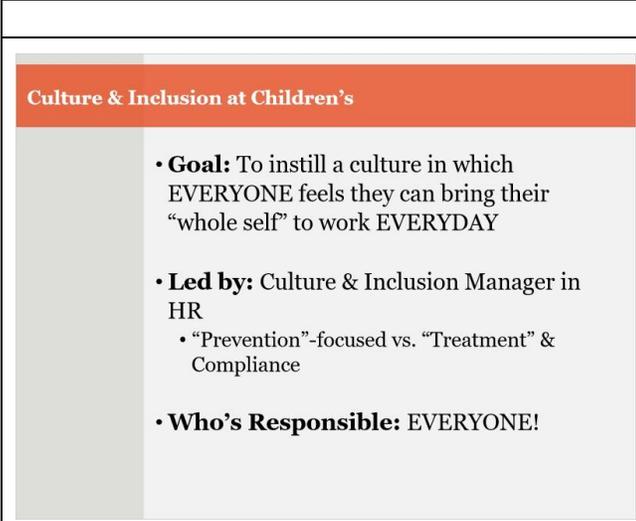
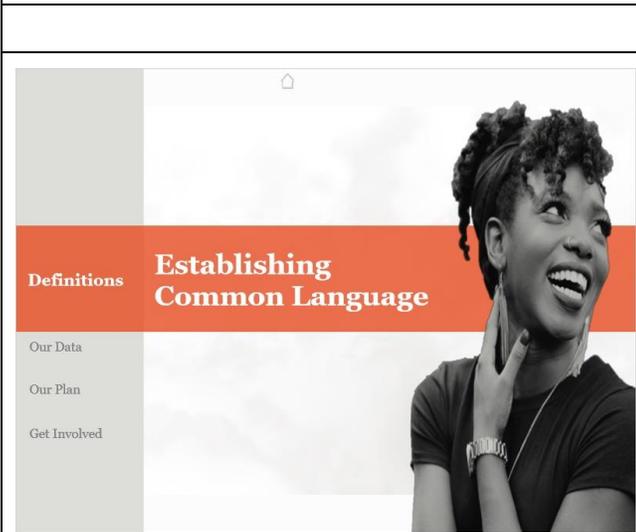




Culture Diversity & Inclusion



Our goal here at Children's is to create a place where people feel they can be their authentic selves while at work. This is mainly achieved by taking a proactive, upstream, "prevention-focused" approach to culture, diversity, and inclusion rather than a reactive, downstream, "treatment-focused" approach to the work. Furthermore, while Shavonne is here to lead the effort as the Culture & Inclusion Manager for the enterprise, creating a culture of inclusion and respect is EVERYONE'S responsibility.



Next we'll move into establishing common language by going over definitions of common words used at Children's. Although it may seem remedial, we're doing this so that we're all on the same page when hearing or using these words related to culture, diversity, and inclusion work. Here soon, you'll see that some of our definitions are simpler or shorter than some other organizations. This is intentional. We want to be specific, yet leave room for growth and flexibility within the definitions.

## CULTURE

• **Integrated patterns of behavior** that include language, thoughts, actions, customs, beliefs, values, and traditions...

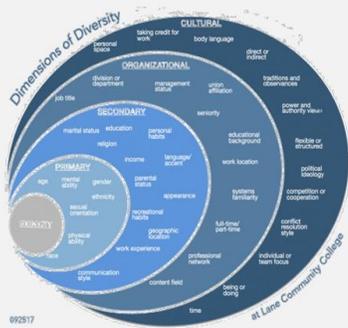
-Community Health Association of Mountains/Plains States



Let's start with culture because culture is everything. An organization's culture is what retains or drives away talent and customers (patients and families in our case). Here at Children's, when we say culture, we're talking about integrated patterns of behavior. So that may include language, thoughts, actions, customs, beliefs, values, traditions, and more.

## DIVERSITY

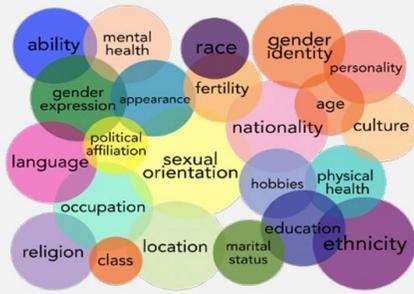
Richness of human differences that are both seen and unseen



Diversity for us is the Richness of Human Differences that are both seen and unseen. Here's a great graphic to keep in mind when thinking about diversity. Every single person in this world brings elements of diversity to the table. We often think mostly about what we see in the Primary Dimension bubble on this picture. However, some people may have more elements about them that make them different from those around them, but we don't always readily think of that. Those types of diversity are found in the Secondary, Organizational, and cultural bubbles on this graphic. For example: A very easy way to describe our organization is a young, white, female, group with post-secondary education and without documented disability. Now, that is not a very diverse organization on the basis of race, ethnicity, sex, education, or physical ability. However, there's a lot more to consider when interacting with one another, and it's ALL important. Additionally, all of the dimensions of diversity create micro-cultures within our organization's greater culture. That's what this Dimensions of Diversity graphic teaches us. We all bring unique experiences and perspectives to the table when we interact and we need to keep that in mind at all times. Our experiences, and therefore our lenses of life and society, are not always similar to those we work with or treat. This is where Inclusion comes in.

