

BIOGRAPHICAL SKETCH

NAME Canary, Heather E.	POSITION TITLE Associate Professor, Department of Communication University of Utah
eRA COMMONS USER NAME HEATHERCANARY	

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	MM/YY	FIELD OF STUDY
Seattle Pacific University	BA	06/86	Communication
California State University, Fullerton	MA	08/89	Speech Communication
Arizona State University	PhD	08/07	Human Communication

A. Personal Statement

As an organizational and family communication scholar, my research broadly concerns the communicative construction of knowledge in contexts of health, disability, and policy implementation. Recent projects draw on Structuring Activity Theory, which includes explanatory concepts for investigating cross-system communication that is characteristic of contemporary family health experiences, such as chronic illness and disability, as well as characteristic of organizational policy processes. I am trained in both qualitative and quantitative methods and use both methodologies in my work. Recent family health research includes a mixed-methods project of families of children with autism, focusing on marital relationships and family decision-making. Recent family-organizational research includes another mixed-methods project concerning communication between genetic counselors and people at increased risk for familial colorectal cancer. My membership in C-FAHR will facilitate my ability to obtain external funding for my research and foster interdisciplinary collaborations that are key to my research areas. I look forward to being an active contributor at C-FAHR colloquia and symposia, as well as contributing to the overall research profile of the Consortium and the University.

B. Positions and Honors

Positions and Employment

2007-2010	Assistant Professor, Interdisciplinary Humanities and Communication, Arizona State University, Mesa, AZ
2010-2014	Assistant Professor, Department of Communication, University of Utah, Salt Lake City, UT
2014-	Associate Professor, Department of Communication, University of Utah, Salt Lake City, UT

Honors

2008	Top Three Paper in Organizational Communication Division, annual conference of the International Communication Association, Montreal, Canada.
2008-2009	Lincoln Ethics Teaching Fellowship, Arizona State University at the Polytechnic Campus.
2010	Top Four Paper in Organizational Communication Division, annual conference of the National Communication Association, San Francisco, California.
2012	Top Four Paper in Organizational Communication Interest Group, annual conference of the Western States Communication Association, Albuquerque, New Mexico.
2012-2013	Daniels Fund Leadership in Ethics Education Award, David Eccles School of Business, University of Utah.

- 2013 Top Five Paper in Health Communication Division, annual conference of the National Communication Association, Washington, D.C.
- 2014 Top Four Paper in Health Communication Interest Group, annual conference of the Western States Communication Association, Anaheim, California.

Advisory and Editorial Boards

- 2007-2008 Editorial Board Member, *Communication Education*
- 2009-2011 Vice-Chair and Chair, Health Communication Interest Group, Western States Communication Association
- 2010-2011 Editorial Board Member, *Journal of Applied Communication Research*
- 2012 Editorial Board Member, *Western Journal of Communication*
- 2012-2013 Advisory Committee, National Cancer Institute PO1 "Enhancing End-of-Life & Bereavement Outcomes among Cancer Caregivers." PI: Kathi Mooney, College of Nursing, University of Utah.
- 2013-2015 Vice-Chair and Chair, Organizational Communication Interest Group, Western States Communication Association
- 2013-2016 Publications Board, Western States Communication Association (Chair, 2015-2016)
- 2013-2016 Conflict of Interest Committee, University of Utah
- 2014- Editorial Board Member, *Communication Reports*, *Southern Communication Journal*

