

VOLUME 5 • ISSUES 1-2

THE JOURNAL OF
STUDENT
LEADERSHIP

The background of the cover features a vertical, abstract composition of thick, expressive brushstrokes. The color palette is dominated by various shades of blue, ranging from deep navy to bright cerulean, and vibrant greens, from forest green to lime green. The strokes are layered and textured, creating a sense of movement and depth. The overall effect is reminiscent of a modern, expressive painting or a digital art piece.

The Journal of
STUDENT LEADERSHIP

VOLUME 5 • ISSUES 1-2

A PUBLICATION OF THE DEPARTMENT OF
STUDENT LEADERSHIP AND SUCCESS STUDIES

UTAH VALLEY UNIVERSITY

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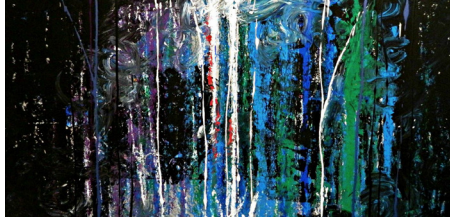
Cover art, *Midnight Paradise*, by Megan Naomi Baisch (Knorr)

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ABOUT THE COVER

Midnight Paradise was created by Megan Naomi Baisch (Knorr) who, unfortunately, passed away a few months after submitting her work to the JSL. Included with Megan's submission was the following statement:

*Utah-grown, abstract artist Megan Naomi Baisch has
known she needed to be an artist since age four.
Working primarily with acrylic (and a lot more than paint brushes),
she will inspire emotion and feelings
which many people try to do, but can't quite nail.*

*A contributor to the beauty and color of people's lives,
Her abstract and bright paintings
are created with much less
obsessing over the finished product,
rather, care is given to each step
in the creation process.*

*You will notice extensive use of color,
texture, pattern and lines.*

*When this artist is commissioned,
three questions are asked about your desired piece:
the size, the colors,
and the feeling you wish to experience.*

Megan's family and friends remember her as a gifted painter and visual artist, skilled guitarist and pianist. She had a beautiful singing voice and wrote many poems, short stories, and musings. She understood that humans are meant to be creators—and encouraged the people in her life to express themselves freely.

We are grateful for the opportunity to share Megan's art as our cover for this issue of *The Journal of Student Leadership* and hope others are inspired by her passion for expression.

In Memory of

Megan Naomi Baisch (Knorr)
December 5, 1995–May 16, 2019

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LETTER FROM THE EDITORS

TO OUR FELLOW READERS,

A popular leadership quotation states, “If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.”¹ Given this definition of leadership, we all have the potential to lead. *The Journal of Student Leadership* aims to effectuate this idea of leadership by giving students, teachers, and all fellow learners the opportunity to express their ideas and inspire others to “dream more, learn more, do more, and become more.” In a world full of so much doubt, uncertainty, and misdirection, we need powerful individuals, now more than ever, to take a stance, become a beacon, and inspire others.

Thank you for taking the time and effort to read through this volume of the Journal. Not just anyone picks up a book about leadership. This very act shows the emergence of a leader.

This edition of the Journal is especially unique as it was formed during perhaps one of the most tumultuous times of many young students’ lives—the Covid-19 pandemic. Those who submitted to the journal exhibited patience and hope; we sincerely thank them. Our artists and authors conceived and wrote with a different outlook on life—viewed through the lens of a world-wide pandemic. Though Covid-19 challenged the world, these individuals chose to inspire us to be better leaders. Their work and inspiration are illuminated on the pages of this text.

Given the unprecedented circumstances, the editorial staff worked in creative ways to bring this issue of the Journal to fruition. It required diligent communication, active patience, and hopeful optimism for which we are grateful. We also acknowledge the continued support from the Department of Student Leadership and Success Studies and Utah Valley University. We express gratitude to all who contributed to the success of this publication.

ANNA WARNER
STUDENT EDITOR-IN-CHIEF

BENJAMIN A. JOHNSON, PH.D. **SANDRA C. BENNETT, M.ED., M.S.**
SENIOR EDITOR FACULTY ADVISOR AND EDITOR

¹ This quotation is often attributed to John Quincy Adams though we were unable to verify the source.

AFFIRMATIONS FOR THE TIMID

MIRANDA S. NOBLE

WEBER STATE UNIVERSITY

Quietly I stand,
tears build in my eyes.
Anxiety steps in:
begs me to compromise.

Carefully I stand
to face the unknown.
All eyes on me;
I'm scared to the bone.

Purposefully I stand
with something to say,
"I have a suggestion."
My body teeters and sways.

Proudly, I stand,
hands still a bit shaky.
I am brave, I am whole,
for the fear did not break me.



REACH

TRENT KELLY

UTAH VALLEY UNIVERSITY

Digital

Strong leaders not only see what others can become, but show them what they can become.

CREATING PATHWAYS TO FEMALES' PARTICIPATION IN OUTDOOR ADVENTURE ACTIVITIES

JULIE S. JOHNSON-PYNN, PH.D.

AMMON EMBLETON

MARY PEEK

SOUTHERN UTAH UNIVERSITY

Outdoor adventure sports in the USA, including those in higher education institutions, are dominated by white middle-class males. Women often shy away from outdoor recreation because they fear being judged by males and have apprehension regarding the use of equipment and skill abilities. This research describes an evaluation of a university outdoor recreation series of programs aimed at recruiting women. The program series was designed and led by a female student. Using a combination of quantitative and qualitative methods, we found that women students' (N = 21) confidence in nature increased following program participation. We present females' motivations to engage in outdoor activities, as well as barriers, challenges, and highlights regarding their experiences in outdoor adventure activities. These experiences point to the important role that student-developed programs can play in creating pathways for female colleagues to engage in nature-based adventure sports. Implications including support from university student affairs and the outdoor industry are discussed.

