

**REFLECTIVE STATEMENT ON
PROFESSIONAL GROWTH AND ACHIEVEMENT
Integration of Scholarship and Teaching**

Teaching and scholarship go hand in hand. Early in my career my scholarship had a strong influence on my teaching, whereas now my teaching has grown to have a more direct influence on my research. Overall, teaching and research exist in a symbiotic relationship where they enhance one another. In particular, I subscribe to the teacher-scholar model where I endeavor to include and collaborate with undergraduate students in my scholarly activity.

Several recent publications and presentations have emerged from my evolving teaching philosophy and pedagogical practices. First, I have an article published in *Communication Teacher*, an NCA journal, that describes an activity that highlights the communicative construction of organization and the ways that meanings of work are constructed in everyday communication practices.

Building upon years of pedagogy influenced by my research on critical theory and diversity in organizations I also wrote a piece for *Management Communication Quarterly* on promoting diversity through organizational communication pedagogy. Being mindful of difference pedagogy from the initial course design, through course delivery, and in interactions with students is essential to my teaching at CSU, Chico.

In line with these commitments I completed the Diversity Academy during summer 2016 at Chico State. In the two-week seminar I gained insight about the range of diversity on campus and how to build inclusive pedagogy. In particular, this last year I have focused on first generation college students and building course activities and content that are mindful of intersections of difference. In addition to coursework, my commitments in this area extend to mentoring. Working with first generation student, [REDACTED] I developed an *NCA conference panel on feminist politics in educational spaces*. Specifically, we presented on the experiences of female leaders in a student-managed public relations agency. This is an example of how pedagogy transcends the classroom into mentoring spaces.

Intersectionality is another area where my teaching and scholarship intertwine. I have endeavored to build JOUR 211 content to be more specifically intersectional, building on the primary focus on gender. These efforts were the foundation of a presentation that I gave at the *National Communication Association* in November 2016.

Of course, my research on bereavement in organizations continues to integrate with my teaching. In a recent article in *Communication Director* I outlined four patterns to consider when creating bereavement leave policies and approaching day-to-day interactions with grieving workers. In a new article currently under review with a “provisional acceptance” at *Women Studies in Communication*, [REDACTED] and I explore the experience of bereavement in specific organizational spaces. We focus on how some organizational space, like the bathroom allow for

emotions, while others (thought of as more public) have greater forms for emotion management. My research on gender and emotion in organizations is also relevant to Women, Men, and the Media, particularly as we engage in a unit on gender and work. Sharing excerpts from interview data helps students connect with the issues in more personal and meaningful way.

Creating a bridge between my interest in organizational studies and feminism, I have been writing a collaborative auto-ethnography on female breadwinning with a colleague. We presented a portion of this project at the annual conference of the *Organization for the Study of Communication, Language and Gender (OSCLG)*. I continued to develop this work through the Chico State Faculty Learning Community on Writing a Journal Article in 12 weeks. This project is also something that I bring into JOUR 211 when we discuss modern issues around gender and work, as well as into mentoring conversations with graduating public relations students.

Over the last several years I have become increasingly interested in new media and feminist activism on campus. I worked with colleagues at James Madison University to create a grant-supported educational website, **The Feminist Spark**, that provides instructors with the resources needed to start a feminist blog on their campus. During the fall I gave a workshop at OSCLG on how to start a student-run feminist blog. Through conversations and networking with other activist bloggers I am able to use my experiences with student feminist blogging to share examples of third wave feminists' digital media savvy in Women, Men, and the Media.

This semester at Chico State I am excited to be working to bring this endeavor to our community. In partnership with CMST faculty [REDACTED] I am leading an independent study on the same topic with the goal of a collaborative student/faculty research article on the state of digital feminist activism. Additionally, we are working with students and through the Quality Online Learning and Teaching faculty development program to create an **Activist Blogging course** that would serve both Journalism and Public Relations (news and public relations options) and Communication Studies students. I encouraged one of my undergraduate students, [REDACTED] to join this independent study. Since working with her as a student learning assistant I have enjoyed the opportunity to mentor and encourage her pursuit of graduate education. In part, this independent study is designed to provide an opportunity for her to significantly advance her study through work with master's students and collaborative authorship of communication scholarship.

My professional experience is also central to informing my teaching. As adviser for Tehama Group Communications (TGC) I draw upon my professional experience in public relations to coach students on professional conduct and industry norms. This is an area where my ongoing **professional development trainings** (15 in this review period) and grant work on digital activism and outreach strengthen my teaching.

For example, during summer 2016 I attended the Poynter Institute's Hands-On Video Training and Teachapalooza educator workshop. During this week-long intensive I learned a tremendous amount about visual storytelling and new media for teaching journalism and public relations. This year I have been teaching the TGC staff as well as JOUR 341 students' strategic and practical approaches to visual storytelling. In TGC students are applying the principles of video journalism to build multimedia content for social media. In JOUR 341 I work with students to

understand and apply best practices for community engagement on new social platforms. Attending the Poynter Drone Journalism School has also allowed me to develop a foundation for teaching our students about the ethics, best practices and practicalities of drone use. This exposure to new professional technologies challenges our students and prepares them to be competitive in their future careers.