

I subscribe to Louis Pasteur's principle of use-inspired basic research—a goal that is evidenced in the three strands of scholarship, teaching and service that make up the fabric of my academic identity. My research generally begins with a communication problem in the organizational field, such as emotion labor, burnout or workplace bullying. I then use ethnographic methods along with social constructionist and poststructuralist epistemological approaches to better understand the issue and, in the best of cases, provide a space for potential transformation. I share this research through publishing in top-tier journals and applied outlets, teaching/advising/mentoring all levels of students, performing on stage, providing public and media outreach, and collaborating with others on grants. In the following narration, I contextualize current projects, indicate their collective impact and preview my continued academic trajectory.

Research

My scholarship examines the ways employees construct and manage issues of emotion and identity in organizations. Research projects have examined emotion labor (the paid commodification of emotional display), humor, sexuality, burnout, contradiction, and workplace bullying with real organizational actors such as 911 emergency call-takers, cruise ship personnel, prison/jail correctional officers, and workplace bullying targets.

I believe that the research method should fit the research question(s) asked and, as such, have engaged in a variety of methodologies including survey design and administration, participant observation, interviews and focus groups. However, my passion and expertise lie in the embodied experience of ethnography. Over a very hot summer, I shared the wee morning hours with 911 emergency call-takers, analyzing how they transformed tragedy and panic into orderly dispatches for emergency help. I held an eight-month job as an assistant cruise director so that I could embody and “feel” the emotion labor required in the total institution of a cruise ship. I've shadowed and trained with prison and jail correctional to better explicate the work norms and emotional pressures that play a part in correctional officers' average life span of 59 years old.

These methods provide a nuanced and textured understanding of the interactions and emotional processes that impact and construct significant organizational problems. However, because of the time required of ethnographic research as well as the lingering reluctance of organizational studies to revere emotion research, in-depth participant-observation studies of work feelings are not common. Indeed, as noted by editor Stephen Fineman in the introduction to the second edition of *Emotions in Organizations* (2000), “Contextually rich, ‘real time’ emotion studies of organizational life are still relatively rare, but there are encouraging exceptions” (p. 14). He cites my research as an exception.

The impact of this research is evidenced through the award of four internal grants, a co-authored book with *Sage Publications* and primarily single-authored publications in top-tier national and international journals such as *Communication Monographs*, *Communication Theory*, *Human Communication Research*, *Management Communication Quarterly*, *Journal of Applied Communication Research*, and *Qualitative Inquiry*. Furthermore, I have given 45 conference presentations, and six of these manuscripts garnered “top paper” awards from professional societies (all of which have then been transformed to publications). Additionally, my dissertation work with correctional officers earned distinction through winning the national Gerald R. Miller Dissertation Award for outstanding communication discipline dissertation and Honorable Mention for the international W. Charles Redding Dissertation Award.

My scholarship includes a robust mix of theory, practice and art.

Over the course of my empirical analyses, I have significantly critiqued and extended emotion theory, arguing that emotion labor is difficult not just due to a psychological clash between real self and fake feeling, but because larger discourses of power construct and constrain the status associated with various types of emotion work. I have also advanced a model theorizing employee reactions to organizational contradictions. Most recently in a *Communication Theory* article, Angela Trethewey and I argue that organizational practices increasingly serve to suffocate and flatten employees' identities, and that individuals must surround themselves with multiple and varied discourses if they wish to construct more complex "crystallized" selves.

In line with my goals for use-inspired research, I have promoted practical organizational change through my scholarship. I have published two articles in the *Journal of Applied Communication* and, in a *Management Communication Quarterly* forum piece, specifically prescribe methods scholars can use to translate theory to practice. In a lead article published in *Western Journal of Communication*, I analyze the face-threat of 911 call-taker questions and suggest specific practices for easing information exchange during emergency communications. Furthermore, I provide suggestions for managing officer burnout in an article published in *Corrections Today*, the lead trade journal for correctional practitioners with a circulation of 21,000 and an estimated pass-along readership of 65,000. Last, I directly provide my research to professionals in the field through sharing expertise with interested media outlets, organizations and employee groups.

I also view research as art. I have critiqued the fact that, even when research is "about" emotion, most scholarly articles fail to embody the disruptive and arousing nature of work feelings. I have used several alternative representational styles that attend to this critique and reach a larger audience. Projects include a layered account in the international journal *Qualitative Inquiry* and a creative case published in *Case Studies for Organizational Communication*. Furthermore, I worked with colleague Dr. Linda Park-Fuller to adapt my cruise ship research into a one-hour ethnodrama entitled, "Navigating the Cruise," which we performed three times to full houses at ASU's Empty Space Theatre. I narrated the show and, along with a cast of ten, led a post-performance discussion that analyzed the ways the piece served as a powerful epistemology for better understanding multiple subjectivities and the embodied experiences of emotion labor and concertive control.

In 2004, I served along with colleague Jess Alberts as Co-PI on a \$29,467 ASU internal grant examining workplace bullying in the United States. Supervising a four-person research team, we administered a national on-line survey and conducted focus groups and interviews. We have presented this research regionally, nationally and internationally and have several articles under submission. This research has attracted significant media attention; among eleven other spotlights, I was a guest expert on the nationally syndicated National Public Radio "Cityscape."