The United States Outdoor Participation Report (hereafter, OPR; Outdoor Foundation, 2019), notes that 46% of females (6–25 years) participate in outdoor activities compared to 54% of males. Although female participation in outdoor activities has increased over the last decade, in emerging adulthood (18–24 years), nearly 70% of males are likely to be active outdoors, compared to just under 60% of females. Outdoor recreation in the United States, especially adventure sports like rock climbing, is dominated by white, college-educated, middle class males (Kling et al., 2018). Research has documented a gender divide in outdoor recreation that begins in childhood and widens with age (Avery, 2015). Boys are encouraged from a young age to engage in vigorous outdoor and team activities and to

take risks in the outdoors (Reimers et al., 2018). Socialization exacerbates the gender gap by marketing recreation and tourism in nature as rugged environments to be conquered by men (Cronon, 1996; Kinnaird & Hall, 1994). Males' motivation to engage in nature-based activities involves an attitude of athletic and mental conquest. This can be seen in the marketing campaigns of outdoor recreation in addition to other media, such as the film, *Free Solo*, that documents Alex Honnold's legendary climb of 3,000 foot El Capitan in Yosemite National Park (Vasarhelyi & Chin, 2018).

Application of feminist perspectives of outdoor recreation argue that masculine modes of engagement with nature go so far as to hinder females' opportunities for participation and leadership roles in adventure sports. (Henderson, 1996; McNiel et al., 2012). *Outside* magazine and REI, a leading retail outlet store, note that a long-time marketing trend for outdoor recreation was to "shrink it and pink it," which essentially involved making equipment designed for males to be smaller and pink to attract female buyers (O'Brien, 2017). Male dominated marketing in adventure sports, not only sows the seeds of doubt in woman, but also discourages other modes of engagement with nature, such as meditation. A proliferation of high adrenaline activities in the media promotes a biased standard of the human-nature relationship. This conception tends to be American and Euro-centric, as well. In contrast, contemporary models of engagement with nature include, for example, *shinrin-yoku*, the Japanese "forest bathing" meditation, that entails walking slowly through a forest and focusing one's attention on sensory experiences (Miyazaki, 2018). This is popular across genders and ages in Japan. If the relaxation aspects of outdoor activities were emphasized in college campuses and the U.S. media, more generally, then perhaps they would be more attractive to women.

Emerging research on the gender divide in outdoor adventure recreation thus far, has identified female constraints including concern about skill levels, negative body image, fear of embarrassment and harassment, and feelings of not fitting in (Shores et al., 2007). Collectively, these studies suggest the need for a safe and supportive space where woman can explore challenging activities in nature (Little, 2002) and the need for a gender-balanced marketing field. Both of these initiatives may cultivate female participants and leaders in outdoor activities (Humberstone, 2007).

CONTEXT OF THE CURRENT STUDY

This study was a program evaluation of an outdoor program “The Female Series” that was designed and run by a female student of outdoor leadership at Southern Utah University (SUU). The university is situated adjacent to over 20 National Parks and Recreation Areas, including The Grand Canyon and Zion National Parks, and is known as “The University of the Parks.” SUU Outdoors is a university resource that sponsors excursions for activities including canyoneering, skiing, rock climbing, and rafting. Outdoor recreation is a popular pastime as well as program of study (e.g., SUU Semester in the Parks) for future parks and recreation staff. SUU Outdoors trip leaders must be trained in safety and ethical engagement with the natural environment. The second author on this study is both the originator of the SUU Female Series program and certified in Leave No Trace by The Center for Outdoor Ethics. As an employee of SUU Outdoors, she noticed the need for a university program targeting the accessibility of outdoor recreation for female students. The series of programs included three different activities: climbing, canyoneering, and snowshoeing, all of which have gender disparities according to an outdoor participation report (i.e., OPR, 2019).

This research project: 1) sought to understand barriers that prevent college-aged women from participating in outdoor activities common in the area; 2) gauged females' motivations for engaging with nature; and 3) determined if participants showed gains in self-confidence after participating in a program outdoor activity (Kovach, 2019). Evaluation of outdoor programs using psychological mixed methods (i.e., collecting quantitative and qualitative data) captures varied dimensions of experiences and their potential to grow leaders in confidence boosting outdoor activities (Johnson, Johnson-Pynn, & Pynn, 2007; Johnson-Pynn & Johnson, 2009).