## INTERSECTIONALITY

**Interconnected nature of social categories** as they apply to an individual or group of people



Intersectionality is where all our dimensions of diversity can overlap and help remind us that one or two people CANNOT speak for or be representative of an entire group. While I may be able to shed some light on a particular situation or perspective, mine is just one lived experience, so it's important to gain perspectives of multiple people. It also reminds us that we cannot judge a book by its cover, and therefore it's important to get to know people's stories. Getting to know people helps us improve care, tap into new ideas and perspectives, and therefore get closer to excellence.

## INCLUSION



**• Bringing together and harnessing diversity in a beneficial way** by creating, nurturing, and sustaining an environment of respect, involvement, connection, and excellence

—adapted from T. Hudson Jordan's Moving from Diversity to Inclusion (Profiles in Diversity Journal, March 2011)

CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEARS THE PATH FOR EVERYONE!

Organizationally, inclusion requires the identification and removal of barriers (e.g. physical, procedural, visible, invisible, intentional, unintentional) that inhibit members' participation and contribution. Inclusion also requires every member of the community to demonstrate [organization's] values and principles of fairness, justice, equity, and respect... by being open to different voices and perspectives, developing an understanding of different cultures, experiences and communities, and making a conscious effort to be welcoming, helpful and respectful to everyone.

## DIVERSITY VS. INCLUSION: A Visual Perspective

### DIVERSITY



### INCLUSION



Before continuing, I want to be clear about the difference between Diversity and Inclusion because they're often used interchangeable or at least paired together regularly. This puzzle provides a good image of the difference between the two. Diversity is merely difference, whereas inclusion is bringing together those differences to create something new. Another way to look at it is Diversity = being invited to the party, Inclusion = being asked to dance and be PART of the celebration

## DIVERSITY VS. INCLUSION

### DIVERSITY

- Race/Ethnicity
- Sex/Gender
- Ability
- Experience Level
- Generations
- Styles
- Veteran Status

### INCLUSION

- Multiple perspectives considered
- Multiple experiences accounted for
- Varied levels of expertise involved
- All input is truly welcome and valued
- All is harnessed for excellence
- All have been considered
- “Everyone” is represented

Specifically and operationally, you can view the difference between diversity and inclusion through the items listed on this slide as well. Again, diversity is the various characteristics of an individual as listed on this slide, whereas inclusion is taking into consideration and having representation from multiple perspectives, experiences, and identities while striving to be representative of and inclusive to everybody.

## EQUALITY VS. EQUITY

### Equality

- Equal treatment for all
- Same resources for everyone
- Same strategies used for everyone

### Equity

- Providing everyone with resources needed to level the playing field
- Variable resource allocation as needed
- Multiple strategies for multiple situations and people

Moving on to two other words often used interchangeably and sometime incorrectly, let's discuss Equality and Equity. As you'll see here, Equality means all resources, strategies, or treatment is the same for everyone regardless of circumstance. Equity, on the other hand, is providing the resources, strategies, or treatment necessary to level the playing field. Therefore, with equity, varying levels of resources or efforts may need to be at play for different people because they're coming from different starting points.

## EQUALITY VS. EQUITY: A Visual Difference

### Equality



### Equity

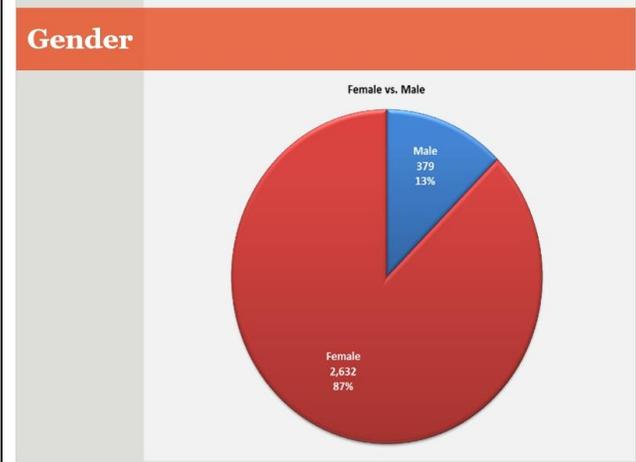


Here's a visual to take home for equity and equality. Up top you've given everyone the same bike, so you've provided an equal opportunity at having access to that particular bike. However, not everyone is starting from the same baseline so to speak. Not to mention, your goal was actually for everyone to have the opportunity to bike or cycle, not just for everyone to have a bike. In the second example, you have achieved your goal through EQUITABILITY. Everyone now has the opportunity to bike because they have received access to the opportunity through tools that meet their NEEDS, not just a one-size-fits all resource.