My future research trajectory is aimed toward the exploration of emotional health in organizations as affected by work-life balance and transitions, bullying and organizational culture. As recently-appointed Director for The Project on Work Life Wellness and Transitions (funded by a \$500,000 Herberger endowment), I am actively seeking additional funding—likely through the Department of Labor or OSHA. In Spring 2005, colleagues Angela Trethewey, Jess Alberts and I developed seven proposals for Strategic Partners, LLC (ranging from \$250,000-\$600,000), a grant-matching consulting group contracted by ASU. I am also part of a research team, coordinated by colleague Amira De La Garza, for an internal grant submitted on dirty work and immigration. My plan is that one or more of these projects will emerge as the focus of my 2006-2007 sabbatical.

Teaching

While employed by ASU, I have taught a mix of seven different undergraduate and graduate courses with an average class size of 121 students. I unite these courses to research via my use-inspired philosophy: through in-depth case analyses, I illustrate connections between theory and practice so that students understand how class concepts can help them to better navigate their personal and work lives. My courses are known among students to be challenging and rigorous, yet I generally receive positive feedback on the philosophies and methodologies introduced, as well as in the learning activities offered. These efforts have resulted in high teaching evaluations (as detailed in vita) and four teaching awards including the Outstanding Faculty Award from the ASU College of Extended Education.

I teach, advise and work with a range of undergraduate, masters and doctoral students. I designed and taught the 150-student television version of COM 100: Introduction to Human Communication as well as the 440-student live course. I have developed professional, thought-provoking lectures that are well-suited for mass and mediated audiences—infusing core content with real-life examples, humorous anecdotes, role play and activities appropriate for students who are “tuning in” from television, a computer web-stream or the back row of a movie-theater type lecture hall. I have successfully managed these courses by developing an interactive Blackboard website and discussion board, creating aesthetically-appealing PowerPoint slides, promptly organizing and returning email messages, and conscientiously managing a (3-5 person) team of teaching assistants/apprentices.

I have also taught undergraduate courses in conflict, organizational communication, and critical research methods. I have managed semester-long service learning projects, developed multi-learning-style exams, created in-class negotiation simulations, and encouraged involvement in the university’s Voices of Discovery Program and Student Life Community Service Program. During summer 2002, I served as teacher and trip leader for 30+ undergraduate students as we traveled to London, Edinburgh and Dublin in the Hugh Downs Summer Europe program.

At the graduate level, I have designed and taught two different courses. I have shared my methodological passions and expertise teaching “Advanced Research Methods in Qualitative Research.” I have also taught a graduate seminar in organizational communication entitled “Emotions in Organizations: Communication, construction and control of work feeling.” Both courses engage students in a series of core “building block” assignments that foster a systematic culmination to a high quality final paper. Indeed, as a result of papers developed in these courses, students have presented 23 competitive conference papers (three of which earned “top four paper” honors from NCA’s ethnography division), published three articles and have submitted three articles that are under publication review (detailed list available upon request).

I am also active in advising undergraduate, master and doctoral students. I have served as advisor, co-advisor or committee member for six doctoral students, ten M.A. students and two undergraduate honors students. Furthermore, as detailed on my vita, I have supervised a number of independent studies and research projects, several of which have turned into co-authored conference papers and publications.

Service

I have drawn upon expertise garnered from research and teaching to serve the communication discipline, the school and the public.

Over the last ten years, I have attempted to promote critical organizational communication studies through becoming enmeshed in the organizational and ethnography communities of the communication discipline. I have held ten professional offices and committee positions including serving on NCA's Organizational Communication Executive Committee and ICA's Board of Directors. I was elected WSCA's Organizational Communication Division's Vice-Chair Elect in 2005, and will serve as program planner for the 2007 convention. In 2005, I served as program planner for The 2nd Annual Nuevo Dia Southwest Organizational Communication Conference, which included reviewing, planning and coordinating the presentation of more than 40 papers. Furthermore, I have responded, chaired or designed 13 panels or preconference events at regional, national and international conferences and written five columns for the ICA Newsletter.

Another way I mutually share organizational communication scholarship is through review activities. I sit on the editorial board for *Management Communication Quarterly*, *Communication Research Reports*, and *Communication Studies* and have also reviewed for *Communication Monographs*, *Communication Yearbook*, *Journal of Applied Communication Research*, *Journal of Management Studies*, *Human Relations*, *Social Problems*, *Women's Studies in Communication*, *Journal of Family Communication* and the *Electronic Journal of Communication*, among others.

I have served the Hugh Downs School and larger university community through my membership on a number of committees including the personnel committee, doctoral committee of faculty, faculty search committees and the undergraduate committee. Furthermore, I served for two years as the college representative to the university's Information Technologies Advisory Committee (ITAC) and regularly attend technology training sessions offered by the Center for Learning and Teaching Excellence. I frequently share distance learning and technology expertise with colleagues in meetings and emails.

Moreover, I have shared my scholarship and networked with various faculty through giving a total of 27 guest lectures or "brown bags" in the last five years—most focused on my current research projects. These presentations serve as avenues toward potential collaboration as well as an early review process that, in turn, improves my research.

Last, my public service is targeted toward helping professionals and the public better manage communication, workplace abuse, emotion labor and burnout. I have given 14 presentations to various groups, ranging from the local Rotary Club, to an educational software convention, to several correctional organizations. I am a member of the ASU Speaker's Bureau and have served as a resource, interviewee or subject for 17 local, national and international media stories.

Taking part in activities such as these is central to a use-inspired research philosophy. Ongoing engagement with the public makes me consistently ask the "who cares?" question and, as such, improves the likelihood that my research may indeed provide a space for organizational and societal transformation.