METHOD

PARTICIPANTS

Participants ($N = 21$) were recruited from SUU female students who registered for excursions in the SUU Outdoors Female Series program. The number of participants was limited for each of three excursions so adequate supervision could be maintained. Thus, the sample size for the

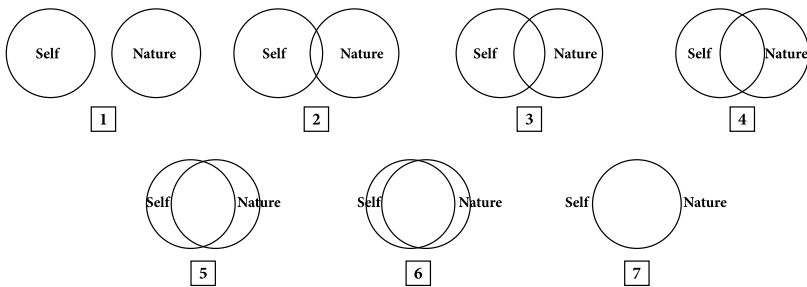
research had to be small. The three recreation programs and number of participants included: Canyoneering Yankee Doodle Canyon ($n = 9$); Snowshoeing Lake Navajo ($n = 6$); and Climbing Green Valley Gap ($n = 6$). Participants were restricted to a single outing. The participant pool contained a mixture of Caucasian, African American, and international students from Europe, Eastern Europe, and the Polynesian Islands, as identified during the pre-trip orientation, not on the surveys used in the study. SUU female students were informed about the purpose of the research and invited to participate in the activities during a pre-trip orientation meeting. Students expressed their consent verbally before data collection commenced at each field site. The research was approved by the Institutional Review Board at SUU.

PROCEDURE AND MEASURES

We used a convergent mixed method design. Quantitative data were collected by administering two surveys (pre-trip): Motivations to Engage with Nature (hereafter MEN; 20 items on a 1 {low} to 4 {high} scale, adapted from Driver, 1976) and the Confidence in Nature Scale (hereafter CNS; pre- and post-trip). Items on the MEN scale were classified as one of three types of motivations: Biospheric (being in the natural world), Social (communing with others), and Personal (benefitting the self). The CNS consisted of a 1-7 pictorial image of overlapping circles, where the most overlapped indicated the most confidence (adapted from Schultz, 2002, See Figure 1).

Figure 1

The Confidence in Nature Scale adapted from Schultz (2002).



How confident are you in nature? (1 being least connected and 7 being the most highly connected). Circle the diagram that best represents your confidence in activities in nature.

Qualitative data were gathered from participants answering open-ended questions regarding their motivation to sign up for the trip as well as pivotal moments of challenge and success to capture “the highs and lows” of the program. The data sets were triangulated to provide a more comprehensive evaluation of the SUU Female Series.

STATISTICAL ANALYSIS

To analyze the quantitative data from the CNS, we used a Chi Square test comparing observed and expected frequencies for females whose confidence increased, remained the same, or decreased from pre- to post-survey. For the MEN scale, pre-excursion data, we used a One Way ANOVA, with WS factor being Motivation Type, 3 levels: Biospheric, Personal, and Social (i.e., the same categories identified for the structure of environmental concern that was adapted from Schultz, 2001). We note that there was no significant difference between the 3 trips ($p = .55$), thus, data were collapsed for analysis. Alpha was set at .05 for all tests. Qualitative analysis of open-ended questions complemented quantitative ones by grounding findings in specifics (Creswell & Creswell, 2017). Units of words were grouped based on general themes which arose in joint review by two authors. One author was a non-biased coder, who had not attended any of the program activities. We followed Ratner's (2001) bottom-up approach to coding. Frequencies of meaning units were converted to percentages to represent the prevalence of content themes.

RESULTS

Results showed that participants' motivations to engage in nature pre-trip differed depending on the category, $F(2, 20) = 15.53, p = .0001$, with a robust effect size, $n^2 = .46$. The most important reason identified for engaging in nature was Biospheric ($M = 3.23, SD = .59$), followed by Personal ($M = 2.95, SD = .33$) and Social ($M = 2.39, SD = .77$). Biospheric-driven engagements, including items such as “taking care of nature” and “preservation and conservation,” were rated highest. Moderately important were Personal items, including “holistic sense of wellness” and “stress management.” Less important were Social items such as “social support” and “reduce loneliness.” Despite a significant difference in females' motivation, we note that all mean scores were high. Most female participants reported an increase in confidence in their skill abilities in nature following

successful completion of the outdoor activities, $X^2(2) = 14.00, p < .01$; 0 participants reported no increase; 7 reported the same rating; 14 reported an increase in confidence. Figure 2 shows a participant engaging in one of the program's challenging activity, rappelling.

Figure 2

Canyoneering Yankee Doodle Canyon



“I felt comfortable taking on the first rappel.”

As shown in Table 1, there were 14 unique themes that emerged in the four open-ended questions posed to participants. Five of these themes were repeated in other questions. The most common themes were *Connection* to others and experiencing *Novelty* in the activities. *Enjoyment*, learning new skills (*Learn Skills*), and being in the *Outdoors* were common as well. Also prominent was satisfaction completing the programs (*Completion*) with the physical challenges and demands of the activities (*Physical*).

Table 1

Themes from Participants' Answers to Open-Ended Questions on Three SUU Excursions

Q1: Why did you join today's Female Series SUU Outdoors program?		
Theme	Sample Quote	Frequency/Percentage
Connection	"Meet new people"	13 / 24%
Enjoyment	"I really enjoyed this"	11 / 21%
Novelty	"I wanted a new experience"	11 / 21%
Outdoor	"I wanted to climb outdoors"	11 / 21%
Coping	"Helps with my anxiety"	4 / 7%
Repeat	"I've gone on a trip with SUU Outdoor in the past"	3 / 6%
Q2: What were the highlights of the program for you?		
Theme	Sample Quote	Frequency/Percentage
Connection	"I loved talking to these women"	13 / 28%
Learn skills	"I learned that..."	11 / 23%
Nature	"The canyon was so beautiful"	10 / 21%
Enjoyment	"It was so fun"	8 / 17%
Outdoors	"Climbing outdoors was amazing"	5 / 11%
Q3: What was your greatest challenge?		
Theme	Sample Quote	Frequency/Percentage
Physical	"I struggled when repelling"	16 / 64%
Connection	"I could talk openly and not feel ashamed"	4 / 16%
Self-esteem	"I felt capable and strong"	2 / 8%
Novelty	"This was my first time climbing"	2 / 8%
None	"Everything went smoothly"	1 / 4%
Q4: What was your greatest success?		
Theme	Sample Quote	Frequency/Percentage
Completion	"I finished it"	17 / 44%
Challenge	"It was tough"	11 / 28%
Leadership	"I led the climb"	2 / 5%
Novelty	"The first time I've gone snowshoeing"	2 / 5%
Learn skills	"I learned how to put snowshoes on"	2 / 5%

Note. Data were collapsed across trips because of the similarity in themes.

