

**University of Arizona Department of Communication  
Diversity, Equity, and Inclusion Report  
2022-2023 Academic Year  
Submitted by the DEI Committee**

**Section 1: Highlights**

As a Department, during the year 2022-2023, we have published **21** peer-reviewed journal articles and **17** conference papers/presentations relevant to DEI and/or social justice issues.

For example,

***Journal Publications:***

Floyd, K., Ray, C. D., James, R., & Anderson, A. J. (2023). Correlates of compassion for suffering social groups. *Southern Communication Journal*, 84(4), 324–338.

<https://doi.org/10.1080/1041794X.2002.2086612>

Gim, H., Gahler, H., Harwood, J., & Paolini, S. (2023). Seeking others' sounds: Predictors of voluntary exposure to outgroup music. *Media Psychology*, 26(1), 54-71.

<https://doi.org/10.1080/15213269.2022.2097095>

Lapierre, M.A., & Aubrey, J.S. (2022). Resisting Privilege: Effects of a White Privilege Message Intervention and Conservative Media Use on Freedom Threat and Racial Attitudes. *Mass Communication and Society*, 25(3), 407-433.

<https://doi.org/10.1080/15205436.2021.1996610>

Rains, S., Harwood, J., Shmargad, Y., Kenski, K., Coe, K., & Bethard, S. (2022). Engagement with partisan Russian troll tweets during the 2016 US presidential election: A social identity perspective. *Journal of Communication*. Advance online publication.

<https://doi.org/10.1093/joc/jqac037>

Segrin, C., Jiao, J., & Wang, J. (2022). Indirect effects of overparenting and family communication patterns on Chinese and American emerging adults' mental health. *Journal of Adult Development*, 29, 205–217.

***Conference Papers/Presentations:***

Carter, S. N., Harwood, J., & Rains, S. (2023, May). Ingroup and outgroup expectations for verbal person-centered Support. Paper presented at the annual meeting of the International Communication Association, Toronto, Canada. [Top Paper Award, Intergroup Communication Division]

Cooper, R. A., & Harwood, J. (2023, March). Humanizing dementia: Effects of counter-stereotypical messages on patronizing speech toward people with a stigmatized health

condition. Paper presented at the annual meeting of the Central States Communication Association, St. Louis, MO. [Top four paper award]

Gahler, H. & Choi, E. (2023, May). The Bridging Effect of Multicultural Fandom: Comparisons of American and South Korean Pop (K-pop) Music Fans. Paper to be presented at annual convention of the International Communication Association, Toronto, Canada.

Meanwhile, we have taught 23 classes incorporating contents and pedagogical activities relevant to DEI and/or social justice issues.

For example:

**Susan Holland** discussed Media and (mis) representation in all classes: PR 317 Strategic Writing for PR, PR 202 Sports PR, and PR 203 Nonprofit PR – the role of media and the power of media to continue to perpetuate negative images for all marginalized groups.

**Kyle Tusing** incorporated the following in his Communication Theory class: Theories/ideas that explain the perspective of various co-cultures are presented: Co-cultural theory, feminist standpoint theory, muted group theory, rhetoric and ideas of Martin Luther King, Jr. in service of the civil rights movement.

**Jake Harwood** taught about music and intergroup relations in my undergraduate music class, and students spent time on critical theory and social identity in the grad interpersonal seminar.

Besides research and teaching activities, we, as a Department, have been actively involved in service activities at different levels (e.g., department, university, or professional), as well as receiving educational or professional training related to DEI and/or social justice practices.

For example,

**Matthew Lapierre** was a member of the mass communication division executive committee at NCA, he has been heavily involved in finding ways to improve DEI in the division with a specific focus on highlighting research accomplishments in this area.

**Carolyn Casertano** has participated in Diversity in the Public Relations classroom webinars hosted by the Institute for Public Relations and the Public Relations Society of America Educators Academy.

**Diana Leonard** was a Faculty Fellow with the 21st Century Master's Project and this year has been focusing on DEI as a foundational element throughout each part of our strategic initiative. She sought to infuse JEDI values in each of our goals from the year including reworking TATO (the mandatory graduate teaching training) and holding workshops for graduates introducing Campus Cultural Centers (including Disability Cultural Center and Immigration Cultural Center), DRC, and CAPS, and others.