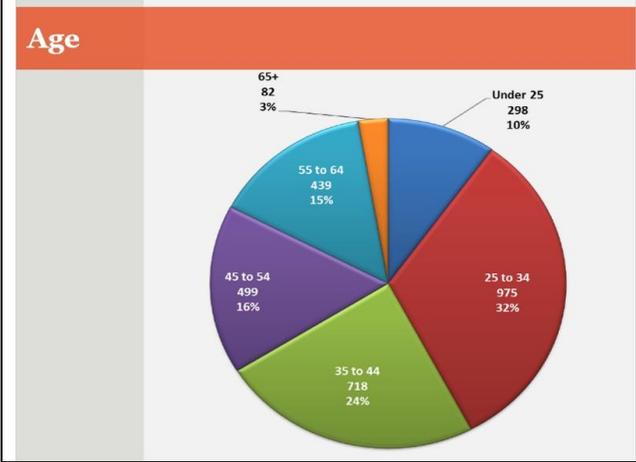
<p><b>UNDER-REPRESENTED GROUPS</b></p> <ul style="list-style-type: none"> <li>• Groups of individuals within and directly connected to the Children’s employee network base who have acknowledged being a member of a <b>demographic group whose population within the organization is significantly lower</b> than those identified through the US Census data for the City of Omaha</li> <li>• URGs at Children’s are: <ul style="list-style-type: none"> <li>• African American/Black</li> <li>• Asian</li> <li>• Hispanic/Latino</li> <li>• Males</li> </ul> </li> </ul>	<p>Under-represented groups is our longest and most technical definition, and it is also the one you’ll hear the least. Under-represented groups are those individuals within our organization that are far less represented than they “should” be in comparison to the city in which we have the largest footprint. Therefore, this definition is used to guide very specific initiatives such as Employee Resource Groups (which you’ll hear more about soon) or data-driven outcomes or needs. When thinking about under-represented racial and ethnic groups within Children’s employee base, we are like many organizations in Omaha in that our most under-represented groups are African American/Black, Asian and Hispanic/Latino. Where we are unique is that those identifying as Male are under-represented in our areas outside of senior leadership. When people are part of an under-represented group, we need to be hyper-aware of creating and cultivating an inclusive environment in which they, too, can be their most authentic self here at work.</p>
<p><b>ALLIES and ALLYSHIP</b></p> <ul style="list-style-type: none"> <li>• <b>Allies:</b> Individuals who <b>actively promote, advocate for, and aspire to advance a culture of inclusion</b> to benefit people as a whole <small>(–Sheree Atcheson)</small></li> <li>• <b>Allyship:</b> the LIFELONG process of building relationships based on trust, consistency, and accountability with marginalized individuals or groups of people.</li> </ul>	<p>Next up, we have Allies and Allyship. These terms are pretty big right now given the discussion around race relations in the US today. You often hear both of these terms used regularly and you will hear them used here within Children’s as well. Allies are individuals who actively promote, advocate for, and aspire to advance a culture of inclusion through intentional, positive, and conscious efforts that benefit people as a whole. Allies are sometimes referred to as Accomplices in the Diversity and Inclusion world because they are often so deeply entrenched in the work. Therefore, Allyship is the verb associated with an Ally. Allyship, according to D&amp;I leader Sheree Atcheson, is the LIFELONG process of building relationships based on trust, consistency, and accountability with marginalized individuals or groups of people.</p>
<p><b>EMPLOYEE RESOURCE GROUPS</b></p> <ul style="list-style-type: none"> <li>• Groups that advance employee inclusion and understanding by engaging staff members on the experiences and identities of their diverse (and often under-represented) colleagues.</li> <li>• Commonly referred to as ERGs</li> </ul>	<p>Finally, we close this section of our learning with Employee Resource Groups. Each ERG represents an aspect of personal identity that has faced barriers to inclusion and opportunity in the workplace. ERGs are open to both people who identify with the personal identity of focus AND to allies (those with a different identity but are passionate about advocating for and with those who are members of the intended audience).</p>



Now we're going to move on to what our employee base looks like through self-reported demographics. This is a key way to get a better understanding of how we self-identify throughout the organization. As you learn about our various demographics on the next slides, I encourage you to think about how you compare to the majority and minority populations presented. Also think about how the department in which you work compares.

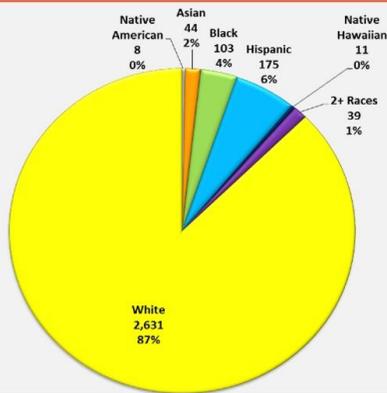


Of our two choices, almost 90% of our employees identify as female, making males outside of senior leadership an URG at Children's. This is in contrast to our city demographics that are almost equally split between male and female.