DISCUSSION

Collectively, these findings show promise for the SUU Outdoors Female Series for connecting women and empowering them to find their place in outdoor activities. Most notable is the power of peer mentorship by the female leader of the activities to create opportunities for female students to appreciate nature and each other. Social, personal, and nature scores of the MEN scale are reflected in participants' qualitative responses, which cite enjoyment of being with each other in the nature context. Comments such as, "I loved talking to these women," and the desire to "meet new people" indicate interdependence among participants in the shared activities.

Furthermore, learning skills in a novel and physically challenging outdoor activity was typically mentioned. The physical actions involved strenuous activities and difficult movements at times (i.e., repelling, ascending snowbanks), and many women described the challenge of using equipment to accomplish these feats. It may be the case that women need a safe space to learn technicalities of outdoor recreation equipment without feeling intimidated. One woman remarked, "I could talk openly and not feel ashamed." In contrast, men may tend to be more comfortable with equipment because of their socialization to engage in vigorous playground activities as boys (Reimers et al., 2018).

The themes that emerged in participants' comments mirror the results on the CNS, in which participants reported greater confidence in nature following the program. Moreover, some participants remarked on the impact the activities had on coping. One female stated that the program "helps with my anxiety." Female-centered outdoor programs, have the potential to not only foster confidence, but also self-esteem regarding body positivity (see also Swami et al., 2019). For example, one participant reported feeling "capable and strong."

Companies could take research findings such as these as beacons to educate the public about gender issues and accessibility of outdoor activities. Recently, there has been some movement in this direction. For example, the "Force of Nature" campaign was launched by REI and Outside magazine. This included a women's issue featuring award-winning female outdoor enthusiasts as well as female writers and photographers. They

cite data hoping to encourage women to lead other women in outdoor adventure activities and to pursue careers related to outdoor recreation (O'Brien, 2017). Moreover, The North Face brand, historically supportive of women in outdoor adventure, debuted a clothing line for 2020 International Women's Day, in which the garment producer was a female-friendly company in Jordan (The Drum Network, 2020). These efforts as well as college and university programs have great potential to empower women to find their place in the outdoor community.

Future studies should examine ethnic differences regarding childhood history of engaging in outdoor activities, including parental and school support, or lack thereof. The OPR's (2019) data depicting ethnic minority groups being five times less likely to engage in outdoor activities of any kind (running, team sports, or nature-based) is striking and demands investigation if we desire equal accessibility to the joys and benefits of outdoor recreation. A study comparing males and females of varying ethnicities in the university's outdoor programs would also be informative. Running a semester-long study, for example, would afford a most rigorous method of a gender and ethnic comparisons.

Program evaluation has the potential to identify areas of improvement in outdoor program development. Developing high quality equitable outdoor programming to meet the diverse needs of campus student bodies is an attainable goal. Moreover, evidence-based program development can be useful as colleges and universities modify their programs to address equity and inclusion in student affairs and provide a platform to enhance leadership skills. Accessibility of outdoor recreation activities should be an aim of program offerings to provide opportunities to build self-confidence for all (Kovach, 2019). This study represents a successful first attempt by a female student to lead her peers in outdoor adventure programming designed to increase confidence.

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PIETERKE (NELLIE) KAPP

MELISSA DIXON

UTAH VALLEY UNIVERSITY

Colored Pencil and Pan Pastel

Nellie Kapp is my third-great-grandmother. She may not have been a leader in the traditional sense, but through her bravery and hard work, she led the way for her family and many others to come to America and be free. I admire her strength and look to her as a leader in my life.

COMMUNICATED LEADERSHIP: WOMEN IN THE WORKFORCE

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Communicated leadership stems from acknowledged ideas of power, wealth, and influence. However, perception and ideas can be changed, and the way people communicate about and respect leadership changes. Women particularly are influenced by perceptions of leadership. Today, the male-dominated industries of government and technology often carry perceived power, wealth, and influence. Social activists are concerned that power held in these fields is not being shared equally with women. These activists encourage women to become more involved in male-dominated industries to gain authority. However, women who already have prestige as leaders in the female-dominated industries of education and healthcare do not receive the same recognition as leaders in the male-dominated industries. Research indicates that while encouraging women to enter these industries is worthwhile, the real change in perceived leadership and influence begins with respecting the roles women already lead in.

In the United States, women account for about 24% of Congress and around 5% of Fortune 500 company CEOs (Warner et al., 2018). While these percentages have increased in the past few years, concerns continue to escalate on how to increase women's leadership in typically male-dominated fields. Leadership in technology and government brings increased power, money, and influence. Without women in these fields, rights activists are concerned that women will not be well-represented in the world. However, other activists are concerned that the focus on gender discrimination seen in these specific fields does not fully communicate the bigger issue. Education and healthcare are female-dominated industries and arguably have just as much importance and influence in society as the male-dominated fields, but they lack support, money, and power. The careers

in these areas are not often given as much praise in their efforts as other fields. The activists who focus on this disparity contend that the problem with gender discrimination is not a lack of women in male-dominated careers, but a lack of respect and perception of female-dominated careers. This paper explores both sides of the issue of how gender discrimination affects perceived and communicated leadership in the world.