Many student organizations in the Department of Communication have also helped in our mission to prioritize DEI and social justice during the year 2022-2023.

**The Public Relations Student Society of America (PRSSA)** continued to encourage opportunities designed to support students of diverse backgrounds.

**Lambda Pi Eta (LPH)** invited a number of speakers to share their experiences in diverse corporate, professional, and entertainment industries.

**The Association of Graduate Students in Communication (AGSC)** held the Ben's Bell philanthropy activity, a local nonprofit organization which serves to spread kindness throughout the world.

## **Section 2: Research and Professional Projects**

**Matthew Lapierre** published two articles:

Lapierre, M.A., Ashtaputre, A., & Aubrey, J.S. (2022). Boys go, girls go along: Exploring gender and price differences regarding themes present on children's graphic t-shirts. *Young Consumers*, 23(3), 432-448. <https://doi.org/10.1108/YC-07-2021-1353>

Lapierre, M.A., & Aubrey, J.S. (2022). Resisting Privilege: Effects of a White Privilege Message Intervention and Conservative Media Use on Freedom Threat and Racial Attitudes. *Mass Communication and Society*, 25(3), 407-433. <https://doi.org/10.1080/15205436.2021.1996610>

**Hyeonchang Gim** published four articles:

Harwood, J., & Gim, H. (2023) The process and domain of intergroup communication: Mapping the field. *Psychology of Language and Communication*, 27(1), 199-207. <https://doi.org/10.58734/plc-2023-0010>

Gim, H., Gahler, H., Harwood, J., & Paolini, S. (2023). Seeking others' sounds: Predictors of voluntary exposure to outgroup music. *Media Psychology*, 26(1), 54-71. <https://doi.org/10.1080/15213269.2022.2097095>

Fanari, A., Gahler, H., Case, T., Gim, H., & Harwood, J. (2022). Study abroad soundtracks: Exploring the role of music in cross-cultural (re)adaptation among U.S. and international students. *Journal of Intercultural Communication Research*, 51(5), 510-527. <https://doi.org/10.1080/17475759.2022.2028657>

Gim, H., & Harwood, J. (in press). Music and sports as catalysts for intergroup harmony: What is more effective, and why? *Journal of Media Psychology*.

**Jake Harwood** published 10 articles

Harwood, J., & †Gim, H. (2023). The process and domain of intergroup communication: Mapping the field. *Psychology of Language and Communication*, 27(1), 199-207.

<https://doi.org/10.58734/plc-2023-0010>

†Gim, H., †Gahler, H., Harwood, J., & Paolini, S. (2023). Seeking others' sounds: Predictors of voluntary exposure to outgroup music. *Media Psychology*, 26(1), 54-71.

<https://doi.org/10.1080/15213269.2022.2097095>

Rains, S., Harwood, J., Shmargad, Y., Kenski, K., Coe, K., & Bethard, S. (2022). Engagement with partisan Russian troll tweets during the 2016 US presidential election: A social identity perspective. *Journal of Communication*. Advance online publication.

<https://doi.org/10.1093/joc/jqac037>

†Case, T., †Gim, H., †Gahler, H., & Harwood, J. (2022). For the love of music: Changing Whites' stereotypes of Asians with mediated intergroup musical contact. *Journal of International & Intercultural Communication*, 15(4), 435-453.

<https://doi.org/10.1080/17513057.2021.1985590>

†Cooper, A., Pitts, M., & Harwood, J. (2022). "That's when the relationship shifted": Relational turning points in Alzheimer's disease and related dementias. *Personal Relationships*, 29(1), 217-235.

<http://doi.org/10.1111/pere.12412>

†Fanari, A., †Gahler, H., †Case, T., †Gim, H., & Harwood, J. (2022). Study abroad soundtracks: Exploring the role of music in cross-cultural (re)adaptation among U.S. and international students. *Journal of Intercultural Communication Research*, 51(5), 510-527.

<https://doi.org/10.1080/17475759.2022.2028657>

Gasiorek, J., Rittenour, C. E., Lin, M. C., & Harwood, J. (2022). Family communication in later life. In A. L. Vangelisti (Ed.), *The Routledge handbook of family communication* (3rd ed., pp. 99-112). Routledge.