Age-wise, 66% of our employees are under the age of 45, most of whom are Millennials. The next largest generational group of employees that we have is Generation X, followed by Baby Boomers and Gen Z. This makes us an age-diverse organization. It also means we must be mindful of our talk about Millennials and Baby Boomers because they, indeed, are our cherished colleagues. We must also be mindful of the environment for our older employees as they begin to transition in their lives and be open to potentially changing dynamics as our younger workforce moves

## Race/Ethnicity



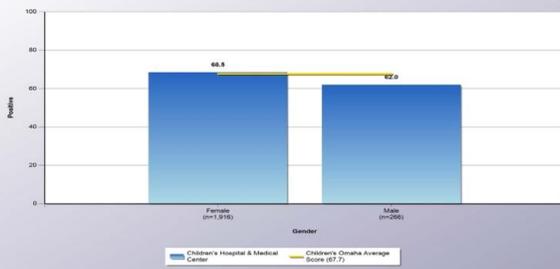
Our racial and ethnic disparity is similar to our gender disparity. In this case, 87% of our employees identify as white, meaning all other racial and ethnic identities account for only 13% of the organization. This is in comparison to 67.4% white in the City of Omaha. While our small percentage of Native American/Alaskan Native, Native Hawaiian/OPI, and multi-racial individuals are on par with the city's demographics, those identifying in these categories remain in a minority group, so we must be mindful of their experiences beyond that of the majority. Black and African American individuals are amongst the most under-represented groups in Children's, making up only 4% of our employee base, compared to 12.3% of the city of Omaha's population. The next group that is UR in Children's is those identifying as Hispanic or Latino. These individuals make up only 6% of our employees compared to 13.7% of the City of Omaha. Finally, our 3rd URG is those who identify as Asian. Only 2% of our employees say they are Asian compared to 3.5% in the City.

## Why show me that?

# DATA

Why share these data? Because, although diversity goes beyond what is seen, how we are seen and interpreted affects our experiences whether we're at work or elsewhere. These data show us that we have many groups of people who are in the minority, and in some cases are the "only one" of their identity working in an area for 8+ hours a day on a regular basis. In an environment that isn't inclusive, a person can feel incredibly isolated even if you don't realize it. Let me show you what I mean through the next 3 slides taken from the results of our 2019 Employee Engagement Survey. Employees were asked whether they felt like they could be open and honest about who they are at Children's. In other words, we asked if people feel they can be their authentic selves at work.

EMP: Children's is a place I can be open about who I am.  
October, 2018 to October, 2019 - Children's Hospital & Medical Center



Overall, the Children's average score to this question isn't too bad in that about 68% of employees say they feel like they can be their authentic selves at work. Honestly, I want to see that number up in the 80% sooner rather than later, but it could definitely be worse. Now, when you compare the response of the women answering this question compared to the men, you'll see that men, who are an URG at Children's responded not only at a lower score compared to women, but also lower than the average score (at only 62%).



Similarly, when you look at age, we see the same thing occurring. Those who are in the minority here, those who are over the age of 45, answer below average as well. Those under 45 answer above the average. These data imply that the older an employee is here, the less they feel they can be open about who they are. I'm not saying there's a specific causal relationship, but there is a distinct pattern with these two data sets.



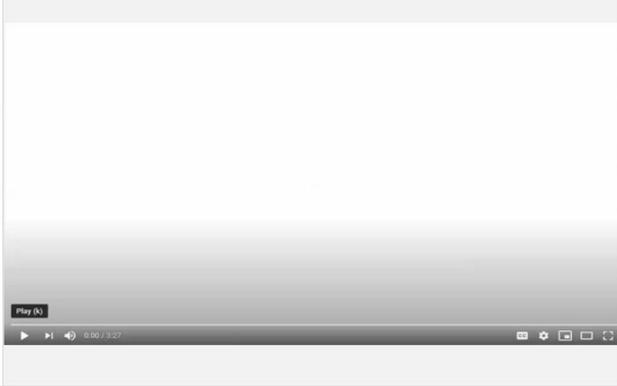
Finally, we move onto our data related to racial and ethnic identification. These data look different. Every group except those who are African American or Black meets or exceeds the average score of feeling they can be open about who they are. Interestingly, all of the other racial and ethnic groups that are in the minority actually exceed the average score on this question, and it is those who identify as White that meet the average score. In some cases, it could be because the number of respondents for some of the other groups is so low, but it's hard to tell. What these data do imply is that our employees who identify as African American or Black are far less likely to feel like they can be their authentic selves while at work. Why is that? These data tell us we need to try to figure out what's going on and be mindful about how inclusive of an environment we are making our workplaces, particular for our AA/B colleagues.