WOMEN IN MALE-DOMINATED CAREERS

Women fall behind in leadership roles in the industries of technology and government. Excuses such as the hard work-life balance or competitive nature of these fields often float as reasons why women are not in top leadership positions. However, a national survey conducted in 2015 exposed the two top reasons why women in male-dominated careers struggled in leadership positions. First, women are held to a higher standard and are asked to prove themselves more often than men and second, electorate and corporate America are simply not ready to put more women in top leadership positions (Brown et al., 2015). Because of this, some sociologists and activists are trying to increase research and funding in male-dominated industries so women can be put on the same advantageous plain as men for leadership roles.

WOMEN IN TECHNOLOGY

Social activists such as Melinda Gates consider the lack of women in technology a tragedy. Gates, a computer scientist, contends that technology is the field that will shape the world in the next decade, and if women want a say in what goes into shaping the world, they need be leaders in the field and be included in the conversation (2019). Her concern grows as the percentage of women going into the field of technology has decreased by 18% in the years since she entered it in 1987 (Gates, 2019, p. 223). There is some hope though, in that Gates, along with other philanthropists, are dedicating their time to promote more women having careers and leadership positions within the technology industry. Organizations such as Girls Who Code and Kode with Klossy are taking the next steps to offer young women and girls the opportunity to learn coding and become prominent forces in the computer science sphere. As women's leadership in this field grows, so too will women's influence in the world.

WOMEN IN GOVERNMENT

Top leadership opportunities in government are also highly male-dominated. While women are more often campaigning and being elected for these leadership positions, disparity still exists. This problem is worldwide, not just centered in the United States. The concern with this disparity is that if women are not in positions of governmental leadership, then they will not be in the conversations surrounding public policies directly affecting women's lives. However, gender discrimination makes it difficult for women to obtain leadership positions in government. In the campaign process for government positions, for example, women in the United States experience gender discrimination. Brant and Schmitt (2019) found that in the United States political office, women were equally, if not more, driven to establish larger policy agendas than men. However, when campaigning, women were not able to grow their policy agendas to the full extent that men could. The reason for this difference is that while campaigning for office, women needed to invest more time and financial backing into presenting their capabilities for leadership than men did. This larger investment left them with smaller finances and less energy to present and delve into larger policy agendas. Decreased finances and energy towards creating political agendas hurt female candidate's political campaigns and caused them to struggle to be elected. In a larger scope, Sharma (2020, p. 614) found that women around the world face a disadvantage in politics because of five potential reasons: "Information and awareness level, family support and family environment, legal environment, political environment, personal ambitions and internal motivation" (p. 614). Often, women seeking political office do not have the awareness of policies and job opportunities in these fields. They may not be mentored and allowed experiences to gain leadership characteristics. Increasing education and creating more opportunities in these fields can help combat these challenges and promote more women into roles of power and influence.

There is a new movement attempting to address the challenges women face when seeking public office. Organizations, such as She Should Run and Women in Government, provide spaces for women to learn about politics, become informed about political issues, and meet others who are already involved within the political process. With a larger support system and more information available, women are seeing strides in

elections. However, more action and awareness need to be presented to the public before more change can occur.

WOMEN IN FEMALE-DOMINATED CAREERS

While large efforts are led by activists in pursuit of more women in technology and government, women's satisfaction in the workforce proves difficult in supporting this effort. Women are often in careers where they "experience fewer rewards, poorer working conditions, less autonomy, and less authority than men" (Buchanan & Wallace, 2020, p. 117). However, despite these differences, women are shown to be "just as satisfied or more satisfied with their jobs than men" (Buchanan & Wallace, 2020, pp. 118). This workplace reality begs the question, "Is a requirement for more women in higher leadership positions in male-dominated fields truly the answer for promoting female empowerment?" Some activists are now focused on broader issues in gender discrimination and how leadership is defined: is the problem in society that women do not hold high leadership positions in typically male-dominated fields, or is the problem that society does not value the careers in which women already work and gain satisfaction? Are female-dominated careers also ingrained in bias?

These questions become more thought-provoking after examining the current workforce and female-dominated careers. Women currently make up half of the U.S. workforce, and the industries they tend to dominate, such as healthcare and education, are growing. Although these service-oriented jobs are rising quickly, and the U.S. economy is steadily improving in its service-oriented fields, the pay rate for women is not increasing. While pleased that more women are participating in the economy, social advocates realize that the perception of these jobs is staying the same. Women are starting to move into male-dominated jobs, but men are not moving into female-dominated jobs, keeping wages low (Miller, 2020). Men are deterred from female-led fields by the same stigma that labels these fields as "mom jobs" or "pink collar" jobs. In turn, the shortage of men in these fields reinforces the stigma and steers associated ideas of power, influence, and wealth away from these careers. With the rise of service-oriented careers, researchers are curious as to why female-dominated jobs lack the same prestige as the more male-dominated industries. A closer look into these careers illustrates the vast and deep problem with gender discrimination.

