



Leadership & Diversity

Shanon Radford, Gonzaga University, ORGL 506, March 2022

Hi team. Thank you for taking the time for this discussion. I want to share some learnings from my most recent class, “Leadership & Diversity”, which is my third class of ten on the way to earning my masters in organizational leadership from Gonzaga University. I appreciate the support you’ve shown me in my personal and professional growth.

Notes to my class and Dr. PV:

- 1) Photo and graphic references are in the slide notes in “in text citation” format with complete citations in the reference section. This was a design choice, as APA gives no guidance I could find on formatting PowerPoint presentations. Any uncredited photos are part of the template I used and subject to fair use with out citation (but I’ll note that in the slide notes).
- 2) My audience is a very small and well-defined group of four consisting of my closest peer, my immediate boss, her boss (the CMO), and our surgeon-in-chief. I have deliberately focused on issues in which they’ve shown an interest and will be using this presentation as a discussion tool. It is not intended for a broad audience.

Photo :

Berman (2020).

Content

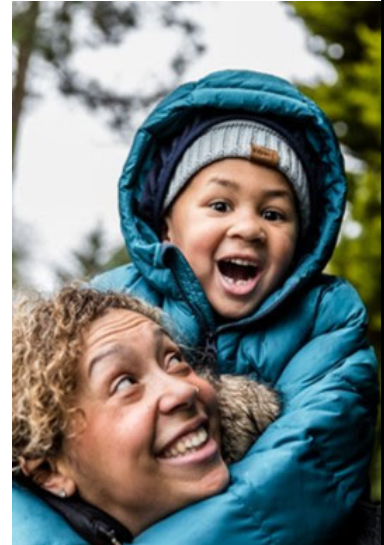
Brief review of course

Things I learned

Opportunities in nursing

Call to action

References & additional reading



The purpose today is not to present you with a comprehensive plan, nor to criticize our organizational efforts. Rather, I want to share how what I'm learning is making me a more effective partner in our IDEA (inclusion, diversity, equity, access) efforts, as well as share a few insights I had through this course that I have not heard talked about at Children's. My hope is that at least one thing is both new and useful to you.

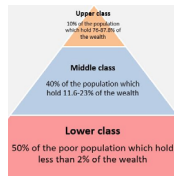
Photo: Seattle Children's Hospital (SCH) (n.d.).

Course overview



Race

Origin of the social construct of race and study of why race matters in the context of identity, equity, and safety



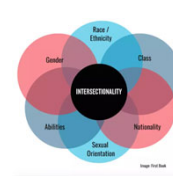
Class

Examination of the role of socioeconomic class in America; harmful impact of ignoring class in equity discussions



Gender

Role of gender in society and the workplace, with emphasis on “me too” movement



Intersectionality

Overlapping and intersecting identities impact self-image; how identities shift with context

We started the class by getting a foundation in why differences matter and how they manifest in power structures and relationships between people. The primary text was *Difference Matters* (Allen, 2011), and at just under 200 pages, I recommend it to this group. Technically a textbook, it doesn't read that way.

We then moved on to gender, class, and intersectionality issues, and while we did study some of these somewhat separately, they all intertwine. I'm going to take a few minutes to share some takeaways that I think are portable and not discussed often, or are purely personal and might provide some insight into how I show up.

Slide references:

Race graphic: Peoples & Dillar (2020).

Class graphic: Hasa. (2021).

Gender graphic: Carter (2016).

Intersectionality graphic: Zimmer & Raja (2021).

Things I learned

Just the big ones



There is no way to summarize everything I learned in the last two months, but a few things stand out that I want to share. These may not be surprising to you, and many I “knew” in my head but the total immersion into certain subject matters, combined with discussions with my classmates, and the discussions sparked in my personal and working life, changed my perspective on many issues, particularly around race and class, and helped me to understand intersectionality at a deeper level.

Photo: SCH archive.

- When “White” is left out of race conversation, it becomes the default norm (Gray & Samakov, 2015)
- White privilege is not a choice—white people benefit from systemic white supremacy automatically (Gray & Samakov, 2015)
- Social structures and laws persist from times when race was asserted as biological fact (Allen, 2011)
- AAP and APSA recognize race as a social construct (Trent, Dooley, & Douge, 2019; Morrison, et al., 2020)
- Health outcomes are strongly correlated to both race and patient/provider concordance (Trent, Dooley, & Douge, 2019)
- Identifying and eliminating implicit bias and overcoming white fragility require stamina and individual work

R A C E



The images on this page were retrieved March 2, 2022, from a google search for “race person” These two were the first images of individuals and were about 10th in the search. I had to go in another 20 or 30 results to find a picture of an individual white person. The first 10 or so images were group shots or graphic mosaics. Just one small way “race” is either the melting pot image or everyone but white.