Definitions  
Our Data  
**Our Plan** What's Next at Children's  
Get Involved

Our Culture & Inclusion Plan

Now that we've spent half of our time setting the context of our organization through vocabulary and demographic data, let's move on to Where We're Going and how we plan to begin addressing culture, diversity, and inclusion at Children's.

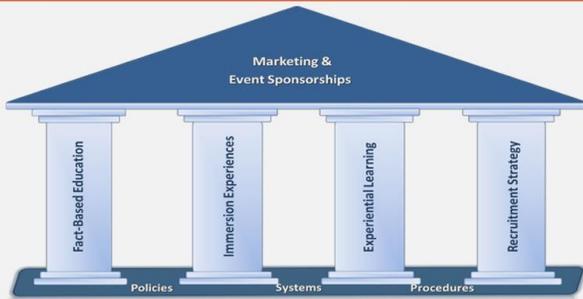
## Inclusion Starts with “I”



Inclusion starts with “I” video

<https://www.youtube.com/watch?v=2g88ju6nkcg>

## Where We’re Going: A Vantage Point



This is what I call the Pillars Plan view of the Culture and Inclusion plan for Children’s. What you see is an activity-based building structure supported by a foundation of Policies, Systems, and Procedures. It is topped off and supported from above by Marketing and Event Sponsorships. Within the most visible portion of the building, the part in which people most notably interact, are the 4 pillars of Fact-Based (or more didactic) Education, Immersion (connectedness) Experiences, Experiential (or more experience-based) Learning, and Recruitment (and retention) Strategy. We’ll go through each of these areas on the following slides.

### Marketing & Event Sponsorships

#### Policies, Systems, and Procedures

- Regular review of current policies with an Inclusion Lens
- Analysis of systems and procedures through Inclusion Lens
- ERG and ‘Common Language’ establishment

#### Marketing and Event Sponsorships

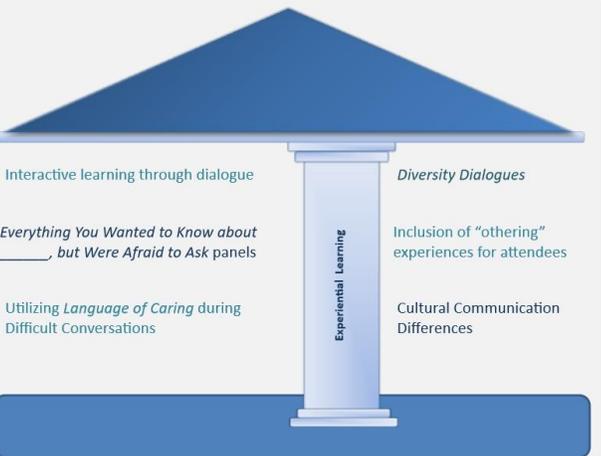
- Having a presence at and supporting events and organizations representing a wide range of diversity
- Assuring all marketing materials appropriately reflect who Children’s is and serves
  - Possibly set minimal % underrepresented groups represented in every video ad (both staff and patients)

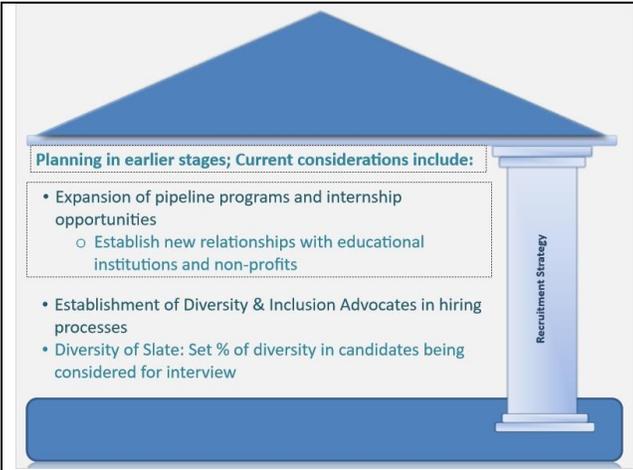
Policies

Systems

Procedures

All organizations are grounded in their policies, systems, and procedures. Unfortunately, this too is often where the most unconscious bias and inequities lie. This is also where some of the most difficult and greatest impact work within the Culture & Inclusion plan often lies. By regularly reviewing existing policies, systems, and procedures AND while creating new ones with an Inclusion Lens, we can begin to breakdown systemic inequities and unnecessary barriers within our organization. Using an inclusion lens means thinking about the impact on and experience of those who are not like you and those who may be at the greatest disadvantage. By doing this we are likely to be more inclusive in our operations. We covered common language and ERGs earlier when we covered definitions within in Children’s. Establishing both of those is part of the greater Culture & Inclusion plan. So next are our Marketing and Event Sponsorships components. It’s critical that Children’s is present in a variety of locations and both interacting with and supporting people from ALL walks of life. It’s important because that’s who works here and that’s who we serve. Therefore, since early fall of 2019 we have been doing just that-reaching out to even more places to participate and events to sponsor. Finally, there’s our marketing activities. Because every person who sees or hears one of our ads or pieces of marketing material is a potential customer or employee, it’s extremely important that