WOMEN IN TEACHING

The field of education is often associated with women. In 2019, 73.6% of educational careers in the United States were held by women (U.S. Bureau of Labor Statistics, 2020). With so many women in this field, some advocates are intrigued by how bias continues within a heavily female-dominated career. Driscoll et al. (2015) conducted a study in which students rated their online instructors in terms of teaching ability and response to students. The perceived gender of these instructors was modified for students so that some of the male instructors were portrayed as female online while some female instructors were portrayed as male. While overall male and female instructors were given about the same rating, the study found that students typically rated their perceived male instructors higher than their perceived female instructors. Even in a female-dominated field, women face bias from the very students they are teaching. Perceived biases leak into all fields, not just the male-dominated ones. Ironically, women in these professions are seen as less intelligent and capable than their male coworkers (Driscoll et al. 2015).

In Bangkok, educational gender bias affects girls' education. Female teachers in Bangkok not only receive bias from the students but also from the organizations they are a part of (Kirk, 2006). Discrimination deters women from leadership positions in the school system, and as a result, many female educators have a difficult time in their careers. Students feel the effects of this inequality. Young girls who are not educated by women rarely finish their degrees and often face abuse in school (Kirk, 2006). Without female teachers, the students who struggle to combat this prejudice eventually leave school. The influence of educators greatly affects the students for the rest of their lives, and with existing bias in the school system, girls are deterred from larger opportunities.

MOVING FORWARD

Organizations are making key milestones in the effort to include more women in technology and government. Opportunities, from free camps to internet conferences, give women access to learning the skills and nature of the industries they are interested in. However, while the effort of these organizations is noble and valuable, the larger bias against female leadership in the workforce runs deeper into the attitudes and conversations of everyday people. A quick microaggression here or there

may seem insignificant in one conversation until those are shared by the majority of a population where the small sidenotes become a significant stigma. The question becomes, “How do you change the attitudes of millions of people?”

There is no simple or straightforward answer. Too many factors play into the mind of humankind. However, there are ways to bring awareness to an issue. Perhaps it is requiring a sociology course in high schools and colleges to provide context and information on these issues to students. Perhaps it is nonprofit organizations persuading advertising and media companies to use their platforms to showcase women positively in all careers. Perhaps it is governments taking a step back and looking at what communities value and the way women already lead in these roles. The more conversations and awareness about female leadership brought into the American dialogue, the more people will become educated and understand this large social issue. Change will slowly begin to happen.

CONCLUSION

Women face gender discrimination in all parts of society, particularly in the workforce. While more people try to encourage female leaders in the world today, women still struggle to combat bias in order to become those leaders. Activists continue to examine the full effect of gender discrimination on the workforce, and how deeply this bias is rooted. Increasing evidence shows the need for women to be in typically male-dominated leadership roles and consequently to become part of the conversations within the fields of technology and government. However, the root of discrimination runs deeper. Stigmas against female-dominated jobs show that even when women are in positions of leadership and have a great effect on society, as they do in healthcare and education, their influence is unnoticed or underappreciated. To fully combat gender discrimination in the world, women leaders need to be recognized and well-perceived, not only for their efforts in male-dominated industries, but in all fields of the workforce.

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WILD TONGUES CAN'T BE TAMED

SCARLETT MILLS

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Embroidery

Part of being a leader is being true to yourself. This piece is about identity and never changing who you are for anyone. Being a leader is using your tongue to speak out against what you believe is wrong even when people try to silence you. Being a leader is like the quotation, “Be the change you want to see in the world.” This piece encourages making a change and being true to yourself while you do it.

NURSES' PERCEPTIONS OF VIOLENCE IN THE WORKPLACE

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Workplace violence is a serious safety concern for healthcare workers, including nurses. Different types of violence occur in the workplace, including physical or verbal violence. Workplace violence is an area of concern that requires active improvement and evaluation. The purpose of this qualitative research study was to explore nurses' perceptions of workplace violence. Using a qualitative survey (n = 28), five themes were identified: relationships associated with workplace violence, types of reported violence, influencing factors for patient-to-nurse violence, nurse reporting behaviors, and factors that help nurses feel safer in the workplace. Results of this study suggest areas that healthcare leadership could consider that would support improved nurse safety, including having quick access to a hospital security system, more efficient methods and education on reporting, and a culture of zero tolerance.

BACKGROUND

Violence in the workplace is defined as an act or threat of physical infliction abuse, harassment, intimidation, or other behavior in the workplace that may cause the workers physical or emotional harm (Stene, Larson, Levy, & Dohlman, 2015, p. 113). Safety in the healthcare environment is a concern for patients, families, and healthcare workers alike and needs active, concerted improvement. According to the National Institute for Occupational Safety and Health, “the spectrum of violence ranges from offensive language to homicide” (Locke, Bromley, & Derspiel, 2018, p. 10). Verbal harassment, yelling, hostility, or threats also fall on the spectrum of workplace violence (Locke, Bromley, & Derspiel, 2018). Such abusive behavior in the workplace can lead to toxic, unhealthy work environments and damage collaborative relationships needed to help maintain patient and worker safety (American Association of Critical Care Nurses, 2019). One

report from 2012 showed that healthcare workers at inpatient facilities who experienced injuries resulting from workplace violence required days off from work at rates 5–12 times higher than rates of people who experience workplace violence in the private sector overall (ANA, 2019).