C. Peer-Reviewed Publications

1. **Canary, H. E.**, & Canary, D. J. (2007). Making sense of one's career: An analysis and typology of supervisor career stories. *Communication Quarterly*, *55*, 225-246.
2. **Canary, H. E.** (2007). Teaching ethics in communication courses: An investigation of instructional methods, course foci, and student outcomes. *Communication Education*, *56*, 193-208.
3. **Canary, H. E.**, & Jennings, M. M. (2008). Principles and influence in codes of ethics: A centering resonance analysis comparing pre- and post-Sarbanes Oxley codes of ethics. *Journal of Business Ethics*, *80*, 263-278.
4. **Canary, H. E.** (2008). Negotiating dis/ability in families: Constructions and contradictions. *Journal of Applied Communication Research*, *36*, 437-458.
5. **Canary, H. E.** (2008). Creating supportive connections: A decade of research on support for families of children with disabilities. *Health Communication*, *23*, 413-426.
6. Herkert, J. R., Wetmore, J., **Canary, H. E.**, & Ellison, K. (2009). Integrating microethics and macroethics in graduate science and engineering education: developing instructional models. *Proceedings of the 2009 American Society for Engineering Education Annual Conference* (available at <http://soa.asee.org/paper/conference/paper-view.cfm?id=11085>).
7. **Canary, H. E.**, & McPhee, R. D. (2009). The mediation of policy knowledge: An interpretive analysis of intersecting activity systems. *Management Communication Quarterly*, *23*, 147-187.
8. **Canary, H. E.** (2010). Structuring activity theory: An integrative approach to policy knowledge. *Communication Theory*, *20*, 21-49.
9. **Canary, H. E.** (2010). Constructing policy knowledge: Contradictions, communication, and knowledge frames. *Communication Monographs*, *77*, 181-206.
10. LeGreco, M., & **Canary, H. E.** (2011). Enacting sustainable school-based health initiatives: A communication-centered approach to policy and practice. *American Journal of Public Health*, *101*, 431-437.
11. **Canary, H. E.** (2011). Using an ethics lens for teaching communication: Focus on small group and leadership communication. *Teaching Ethics*, *11*(2), 25-35.
12. **Canary, H. E.**, Herkert, J. R., Ellison, K., & Wetmore, J. (2012). Microethics and macroethics in graduate education for scientists and engineers: Developing and assessing instructional models. *Proceedings of the 2012 American Society for Engineering Education Annual Conference*.
13. **Canary, H. E.**, & Cantú, E. A. (2012). Making decisions about children's disabilities: Mediation and structuration in cross-system meetings. *Western Journal of Communication*, *76*, 270-297.

14. **Canary, H. E.**, Riforgiate, S., & Montoya, Y. J. (2013). The Policy Communication Index: A multi-dimensional measure of organizational communication practices. *Management Communication Quarterly*, 27, 471-502.
15. **Canary, H.**, Herkert, J. R., Taylor, J., Ellison, K., & Wetmore, J., & Tarin, C. (2014). Engaging students in integrated ethics education: A communication in the disciplines study of pedagogy and student roles in society. *Communication Education*, 63, 83-104.
16. **Canary, H. E.**, Blevins, M., Ghorbani, S. (in press). A decade of organizational policy communication research: Challenges, discoveries, and future directions. *Communication Reports*.

D. Research Support

Completed Research Support

2R42CA144235-02 Beach (PI) 08/2012-08/2014

NIH/NCI

Conversations about Cancer: A Theatrical Production

Role: Site Host Coordinator for *The Cancer Play*

This project is a multi-city effectiveness and dissemination trial of a videotaped theatrical production, *The Cancer Play*. My role was to promote the play across the University of Utah and in the Salt Lake City community, recruit participants for the effectiveness study, and host the play showing on the University of Utah campus in summer-fall 2013.

U of U Canary (PI) 10/2011-10/2012

College of Humanities Promoting Great Ideas in Humanities Seed Grant Program

Cancer Screening Counseling: A Structuring Activity Approach

Role: PI

Co-I, Anita Kinney, Huntsman Cancer Institute

This was a pilot project to analyze existing data of colorectal cancer intervention program involving counseling interactions. Qualitative and quantitative analyses were theoretically grounded and included both counselor and participant communication during telephone intervention interactions.

1033111 Ellison (PI) 10/2010-12/2012

NSF

Developing and Assessing Macroethics Modules for the Collaborative Institutional Training Initiative

Responsible Conduct of Research Courses

Role: Co-PI

This study developed new online curriculum for training researchers on the social and ethical implications of science and engineering research. My role on the research team was to develop assessment items and test the efficacy of the new materials.

0832944 Herkert (PI) 10/2008-11/2011

NSF

Integrating Microethics and Macroethics in Graduate Science and Engineering Education: Development and Assessment of Instructional Models

Role: Co-PI

This study developed, implemented, and assessed four pedagogical models for teaching ethics to science and engineering graduate students. My role on the research team was to compare efficacy across models and between experimental and control groups.

Arizona State U. Canary (PI) 09/2009-05/2010

School of Letters & Sciences Internal Seed Grant

Policy Communication Measure Development Project

This project used qualitative data and theoretical constructs to develop and test a quantitative measure of organizational policy communication for use in research and practice.

Arizona State U. Canary (PI) 10/2004-05/2005

ASU Graduate Student Research Grant Program

The Discourse of Disability and Accommodation: A Study of Mexican-American and Anglo-American Families

Role: PI

This interview project included parents and children of families in which one or more children had invisible disabilities.

Pending Research Support

R21 Canary & Kinney (MPI) Submitting 10/2014

NIH

Application of Resource-Based Interaction Coding System for Familial Cancer Risk

In the proposed study we will conduct secondary analyses of existing data from an NCI-funded colorectal cancer (CRC) screening intervention study among relatives of CRC patients to examine factors that clinicians and clients use as resources for CRC screening practices, knowledge building, and decision making.