	<p>our marketing materials and placement are as diverse as both our organization and the communities in which we serve. One way to ensure this happens is to look at all parts of our marketing through the lenses of diversity and inclusion.</p>
 <p><b>Fact-Based Education</b></p> <ul style="list-style-type: none"> <li>Traditional Educational Presentations</li> <li>Unconscious Bias and Inclusive Leadership</li> <li>LGBTQ+ Identity Series</li> <li>Stereotype Training</li> <li>Annual Mandatory Review revisions</li> </ul>	<p>The Fact-based Education pillar is more traditional learning like e-learning, in person classes and workshop, and more didactic approaches. One example is the Leading through the Mist of Unconscious Bias-The Inclusive Leader workshop that our leadership group is going through, and that the rest of the organization will complete as well. Other examples include e-learning opportunities like Ouch! That Stereotype Hurts and Understanding the T in LGBT that will be rolling out in the summer and fall of 2020. Finally, Annual Mandatory Reviews will regularly have a new diversity, equity, inclusion, and/or culture learning opportunity included.</p>
 <p><b>Immersion Experiences</b></p> <ul style="list-style-type: none"> <li>Culture in the Atrium <ul style="list-style-type: none"> <li>• Music, art, dance, storytelling</li> <li>• Broadcast across CHMC/CP &amp; archived</li> </ul> </li> <li>Multi-Lingual <i>Thank You, Welcome, Good Night</i>, etc. painted throughout buildings</li> <li>Religious/cultural observance restriction awareness</li> <li>Native land &amp; peoples acknowledgments before large meetings &amp; events</li> </ul>	<p>Immersion Experiences like those listed on this slide will be opportunities for Children’s staff to go out and interact with other groups, cultures, and individuals we may not interact with regularly, OR for us to have individuals, activities or groups come on-site to Children’s to help us learn more about life from a different perspective than that which may be the norm for the majority of us. Immersion Experiences may also be taking on new norms such as always acknowledging the Native American tribes that who originally occupied the land on which a meeting or event is currently taking place, or announcing and making accommodations for major religious holiday observances.</p>
 <p><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li>Interactive learning through dialogue</li> <li>Diversity Dialogues</li> <li>Everything You Wanted to Know about _____, but Were Afraid to Ask panels</li> <li>Inclusion of “othering” experiences for attendees</li> <li>Utilizing Language of Caring during Difficult Conversations</li> <li>Cultural Communication Differences</li> </ul>	<p>The Experiential Learning pillar combines aspects of both the Fact-Based Education and Immersion Experience pillars and takes it up a notch. The recent Unity Gatherings held in early June are an example of Experiential Learning. These types of learning opportunities will be very dialogue-driven and involve people sharing their experiences with the audience. The audience, in turn, has the opportunity to ask questions in a Brave Space/Safe Space environment encouraging honest, thoughtful questions and answers. “Othering Experiences” will involve intentional staging of situations to make the audience feel a bit uncomfortable and/or force them to think or act in a way that is not the norm of the majority of people in the room. This extra layer of experience is intended to “drive home” the discomfort and/or experience other people feel on a regular basis when they are regularly under-represented or not considered during planning.</p>



We're currently working within Human Resources to develop strategies to diversify our candidate pool, thereby eventually better diversifying our employee base. One such strategy involves more intensive and intentional outreach to our local and even regional educational institutions from elementary age through higher ed. Additionally, we are working more with area non-profits and organizations dedicated to the equitability of under-represented and/or marginalized individuals from all walks of life.

Additional steps include the eventual establishment of a network of Diversity & Inclusion Advocates who will serve as members of recruitment, hiring, and on-boarding processes to have the Inclusion Lens we've discussed throughout this process. This individual's job would begin as early as the point at which a job is either being created or needing to be filled all the way through the 1-year post on-boarding period.

But this work doesn't lie solely in HR, each of us can help as well. We can consider, how diverse is MY referral network?, How diverse is the candidate pool I've received?, When was the last time the description for the job I'm trying to fill was reviewed? How diverse is my interview team?



As we close out our time together, let's go over some of the opportunities in which you can become directly involved. These last slides will cover the ERGs currently formed or in formation as well as two C&I-related organization-wide committees.