In the United States, the healthcare workforce represents 11.5% of the population, and about 67% of all nonfatal workplace violence injuries occur in healthcare (Lock, Bromley, Derspiel, 2018). Nearly 75% of the 25,000 workplace assault incidents reported in 2015 occurred in healthcare or social service settings (The Joint Commission, 2018). According to the National Crime Victimization Survey, healthcare workers are at a 20% higher risk of being victims of workplace violence than other workers. In another study, emergency department staff who were surveyed showed that 88% reported they had experienced workplace violence in the last 6 months (Copeland & Henly, 2017). Sixty-four percent of the staff said workplace violence was an expected part of their job and often, violent incidents were not reported because of the perception that no one had been physically injured (Copeland & Henly, 2017).

Nurses are among the most victimized by violence in healthcare (The Joint Commission, 2018). Nurses who work in certain locations, such as emergency departments, psychiatric units, geriatric units, and intensive care units, often experience a greater number of violent incidents than peers working in other service areas (Martinez, 2016). Within the hospital, emergency room and psychiatric nurses are employees with the highest risks of experiencing workplace violence, and hitting, kicking, or boxing are the most reported types of incidents (Locke, Bromley, & Derspiel, 2018). Unfortunately, many nurses feel like violence, both physical and verbal, is an expected part of their jobs (Locke, Bromely & Derspiel, 2018). About 1 in 4 nurses report experiences of being assaulted at work (ANA, 2019). The most common type of violence in healthcare is patient/visitor-to-nurse violence which amounted to 93% of all assaults (The Joint Commission, 2018).

Workplace violence can be unpredictable (Papa & Venella, 2013). Such violence is an obvious concern for healthcare agencies and providers and has many consequences, both for the individual and for the organization

(Alexy & Hutchins, 2006). Hospital leadership is uniquely positioned to help nurses better improve their approach of handling workplace violence, as this impacts patients, hospital systems, and nurses as employees. These incidences have been shown to cause financial impact, higher employee turnover, higher medical leave requests, and stress illnesses, all of which impact organizations on many levels.

PURPOSE

The purpose of this qualitative research study was to examine nurses' perceptions of workplace violence, including nurse-to-nurse, patient-to-nurse, and coworker-to-nurse violence, and to explore nurses' perceptions of safety measures in their work environments.

METHODS AND MATERIALS

Members of the research team ($n = 3$) were registered nurses and part of a nursing research class at Utah Valley University. The methods for this study were qualitative and descriptive in nature. Inclusion criteria included individuals who had worked as registered nurses at some point in their lives. A survey questionnaire composed of 24 multiple choice and free-text questions asked about nurses' experiences with violence in their workplaces. Each survey was anonymous and electronically administered using a secure, electronic platform, (Qualtrics, 2021). To ensure anonymity, no personal or identifying information was collected. Participants were contacted using snowball sampling through the research team's personal Facebook pages, Utah Valley University Nursing Students Facebook page and the Student Nurse Association at UVU Facebook page. The survey was designed to take about 10–15 minutes to complete. This study was approved by the Utah Valley University Institutional Review Board.

RESULTS

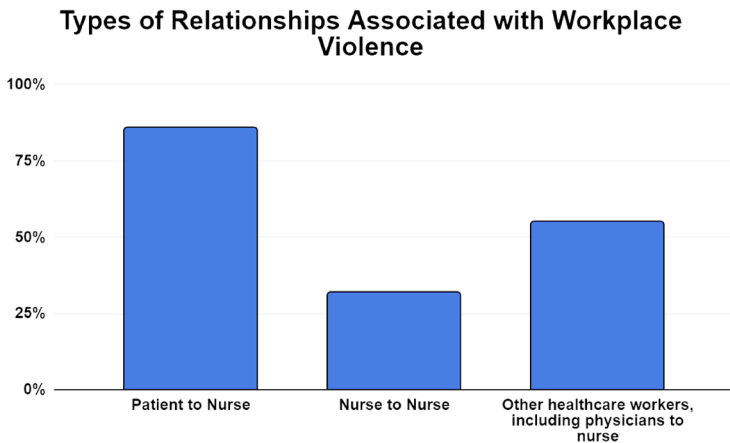
Overall, there were 28 participants who took the survey ($n = 28$). Of these participants, 85% were female and 15% were male. Eighty percent of participants said that they were currently working as a nurse; 43% of participants stated they work night shifts, and 35% of participants work day shifts. Nurses in the survey worked in a variety of locations: 46% of nurses surveyed said they worked on medical/surgical floors, 7% worked in intensive care units, and 7% worked in emergency departments. Over

half of the nurses had worked for less than a year on their floor (57%), and a quarter of participants had worked on their unit for 1–2 years (25%).

Multiple themes were found within the survey responses. Themes included *types of relationships associated with workplace violence, types of reported violence, influencing factors for patient to nurse violence, nurse reporting behaviors, and factors that made nurses feel safer in the workplace.*

Figure 1

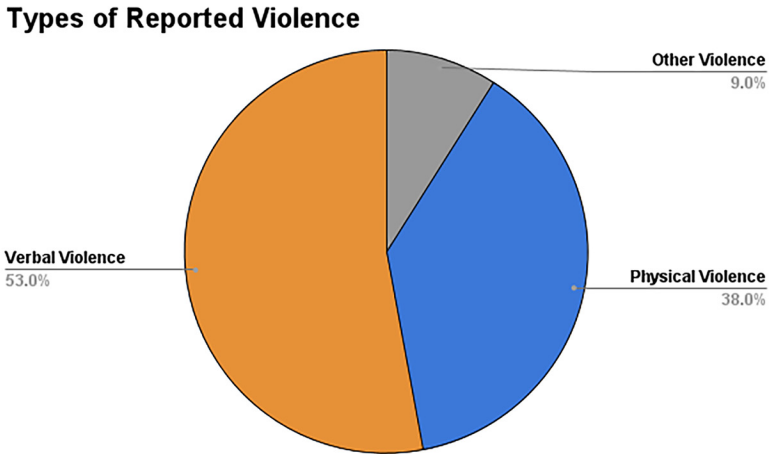
Types of Relationships Associated with Workplace Violence



In this study, “violence” was defined as workplace violence, meaning patient-to-nurse violence, nurse-to-nurse violence, and other coworker-to-nurse violence in the forms of verbal, physical, or other. Eighty-six percent of nurses who took the survey reported they had experienced patient-to-nurse violence, 32% reported violence from other nurses, and 55% had experienced violence from another health care worker, including physicians (see Figure 1).