Vezzali, L., Visintin, E. P., Bisagno, E., Bröker, L., Cadamuro, A., Crapolicchio, E., De Amicis, L., Di Bernado, G. A., Huang, F., Lou, X., Stathi, S., Valor-Segura, I., & Harwood, J. (2022).

Using sport media exposure to promote gender equality: Counter-stereotypical gender perceptions and the 2019 FIFA Women's World Cup. *Group Processes and Intergroup Relations*. Advance online publication. <https://doi.org/10.1177%2F13684302221075691>

Paolini, S., Azam, F., Harwood, J., Mackiewicz, M., & Hewstone, M. (2022). Seeking and avoiding contact with Muslims at a hijab stall: Evidence for multilayer, multi-determined solidarity, courage, apathy, and moral outrage. *British Journal of Social Psychology*, 61(1), 214-252.

<http://doi.org/10.1111/bjso.12477>

Chris Segrin published nine articles

Gallegos, M., & Segrin, C. (2022). Family connections and the Latino health paradox: Exploring the mediating role of loneliness in the relationships between the Latinx cultural value of familism and health. *Health Communication*, 37, 1204-1214.

Segrin, C., & Cooper, R.A. (2022). The association between social adversity and alcohol consumption is moderated by social support. *International Journal of Stress Management*, 28, 283-294.

King, J., Segrin, C., Badger, T.A., & Thomson, C.A. (2022). Exploring the relationship between loneliness, spirituality, and health related quality of life in Hispanic cancer caregivers. *Supportive Care in Cancer*, 30, 4781-4788.

Segrin, C., Jiao, J., & Wang, J. (2022). Indirect effects of overparenting and family communication patterns on Chinese and American emerging adults' mental health. *Journal of Adult Development*, 29, 205–217.

Adamczyk, K., Park, J.Y., & Segrin, C. (2022). Patterns of intimacy crisis resolution and their associations with romantic loneliness in Polish and U.S. young adults. *Developmental Psychology*, 58, 1600-1613.

Segrin, C., & Cooper, R.A. (2022). Neighborhood disadvantage and mental health. In W. Lu (Ed.), *Encyclopedia of mental health*, 3rd ed. Elsevier.

Segrin, C., Jiao, J., & Cooper, R.A. (2022). Neighborhood disadvantage and mental health: Test of a parallel mediation model through social support and negative emotionality. *Health Communication*, 37, 1581-1589.

Adamczyk, K., Jiao, J., Segrin, C., & Park, J.Y. (2022). Psychometric analysis of the Dating Anxiety Scale for adolescents in samples of Polish and U.S. young adults: Examining the factor structure, measurement invariance, item functioning, and convergent validity. *Assessment*, 29, 1869-1889.

Badger, T., Segrin, C., Crane, T.E., Chalasani, P., Arslan, W., Hadeed, M., & Sikorskii, A. (2023). Social determinants of health and symptom burden during cancer treatment. *Nursing Research*, 72, 103-113.

**Heather Gahler** published an article

Gahler, H., Dajches, L., Terán, L., Yan, K., & Aubrey, J. S. (2023). Instagram influences: An examination of the tripartite influence model of body image among a racially diverse sample of young-adult women. *Computers in Human Behavior*. Advanced Online Publication.  
<https://doi.org/10.1016/j.chb.2023.107785>

**Kory Floyd** published two articles

Floyd, K., Ray, C. D., James, R., & Anderson, A. J. (2023). Correlates of compassion for suffering social groups. *Southern Communication Journal*, 84(4), 324–338.  
<https://doi.org/10.1080/1041794X.2002.2086612>

Floyd, K., Debrot, A., Horan, S. M., Hesse, C., & Woo, N. T. (2023). Affectionate

communication, health, and relationships. *Personal Relationships*, 30(1), 44–75.  
<https://doi.org/10.1111/per.12444>

**Amanda Cooper** published an article

Cooper, R. A., & Harwood, J. (in press). Humanizing dementia: Effects of counter-stereotypical messages on patronizing speech toward people with a stigmatized health condition. *Health Communication*.