**Employee Resource Groups (ERGs)**

**Employee Resource Groups (ERGs) as of July 2020**

- Compassion, Access, and Respect for Everyone of all abilities (CARE)
- Catalyst
- Children's People and Resources for Inclusion, Diversity, and Equity (PRIDE)
- Reaching out for Inclusion, Success, and Equity (RISE)
- Unite
- Email: [skrauth@childrensomaha.org](mailto:skrauth@childrensomaha.org) to connect with ERG leaders

As you should recall from earlier in the presentation, ERGs advance employee inclusion and understanding by engaging staff members on the experiences and identities of their diverse colleagues. All of our ERGs are open to both people who identify with the personal identity of focus AND to allies. Currently, Children's is forming 5 ERGs. Each ERG has 2 co-leaders and 1-2 executive sponsors. Typically, ERGs meet for a full membership meeting quarterly while leadership meets more frequently, and activities occur throughout the year. For more information on ERGs or to get in contact with an ERG leader, email the respective ERG's email address or our Culture & Inclusion Manager, [Shavonne Washington-Krauth](#).

<p><b>CARE</b></p> <ul style="list-style-type: none"> <li>• Name: Compassion, Access, and Respect for Everyone of all abilities (<b>CARE</b>)</li> <li>• Identity of Focus: Individuals with intellectual or physical disabilities</li> <li>• Leader: <ul style="list-style-type: none"> <li>• Kari Hamrick, Radiology Off-site</li> </ul> </li> <li>• Sponsor: <ul style="list-style-type: none"> <li>• Dr. Paul Esposito, SVP, Surgeon-in-Chief</li> </ul> </li> <li>• Email: <a href="mailto:CARE@childrensomaha.org">CARE@childrensomaha.org</a></li> </ul>	<p>The first ERG I'd like to introduce is CARE. This ERG focuses on advocating for and addressing the needs of individuals with cognitive or physical disabilities. Kari Hamrick is the founding leader of this ERG and Dr. Paul Esposito is its sponsor. You can contact Kari and the CARE ERG at <a href="mailto:CARE@childrensomaha.org">CARE@childrensomaha.org</a></p>
<p><b>Children's PRIDE</b></p> <ul style="list-style-type: none"> <li>• Name: Children's People &amp; Resources for Inclusivity, Diversity, &amp; Equity (<b>PRIDE</b>)</li> <li>• Identity of Focus: LGBTQ+</li> <li>• Leaders: <ul style="list-style-type: none"> <li>• Russ Buzalko, Education Office</li> <li>• Justin Parsley, Clinical Education</li> </ul> </li> <li>• Sponsors: <ul style="list-style-type: none"> <li>• Dr. Kari Simonsen, SVP, Pediatrician-in-Chief</li> <li>• Jerry Vuchak, SVP, Chief Information Officer</li> </ul> </li> <li>• Email: <a href="mailto:PRIDE@childrensomaha.org">PRIDE@childrensomaha.org</a></li> </ul>	<p>Our next ERG is Children's PRIDE. PRIDE stands for People and Resources for Inclusivity, Diversity, and Equity. This ERG's focus is on individuals and family members identifying as LGBTQ+. Russ Buzalko and Justin Parsley are Children's PRIDE's founding leaders, while Dr. Kari Simonsen and Jerry Vuchak are its sponsors.</p> <p>Contact Children's PRIDE by emailing <a href="mailto:PRIDE@childrensomaha.org">PRIDE@childrensomaha.org</a></p>
<p><b>Catalyst</b></p> <ul style="list-style-type: none"> <li>• Name: <b>Catalyst</b></li> <li>• Identity of Focus: Young professionals and professionals early in their career</li> <li>• Leaders: <ul style="list-style-type: none"> <li>• Lauren Gardner, Human Resources</li> <li>• Alyson Krings, Legal &amp; Compliance</li> </ul> </li> <li>• Sponsors: <ul style="list-style-type: none"> <li>• Janel Allen, SVP, Chief Human Resources Officer</li> <li>• Megan Connelly, VP, Community Pediatrics &amp; Child Health</li> </ul> </li> <li>• Email: <a href="mailto:CATALYST@childrensomaha.org">CATALYST@childrensomaha.org</a></li> </ul>	<p>Catalyst is our Young Professionals ERG. Although Young Professionals are not an under-represented group at Children's, the focus of this particular ERG is helping to increase the number of young professionals and professionals in an earlier career state to be prepared to move into leadership positions. Lauren Gardner &amp; Alyson Krings are leading Catalyst with sponsorship from Janel Allen and Megan Connelly.</p> <p>You may get in contact with the Catalyst ERG by emailing <a href="mailto:CATALYST@childrensomaha.org">CATALYST@childrensomaha.org</a></p>