Though I check “white” or “Caucasian” on a form, I never thought about race in relation to myself until this class. Through reading and reflection, I have come to realize that is the very essence of white privilege—not having to think about it. I also completed an inventory on privilege that surprised me—things like being able to go to the grocery store or surround myself with people who look like me with little effort. No fear of not being believed because of my skin color. Gray & Samakov (2015) talk about how we benefit from privilege whether we want to or not, and Layla Saad (2020) says that “white supremacy is the water, not the shark” meaning it’s so easy to not see it. White has permeated our society in ways that we must actively investigate in order to begin to create an equitable society.

Writing for the AAP, Trent, Dooley, & Douge (2019) called race “a socially transmitted disease passed down through generations, leading to the inequities observed in our population today” (pg. 3). I was heartened to see both APP and APSA making strong statements and taking action to address race-based health inequities.

The biggest thing I learned is that if I’m serious about this work, it’s not something that’s ever going to be finished. Once taken on, it’s a lifetime commitment. As leaders, you and we need to help maintain our individual and organizational stamina.

AAP: American Academy of Pediatrics; APSA=American Pediatric Surgical Association
Photo Top: DoSomething, n.d.; Photo Bottom: Moshakis, 2018.

- Gender is a social construct consisting of the “cultural norms of femininity and masculinity” (Allen, 2011, p. 42)
- The first step in justifying oppression of a person or people is dehumanizing them (Killroy, et al., 2013)
- “Social media and algorithm-guided advertising..[are] such a force in perpetuating body image issues” (Barcroft, 2022)
- Media, film, and games most often show men or boys as the violent protagonist, not girls or women (Earp, et al., 2013)
- Combination of gender expectations, media imagery, and lack of frame for discussion may make boys especially vulnerable (Earp, et al, 2013)
- In addition, performative gender norms inhibit ability to achieve gender concordance in professions like teaching and nursing (Bohanon, 2019)

G E N D E R



Like race, “gender” is performative and socially constructed. In the past couple of decades, there has been study and public scrutiny of the impact of photo techniques (makeup, lighting, angles) and digital retouching particularly when it comes to women. In health care and education, the impact of advertising from the cosmetics and fashion industries on women and girls is considered with regard to eating disorders and mental health. Less discussed (at least yet) is the impact of advertising and media on how boys perform gender and the impact those images are having on our sons. One of my classmates made the astute observation that the current generation is likely even more impacted due to algorithm-guided advertising, which pops up in google searches, Facebook, Instagram, etc.

We watched a documentary called *Tough Guise 2*, which brought into focus for me the sheer volume of “tough guy” imagery aimed at boys and how few spaces there are for parents and their sons to discuss how those images make them feel.

The history of gender in nursing is fascinating. In the 1800s, it was a predominantly male profession, which then flipped to almost entirely female—with men being barred from entering nursing schools in some areas of the country until the 1960s (Paton, 2021). Today, men make up only about 12% of registered nurses in the US, far below the 48-49% of men/boys in the general population (Smiley, et al., 2021).

Top photo: Wang, 2014. Bottom photo: Wade, 2013.

- Class includes *economic capital*, *cultural capital*, and *social capital* (Weber in Allen, 2011)
- Students without the cultural and social capital to navigate the college admission process are at a distinct disadvantage (hooks, 2000; Allen, 2011)
- “Essential workers” during COVID-19 disproportionately lower class (Thorbecke, 2020; Ramirez & Harris, 2000)
- Poverty can lead to mythical beliefs about the power of money (hooks, 2000)
- Class is strong predictor of educational performance, infant mortality, healthcare access, and health in old age (Allen, 2011)

C L A S S



Max Weber (cited in Allen, 2011) argued that class is three parts: financial assets (economic capital); specialized skills and knowledge such as linguistic and cultural competencies, pass down through one’s family or from experiences in social institutions (cultural capital) (Allen, 2011, p. 95); and networks and connections of people who can help one another (social capital). One conclusion is that economic support is not enough to improve both college admission and graduation rates. Scholarships are important but also important are guidance counselors who advise students equitably and cultural and social support once in college, including financial education.