**Jennifer Stevens Aubrey** published an article

Gahler, H. \*, Dajches, L. \*, Terán, L. \*, Yan, K. \*, & Aubrey, J. S. (2023). Instagram influences: An examination of the tripartite influence model of body image among a racially diverse sample of young-adult women. *Computers in Human Behavior*, 145.  
<https://doi.org/10.1016/j.chb.2023.107785>

### **Section 3: Teaching and Classroom Activities**

**Susan Holland** taught PR 317 Strategic Writing for PR/ PR 203 Nonprofit PR/ PR 202 Sports PR

“I teach about discrimination (class, gender, sexual orientation, race, ethnicity) and how it has negatively impacted the culture of sport.

I discuss white privilege in the content of sport and greater society. One example is how white privilege affected ownership and leadership of major sports teams and governing bodies. Despite the playing field being more inclusive and diverse, the majority of coaching staffs and owners of teams /leagues lack diversity. This holds true for diversity in race, ethnicity, and gender.

Media representations /(mis)representations of athletes by class, gender, sexual orientation, race and ethnicity and the negative effects from hegemonic standards establish of what it means to be "feminine" and "masculine" in sport.

How discrimination of all groups that have been marginalized has negatively impacted the culture of sport - ownership, leadership, management, sponsorship opportunities (marketing), and our society as a whole. Lack of diversity and representation and (mis)representation in all above areas in media and in our greater society.

Media and (mis) representation is also discussed in all classes: PR 317 Strategic Writing for PR, PR 202 Sports PR, and PR 203 Nonprofit PR. We discuss the role of media and the power of media to continue to perpetuate negative images for all marginalized groups.

In PR 203 Nonprofit PR and in PR 317 Strategic Writing for PR, I incorporate nonprofit organizations that serve our greater community that often serve underprivileged communities.

In PR 203 Nonprofit PR, I look to have students focus on a multitude of underprivileged communities and nonprofit organizations that serve these communities. We examine nonprofit organizations within a multitude of nonprofit sectors such as Membership Groups, Trade Groups, Labor Unions, Chambers of Commerce, Advocacy Groups, Social Service Groups, Foundations, and Cultural Groups.”

**Carolyn Casertano** taught PR 101, 201 Introduction to Public Relations

“I grade anonymously to reduce potential bias. I provide a safe space for students to talk about how issues of discrimination affect them, and invite students to let me know if the way that feels most comfortable to them if they are experiencing any discrimination, prejudice or other negative behavior”

**Rain Liu** taught 696C Culture and Communication/201 Introduction to Public Relations/421 PR Campaigns

“In my teaching, especially for the PR classes, I emphasize the significance of inclusivity, cultural sensitivity, and equitable representation in PR and communications campaigns. I encourage students to critically analyze and challenge existing industry practices that may perpetuate stereotypes or exclude certain groups. Provide case studies and practical examples that highlight successful DEI initiatives in PR, and discuss the ethical implications of promoting diverse voices and perspectives in shaping public opinion and building meaningful relationships with diverse audiences.”

**Chris Segrin** taught 415 Nonverbal Communication/ 407 Family Communication

“Family Comm covers diverse family forms (e.g., same sex marriage and parenting, single parenting) and effects of sociodemographic factors (e.g., sex, age, race, SES) on family interactions and relationships.

Nonverbal Comm covers forms and functions of nonverbal behaviors in different cultures along with affects of sociodemographic factors (e.g., sex, age, race, SES) on encoding and decoding of nonverbal behaviors.“

**Jake Harwood** taught 402 Communication and music/610 Interpersonal theory

“I teach about music and intergroup relations in my undergraduate music class, and we spent time on critical theory and social identity in the grad interpersonal seminar.”

**Matthew Lapierre** taught 369A Health Communication/301 Survey of Mass Communication/469 Media and Health

“I grade exams anonymously to reduce potential bias. In health communication, I cover health disparities extensively and center them in the class paper. I also teach about culture and health where we focus on how western medical culture often harms people from marginalized groups (e.g., immigrants). In media and health, I examine the ways media adversely affects the health of

low SES populations. In survey of mass communication, I cover race/gender/sexuality representation in the media.”

**Heather Gahler** taught 309 History of Mass Media Effects

“I teach about different media representations of various minority groups. I guest taught about sexuality and gender identity in intercultural communication.”

**Diana Leonard** taught 119 Intro to Public Speaking/325 Argumentation & Debate/319 Advanced Public Speaking/411 Conflict & Communication

“We learn about and practice inclusivity. In all classes we seek to understand the other's perspective based on their world view and personal/cultural experiences.