<p><b>RISE</b></p> <ul style="list-style-type: none"> <li>• Name: Reaching out for Inclusion, Success, and Equity (<b>RISE</b>)</li> <li>• Identity of Focus: African American/Black</li> <li>• Leaders: <ul style="list-style-type: none"> <li>• Coretta Jones, IT</li> <li>• Michaela Jones, IT</li> </ul> </li> <li>• Sponsor: <ul style="list-style-type: none"> <li>• Jan Yergan, VP, Network Development</li> </ul> </li> <li>• Email: <a href="mailto:RISE@childrensomaha.org">RISE@childrensomaha.org</a></li> </ul>	<p>Next up is RISE. RISE, which stands for Reaching out for Inclusion, Success, and Equity, is our African American and Black ERG. Its leaders are Coretta and Michaela Jones, and Jan Yergan is the sponsor. RISE is still in its earliest stages of formation, so if you're interested in helping out or joining, please email <a href="mailto:RISE@childrensomaha.org">RISE@childrensomaha.org</a>.</p>
<p><b>UNITE</b></p> <ul style="list-style-type: none"> <li>• Name: <b>Unite</b></li> <li>• Identity of focus: Hispanic and Latino individuals</li> <li>• Leaders: <ul style="list-style-type: none"> <li>• Karen Klingberg, Human Resources</li> <li>• Julio Lara, Specialty Clinic Administration</li> <li>• Stephanie Cruz, Radiology Administration</li> </ul> </li> <li>• Sponsors: <ul style="list-style-type: none"> <li>• Rodrigo Lopez, Interim President &amp; Chief Executive Officer</li> <li>• Liz Lyons, Director Government Affairs</li> </ul> </li> <li>• Email: <a href="mailto:UNITE@childrensomaha.org">UNITE@childrensomaha.org</a></li> </ul>	<p>Finally we have UNITE, which is our ERG focused on the Hispanic and Latino community. Unite's founding leader is Karen Klingberg, with co-leaders Julio Lara and Stephanie Cruz. Rodrigo Lopez and Liz Lyons are sponsoring Unite. To contact this ERG or its leadership, email <a href="mailto:UNITE@childrensomaha.org">UNITE@childrensomaha.org</a>.</p>
<p><b>Committee Opportunities: EDI Committee</b></p> <p><b>Equity, Diversity, and Inclusion (EDI) Committee</b></p> <ul style="list-style-type: none"> <li>• <b>Committee Chair:</b> Sabrina Schalley (Manager, Social Work)</li> <li>• <b>Executive Sponsor:</b> David Fett-Jones (VP, Clinical &amp; Ancillary Services)</li> <li>• Currently meets 4<sup>th</sup> Thursday of the month at 8:30AM</li> <li>• Email <a href="mailto:edi@childrensomaha.org">edi@childrensomaha.org</a> to join or submit requests/questions</li> </ul>	<p>Next up are our two committees that meet on a monthly basis. Our EDI Committee focuses on diversity-, equity-, and inclusion-related needs and experiences predominantly from the employee perspective, but also the patient experience. This committee consists of volunteer representatives from nearly every area of the Children's enterprise. The committee also has sub-committees related to policy, education, activities, and annual initiatives. This committee, chaired by Sabrina Schalley and sponsored by David Fett-Jones, meets on the 4th Thursday of the month at 8:30AM. You can contact Sabrina and the EDI Committee by sending a message to the <a href="mailto:EDI@childrensomaha.org">EDI@childrensomaha.org</a> inbox.</p>

**Committee Opportunities:  
SOGI Committee**

**Sexual Orientation & Gender Identity (SOGI)  
Steering Committee**

- **Leaders:** Mike Vance (Behavioral Health) and Rachel Johnson (SPC)
- **Executive Sponsors:** Megan Connelly (VP CP Operations) and Heather Smith (VP Pediatrics)
- More patient-focused—patient experience, consistent and inclusive procedures, employee training needs
- Email: [mvance@childrensomaha.org](mailto:mvance@childrensomaha.org) or [rajohanson@childrensomaha.org](mailto:rajohanson@childrensomaha.org) for more information

Last, but not least, is the SOGI (pronounced 'so-jee') Committee. SOGI stands for Sexual Orientation and Gender Identity. The SOGI committee is open to employees interested in advocating for the needs of LGBTQ+ patients through the examination of both their patient experience and the education and training needs of staff to provide an excellent patient experience for our LGBTQ+ patients and their families. Dr. Mike Vance and Rachel Johnson are leading the SOGI Committee, with Megan Connelly and Heather Smith sponsoring it. Contact either or both of the SOGI leaders if you're interested in learning more about or joining the group.

**Questions? Want to Get Involved?**



- Shavonne Washington-Krauth, Culture & Inclusion Manager
- 402-955-6180
- [skrauth@childrensomaha.org](mailto:skrauth@childrensomaha.org)
- Indian Hills West, 3<sup>rd</sup> Floor, HR

That's a wrap everyone! Thank you for your time today. If you have questions about this material or want to get more involved, but aren't sure where to start, please reach out to me, [Shavonne Washington-Krauth](#), in the Human Resources office. I'm happy to visit with you via phone, email, or in person. Thank you again for your time and have a wonderful day.

I have reviewed Culture, Diversity, & Inclusion at Children's Hospital & Medical Center and understand that creating a culture of inclusion and respect is EVERYONE'S responsibility.

True