While it’s unlikely anyone wants to lack resources to meet basic needs, there is an underlying assumption in the “American Dream” that everyone wants to “move up”, which belies the other common assertion that America is a classless society (hooks, 2000).

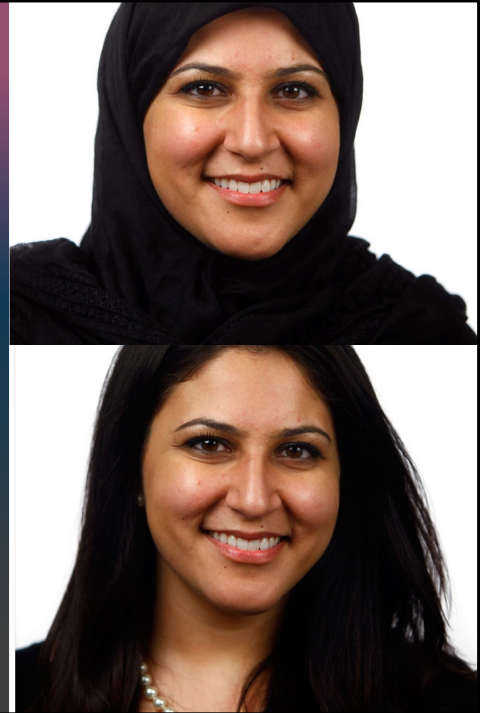
At work, “class” is not just about wages but about control over working life (e.g., decision-making, time-tracking) (Allen, 2011). During the pandemic, many of the “essential workers” at the hospital included those with the least ability to absorb the costs of childcare, transportation, increased prices, etc.

This module caused more personal reflection than any other except the race section. Having grown up quite poor in some ways (i.e., we were never housing insecure but sometimes food insecure; I got one pair of shoes a year and if I wanted more things, I worked for them—outside the house, as there wasn’t money to be earned) I came to realize how many decisions I’ve made in my life and career that were based in needing to feel secure over potentially growing more. Being risk averse in my own financial and working life.

Top photo: APA (n.d.); Bottom photo: free stock image

- Many definitions of Intersectionality
- One view: Intersectionality is where overlapping personal identities collide with power structures (Columbia Law, 2017)
 - Example from Kimberlé Crenshaw:
 - Company hires black men in the factory and white women in the office, but no black women
 - Court dismisses the case because there is no case in a single protected category and no frame to consider how the intersection of race and gender create unique category (TEDWomen, 2016)
- Another view is that identities layer to create invisibility (Dick & Ziering, 2020; Onwuachi-Willig, 2018-2019)
 - Examples from MeToo movement:
 - Black women experiencing more doubt about claims of harassment/abuse (Dick & Ziering, 2020)
 - Black women marginalized by white feminists (Williams, 2019)
- Identity-based privilege and oppression depend upon context (Cho, Crenshaw, & McCall, 2013)

I N T E R S E C T I O N S



Kimberle Crenshaw, a lawyer and professor at Columbia Law, coined the term “intersectionality” about 20 years ago to describe how identities can combine to create unique harm. She uses the real-life example of a black woman who sued a prospective employer for bias. She lost the case because she couldn’t prove either gender or racial bias—the company hired both blacks and women. However, they had no black female employees. Black men were hired into the factory, and white women were hired into the office. It was only at the intersection of being both black *and* female that discrimination occurred for this individual. However, the judge in his decision argued that, rather than her two identities combining to make something unique, allowing her to sue under both gender and racial discrimination essentially gave her “two bites at the apple” (TEDWomen, 2016).

Crenshaw goes on to explain how important frames of reference are. She says that “when facts don’t fit with compatible frames, people have a difficult time incorporating new facts into their way of thinking about a problem.” (TEDWomen, 2016, 3:30-3:35). She goes on to explain that this leads to people being left behind, that “reporters don’t lead with them, policy makers don’t think about them, and politicians aren’t encouraged to demand that they speak to them.” (TEDWomen, 2016, 3:58-4:07)

Intersectionality has grown and developed since Crenshaw first introduced the concept. One way it impacts all of us is that in one context, an identity might be an advantage, and in another, a disadvantage (Cho, Crenshaw, & McCall, 2013).

Take the picture above. In a mosque or a Muslim country, this woman’s hijab provides identity, protection, belonging, but may draw stares on an American street or workplace.