COMM119, 319, and 325 construct messages for heterogenous audiences with varied backgrounds in an attempt to find common ground. I highlight the effectiveness of those messages and where they can be improved.

COMM319 incorporates personal storytelling that highlights one's gendered, cultural, physical, and psychological experience as it has impacted their lives and could impact the lives of others.

COMM411 strives to listen to the experience of the other to show understanding of different perspective and worldview and seek to communicate effectively, while holding those differences as relevant and impactful.”

**Hyeonchang Gim** taught 117 Culture and Communication

“I talk mostly about the importance of adapting communication strategies to different cultural contexts.”

**Kyle Tusing** taught 101 Introduction to the study of communication/300 Communication theory/417a Relational communication

“Theories/ideas that explain the perspective of various co-cultures are presented: Co-cultural theory, feminist standpoint theory, muted group theory, rhetoric and ideas of Martin Luther King, Jr. in service of the civil rights movement.”

#### **Section 4: Service, Training, and Activities**

**Rain Liu:** I was invited to present and lead a workshop held by an environmental advocacy group, Sustainable Tucson, titled Persuading Shoppers to Reduce Plastic Bag Use, with my graduate student Taylor Foerster. We are also working with a local grocery store, Food Conspiracy Co-op, on a potential field experiment of using communication interventions to promote reusable bags among grocery shoppers. I have been serving on the DEI committee of our department for the past year.



**Heather Gahler:** I volunteered with SAGA for trans and nonbinary people to support them. I presented at a conference on queer and trans future about trans body image. I presented to Brookdale Senior Living Facility on intercultural communication.

**Daniel Andres Dominguez:** I joined the DEI Council at the College of Social & Behavioral Sciences.

**Hyeonchang Gim:** I have served on two DEI committees: one for the SBS DEI council and the other for the COMM department's DEI committee.

**Carolyn Casertano:** I have participated in Diversity in the Public Relations classroom webinars hosted by the Institute for Public Relations and the Public Relations Society of America Educators Academy.

**Kory Floyd:** I attended a session on white accountability for faculty and staff in the spring. I have also spent the spring and summer counseling students at UA Counseling and Psychological Services, many of whom are facing oppression and marginalization due to their ethnicity, gender identity, sexual orientation, and/or ability status.

**Diana Leonard:** I am a Faculty Fellow with the 21st Century Master's Project and this year has been focusing on DEI as a foundational element throughout each part of our strategic initiative. We sought to infuse JEDI values in each of our goals from the year including reworking TATO (the mandatory graduate teaching training) and holding workshops for graduates introducing Campus Cultural Centers (including Disability Cultural Center and Immigration Cultural Center), DRC, and CAPS, and others. Our further mission from graduate admissions through graduate support, and graduation is being reviewed by our team for addressing JEDI values.

**Matthew Lapierre:** As a member of the mass communication division executive committee at NCA, I have been heavily involved in finding ways to improve DEI in the division with a specific focus on highlighting research accomplishments in this area.

**Jake Harwood:** 2022-2024: Advisory Board member, Sage Handbook of Intercultural Communication.

2021-2024: ICA Affiliate Journal Committee (internationalizing ICA's journals)

2021-ongoing: Member, department DEI committee

2022-2024: Member, University Ombuds Committee (addressing conflicts on campus, including intergroup issues)

## **Section 5: Student Club Activities**

**Public Relations Student Society of America (PRSSA)** is an undergraduate club within our department that offers its members chances for more hands-on experience with PR and social media campaigns, marketing research, and maintaining client relationships. Because this club has a hand in assisting the next generation of PR professionals, they emphasize the importance of DEI in all of their practices. Activities that center on DEI specifically are:

The UArizona PRSSA chapter is committed to promoting issues related to DEI through its activities, programs, membership and executive team. We follow the national best practices in the <https://www.prsa.org/prssa/about-prssa/diversity-inclusion> DEI toolkit and during the last year brought in numerous speakers who focus on DEI; recruited new members with a focus on expanding our chapter's reach to encourage more representation from diverse communities and showcased the importance of DEI in our chapter communications

We had an exciting opportunity to provide a free one-year membership in PRSSA and used this to recruit new students who typically cannot afford an annual membership

We promoted issues related to DEI year-round through social media, chapter announcements, email blasts, program presentations and especially during October (DEI focused month)

**Lambda Pi Eta (LPH)** is the honors society for Communication majors and pre-majors. During **2022-2023** (Fall 2022-Spring 2023) they held a number of events that center on DEI.

