the committees I have been part, I have served as not only an engaged member, but also a respected leader. I served as the chair of the Nominations Committee within our campus governance from May 2011 to May 2013 and again an interim chair from August 2014 to December 2014. During this time, we revised how nominations for elected governance positions were collected and revamped the election process to be done completely online. I have also served as chair of Academic Affairs since May 2013, during this time we reviewed and supported a variety of new courses, minors, and degree programs on campus. I have also served as a member of the Executive Committee of Faculty Senate since May 2011. I began serving as a Faculty Senator as well as the Secretary of Faculty Senate in Fall 2014. I have also served on a variety of committees and task forces pertaining to the First Year Experience during my five years at IUPUC. I assumed the role of Coordinator of the Communication Studies program in August of 2011 and moved into the role of the Director of the Communication Studies program in March 2015. In this role, I have served as the sponsor of the IUPUC SpeakEasy each semester, a public speaking contest for students enrolled in COMM-R110: Public Speaking. Each semester I have sponsored this event its attendance has grown exponentially. My active role in faculty governance and in the development of the Communication Studies degree program demonstrates my commitment to the future of the Division of Liberal Arts and the campus.

The campus service that I have found to be most rewarding has been my involvement in various aspects of the First Year Experience. I have worked with the Bridge Program since I came to IUPUC in 2010 as a committee member and presenter, and most recently I have been the director of the program since 2013. I have worked with the committee to update the curriculum and to more effectively train the Bridge Mentors to be the greatest resources for the participants. I also serve as a Faculty Mentor for the UCOL First Year Seminar classes. Most recently, I have become a member of the Retention and Graduation Committee as well as the First Year Experience Committee. I intend to continue this service in order to continuously improve the overall experience of IUPUC students.

IUPUC continues to be active and engaged in the Columbus community. To that end, I was sought and became a coach of the Columbus East High School Speech Team. I have served as their coach for the last four years. In those four years, our team has grown from 8 members in 2011 to 24 members in the current 2014-15 season. Students on our team have been recognized at the sectional, district, and state levels for their impressive speaking abilities. In 2014, we had our first individual event State Champion and our first individual event National Qualifier for the National Speech and Debate Association National Tournament. As a coach, I have earned five National Speech and Debate Association coaching degrees based on our students' achievements. I plan to continue my involvement with the speech team as well as increase my involvement at the state level of the Indiana High School Forensics Association.

I have served my profession through engagement in professional organizations and scholarly journals by serving as a paper/panel/article reviewer. I have served as a reviewer for several divisions of the Central States Communication Association, National Communication Association, International Communication Association, as well as the International Family Enterprise Research Academy.

Additionally, I have served as a reviewer for the *Journal of Applied Communication Research,* the *Journal of Family Communication,* and the *Journal of the Communication, Speech, and Theatre Association of North Dakot*a. I am also an editorial board member of the *Journal of Family Business Management*.