Photo: Khalid, 2011

Nurse Diversity

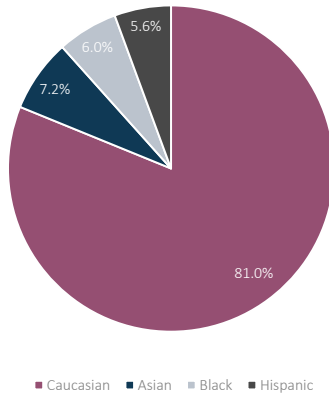
Barriers and Opportunities



I recognize that we are doing a lot of work in the area of developing a diverse nursing staff, and that there is a lot I do not know. What I'm offering on the next two or three slides are just some thoughts I had while thinking about our hiring efforts through the lens of my class. I did a lot of my class assignments through a healthcare lens, and now I'm reversing that for you today. My hope is there is at least one new or useful idea for each of you, but this is by no means meant to be comprehensive, nor is it a critique of the efforts underway.

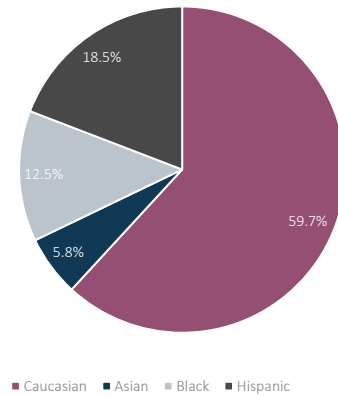
US nursing workforce by race

RN Workforce by Race (2020)



Source: 2020 National Nursing Workforce Survey

US Population by Race (2020)



Source: US Census Bureau

There are many sources for nursing statistics and a lot of variation, but not more than a couple of percentage points here and there, so I chose to use the 2020 National Nursing Workforce Survey data as a baseline. As you can see, Whites and Asians are overrepresented, while Blacks and Hispanics are underrepresented in nursing in comparison to the general population.

Barriers to entering leadership—BIPOC

- In a 2021 study, Iheduru-Anderson interviewed 30 BAAN (Black and African nurses) and found these common themes:
 - Discrimination starting in nursing school
 - Lack of mentorship in school and in workplace
 - Lack of representation in current nursing leadership
 - Leading to reluctance to leave security of union positions
- Aversive Racism
 - “Combination of conscious, explicit egalitarian attitudes coupled with nonconscious, implicit racial bias” (Dovidio, et al., 2018, p. 17)
 - May manifest as avoidance, lack of professional development, exclusion from work-related social interactions (Roberts & Mayo, 2019)
 - Change will require long-term sustained commitment by *individual* leaders, as well as corporate structure (Cohen & Gavette, 2019)

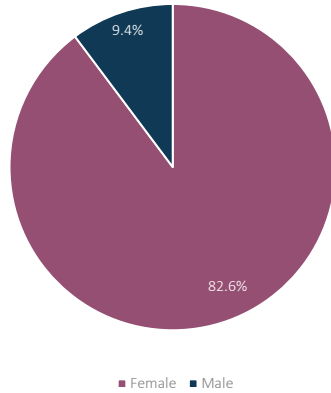
I read several studies that mentioned lack of representation in nursing and specifically to nursing leadership. However, most of those were statistical regression analyses that could only conclude causes not apparent for other human capital reasons (education, for example). I cited the Iheduru-Andersen study because she did both a quantitative and qualitative review, with a small but statistically relevant sample pool (30 participants).

Her numbers were consistent with some of the bigger statistical studies (like Morrison & Continelli, a much-cited study). But she uncovered some underlying reasons that nurses of color were not choosing to enter leadership roles. Specifically, lack of mentoring and development opportunities, lack of BIPOC representation at the institutions, and fear of losing their jobs, of getting “glass cliff” assignments or being relegated to DEI positions. One thing I found interesting in her findings was that several of the respondents said they preferred to stay in their secure union positions rather than step out into “at will” positions that could put their jobs at risk. I think it would be interesting to see if we are facing that phenomenon at SCH.

The other piece here is aversive racism, which again manifests itself often as white leaders avoiding their BIPOC staff, therefore excluding them from development opportunities. What I took away from this is that it will take *conscious* and *sustained* effort if we want to meet our stated goal of reaching equity and provider/patient concordance.