At the beginning of each academic year, LPE organizers reach out to their members to get their input on what topics and professional industries they are most interested in learning about. They continually check in with the undergraduate members in order to create events that are diverse in topic and speakers to best serve their interests. During the Fall 2022-Spring 2023 academic year, they have hosted at least 6 speakers (five outside guest speakers and Susan Holland, faculty advisor, LPE) with many discussing DEI and social justice within their respective fields:

#### **Fall 2022:**

##### **September 20, 2022:**

**Amy Heidbreder** (Account Coordinator, ANDERSON Advertising and Public Relations) and **Natalie Skehan** (Account Manager, Apex Systems), as recent UArizona alumnae, discussed their transition from collegiate to corporate life. As two young women in the advertising and PR industry, they both shared their insights on inclusion and equity in the workplace. During their presentations, they shared how future alumni can network and secure experiential experiences in college that may help them in the corporate world.

##### **Oct. 18, 2022:**

**Steve Harding** (Development/Producer/Writer, SH Productions) is an eight-time Emmy nominated professional with more than 20 years of experience in the entertainment industry. Outside of how well he engaged with each member of LPE and the practical tips he shared regarding networking, he also discussed the importance of inclusion in his field and his practices. He provided customized professional development help for every LPE member who attended this meeting. Each member met with Steve, via Zoom, one-on-one, to help them in their respective career goals.

##### **Nov. 15, 2022:**

**Maddy Rueda** (Global Project Manager of Music, YouTube) has worked multiple roles within the music industry and professional sector, creating a diverse background in human resources, marketing, and project management. In addition to sharing her experiences of being the youngest person on her team, and working with a culturally diverse team, she also addressed diversity in

workplace location and in her previous and current jobs. She shared the many advantages of diversity, including the increased creativity that inevitably results from it. Prior to her position at You Tube, Maddy also served as former HR Staffing Services Associate for Google. (Additionally, she spoke to our club previously in this role with Google in February 2020).

**February 21, 2023:**

**Lisa Zurich**, (Producer, WarnerBros. Discovery) has worked for Warner Bros., for more than 10 years. She is currently a Producer for Cartoon Network. Prior to this role she served as Brand Ambassador for Anshutz Entertainment Group (AEG) Worldwide. Lisa addressed the importance of the diversity, equity, and inclusion not only in the workplace, at Warner Bros., but within the entertainment industry.

**Susan Holland, Faculty Advisor, LAMBDA PI ETA (LPH) (Fall 2022/Spring 2023)**

In addition to our guest speakers for Fall 2022-Spring 2023, I worked both individually and collectively with our members on the importance of diversity, equity, and inclusion of our LPE membership and the importance of DEI in networking and in relation to their career aspirations and success in the workplace (internships and professional careers). I frequently work with our LPE members to help them on their professional development throughout each academic year. We discuss the imperative role of DEI education in our professional and academic lives.

**Association of Graduate Students in Communication (AGSC)** is the graduate student council within the department. During the 2022-2023 school year, the AGSC cabinet has prioritized DEI in a number of ways.

First and foremost, the past AGSC cabinets have kept an open forum to encourage all of the graduate students to participate and contribute to graduate student resources and activities as they see fit. They have also made a push to cater to graduate students' needs by polling them at the beginning of each school year, specifically for the type of support and activities that they would find most useful. They do their best to hold workshops and activities based on these suggestions. In this way, AGSC is focused on promoting student success through writing hours, research speed dating, and NCA practice talks to help graduate students succeed and represent our department to the best of their ability at the annual national conference.

This year, AGSC focused on building community among our graduate students, in ways that would help students, especially international students, thrive and find community. To that end, many events were planned to include study hours, a dinner night, an all-department bowling night, and a bonfire. Also in spring 2023, the philanthropy committee participated in painting charms for Ben's Bells, a local nonprofit organization which serves to spread kindness throughout the world. These events helped to connect graduate students to both the departmental community and the larger Tucson community.