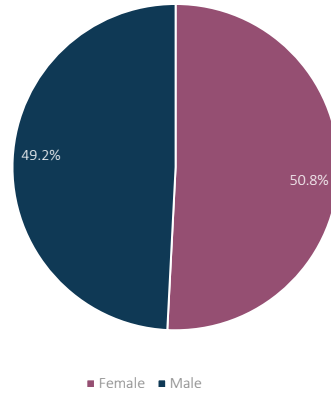
US nursing workforce by gender

RN by Gender (2020)



Source: 2020 National Nursing Workforce Survey

US Population by Gender



Source: US Census Bureau

These graphs show the dramatic underrepresentation of men in nursing

- In 2020
 - 49.48% of US population were male (US Census, 2020)
 - 9.4% of RNs were male (Smiley, et al., 2021)
- Until the 19th century, nursing was a male-dominated profession (Garcia & Qureshi, 2021)
- Most US nursing schools banned men until the practice was declared unconstitutional in 1981 (Paton, 2021)
- Male nursing students and practicing nurses report gender discrimination (Fanta & Ladzekpo, 2021)
- Male nurse salaries tend to be higher than female counterparts, possibly because of negotiating leverage (Smiley, et al., 2021)
- Gender concordance as important to health outcomes as racial concordance (Fanta & Ladzekpo, 2021)

M A L E R N S



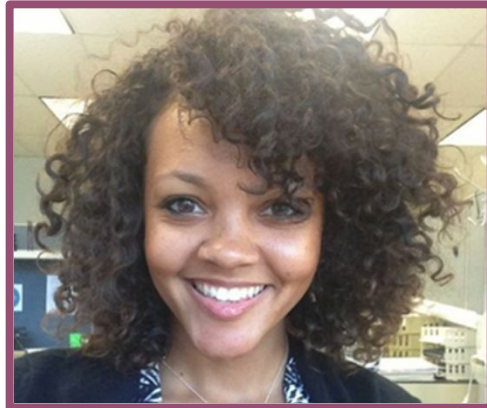
I learned something new when looking into gender issues in nursing. I didn't realize that nursing had been a predominantly male profession for over a thousand years until the 19th century, and further, that men were barred from some nursing schools in the United States as late as 1981, when the Supreme Court finally declared the practice unconstitutional. For most of the 19th and into the 20th century, men were barred from all nursing schools.

Coupled with media imagery of nursing as a “helper” profession, or male nurses being made the butt of jokes (see *Scrubs*) or having their sexuality questioned, it becomes easier to understand why there are so few men choosing nursing. The good news is that the numbers are up from the 1970s (from about 2.3% to the 9.4% we saw in 2020), but there is still a huge gap.

Men also report gender discrimination in both nursing school and the workforce. This represents another area of opportunity for sustained and deliberate intervention.

Language in job descriptions

- Understand and clearly define terms and requirements in job descriptions
- Words like “professionalism” and “professional demeanor” must be explicitly defined (Gray, K., 2021)
- Both terms can be implicit or explicit code for white, cisgendered, male, middle-class (Gray, K., 2021)
- Assumptions about professionalism impact “self-perception, performance, and satisfaction in the workplace” (Hernandez, 2021)
- Education requirements should likewise be defined and justified—this is in every SCH job description template (“legally defensible”)
- Education is recognized in the SCH EDI training (part 1) as a potential sign of class bias



Transmission pipeline engineer, Jereshia Hawk, was surprised to find her image was included in the top Google search results for “unprofessional hair.” (Tahmincioglu, 2022).

I think we are making good strides as an organization to neutralize the language in our job description so requirements are skills based. However, [name redacted] gave me a job description to look at for the new administrative rotating position we are developing, and I noticed a few things I thought were worth mentioning.

There is a mention in the requirements section about “professional demeanor” which can be a loaded phrase. I’m not suggesting it be removed, necessarily, but I do think we need to define what we mean very specifically and coach whomever is doing the interviewing to watch out for that bias.

Likewise with educational requirements. Of course we have many positions that have real educational requirements, but we need to separate *required* from *desired*, especially when requiring a high school diploma. All of our job description templates come with the instruction that educational requirements must be legally defensible. I know of no position that legally requires a high school diploma (as was on the job description I reviewed). So...what is “high school diploma” a proxy for? I noticed on recent Environmental Services job openings, they’re requiring the ability to read, write, and speak English with an assessment required.

Again, I am not suggesting we *lower* standard, rather that we are very clear on what and why we are asking for in our job candidates.

Call to action

- Look for opportunities to directly mentor or facilitate mentoring relationships
- Consider how SCH might partner with nursing schools to develop pipelines into nursing
- Look closely and critically at job requirements—define vague or potentially coded phrases
- Ensure interviewers have the tools and training to interview in a non-biased manner
- Continue individual work to recognize and neutralize personal bias
- Take care of yourself—this is generational work requiring stamina and courage



Thank you

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