Figure 2 shows the different types of violence experienced: 38% had experienced physical violence, 53% had experienced verbal violence, and 9% reported experiencing some other undefined form of workplace violence. The research team intentionally did not collect potentially reportable types of violence because of a request from the IRB. Since this was a student project, it was designed to carry low risk for the participants and researchers.

Figure 2
Types of Reported Violence



INFLUENCING FACTORS FOR PATIENT-TO-NURSE VIOLENCE

The reasons participants attributed to patient-to-nurse violence varied. Patient confusion (30%), the influence of drugs (20%), and hallucinations (15%) were all noted as contributing factors of patient-to-nurse violence. Additionally, 19% of nurses reported that patients said they felt mistreated during the time they experienced the patient-to-nurse violence.

NURSE REPORTING BEHAVIORS

Institutions have systems in place so that violent events can be reported for institutional risk management oversight. Not all nurses in the survey said they knew how to report or had actually completed a report after an incident of violence: 82% said they knew how to report violent incidents, and 64% said they had actually reported violent incidents. Fifty-three percent of those who did not report the incident said it was because they did not feel it was necessary, and a few of them felt the process was too time-consuming (15%). Thirteen percent of people who reported violent incidents felt that policy changes had been made to help them feel safer, while 83% of participants said that there had been no changes in workplace violence policies.

WHAT HELPS NURSES FEEL SAFER

The survey explored methods and ideas that helped participants feel safer. Nurses reported that having security personnel in the hospital who responded quickly to the report of an incident, often called a “Code Green,” gave them comfort. Others felt that having locked-down units that monitored those who entered and exited gave them a greater sense of security. Still, others pointed to having an institutional culture of zero tolerance for any abuse and encouraging reporting increased their feelings of on-the-job safety. Finally, nurses reported that the systems used to report violent events, called incident reports, are time consuming, which puts a strain on nurses whose jobs can be incredibly demanding.

DISCUSSION AND RECOMMENDATIONS

Nurses did not file incident reports for many reasons, including not feeling it was necessary, not wanting to involve legal authorities, lacking confidence that an incident would be addressed, or considering filing as too time-consuming. Any reasons for non-compliance should be of great concern for hospital organizations and nurse leaders. Nurses suggested implementing an easier process for reporting workplace violence which could lead to more reporting. If reporting increased, this information could be used to make staff aware of patient trends and potentially find new interventions for violence prevention. We recommend hospitals provide an easily navigable system that is more efficient in helping nurses complete incident reports. Incentivizing staff to complete incident reports may also be beneficial to help promote better safety and create a culture of zero tolerance for workplace violence.

Although most nurses felt personally supported by staff and managers after reporting an incident, it was clear that little change to policies actually occurred. Leaders have a responsibility to create policies that are responsive to workers’ needs and continually protect and increase their on-the-job safety. We recommend “Code Greens,” a form of education using workplace violence scenarios to train hospital staff, particularly nurses, on how to prevent incidents and protect themselves. Nursing leaders could re-train nurses on incident report training and de-escalation techniques to help them understand the importance of reporting workplace violence.

Nurses in this study felt supported by institutional alert programs such as “Code Greens” to help them feel safer. This corroborates other research focused on the benefits of Code Greens by de-escalating potentially violent events using conversation and noncoercive medications (Dilman, 2015). Therefore, organizations can support nurses with responsive security protocols and teams dedicated to intervening in potentially violent situations prior to behaviors escalating.

LIMITATIONS

This study was limited by the types of questions the IRB would allow students to ask of anonymous participants (e.g., sexual violence could not be discussed because students who are nurses are considered mandatory reporters by the State of Utah). Therefore, survey questions were changed to reflect multiple choice formats. Future studies should explore more thoroughly the types of violence experienced by nurses with an aim to connect nurses with the resources they need if issues are uncovered in the course of the research.

Researchers were limited to two weeks of data collection because of the semester time frame limitations. Future studies would also benefit by allowing more time for data collection and analysis.

The design of this study was intended as an exploratory pilot study. The smaller sample size ($n = 28$), methods of recruitment, and the non-randomization of participants limited the amount of data that could be collected. These limitations could be addressed in future studies.

LEADERSHIP IN NURSING AND HEALTHCARE

As healthcare employees and nurses, we carry an important responsibility to help promote healthy lives in the community. In doing this, we and other frontline workers should not have to put our lives or health in jeopardy to properly do our jobs. As future nurse leaders and nurse advocates, we hope to support policies to improve nurse workplace safety. Understanding the importance of reporting incidents, even if they are small, as well as advocating for proper policies to protect workers, is an important responsibility of healthcare leaders. The intent of this research was to promote further investigations into nurse workplace violence and

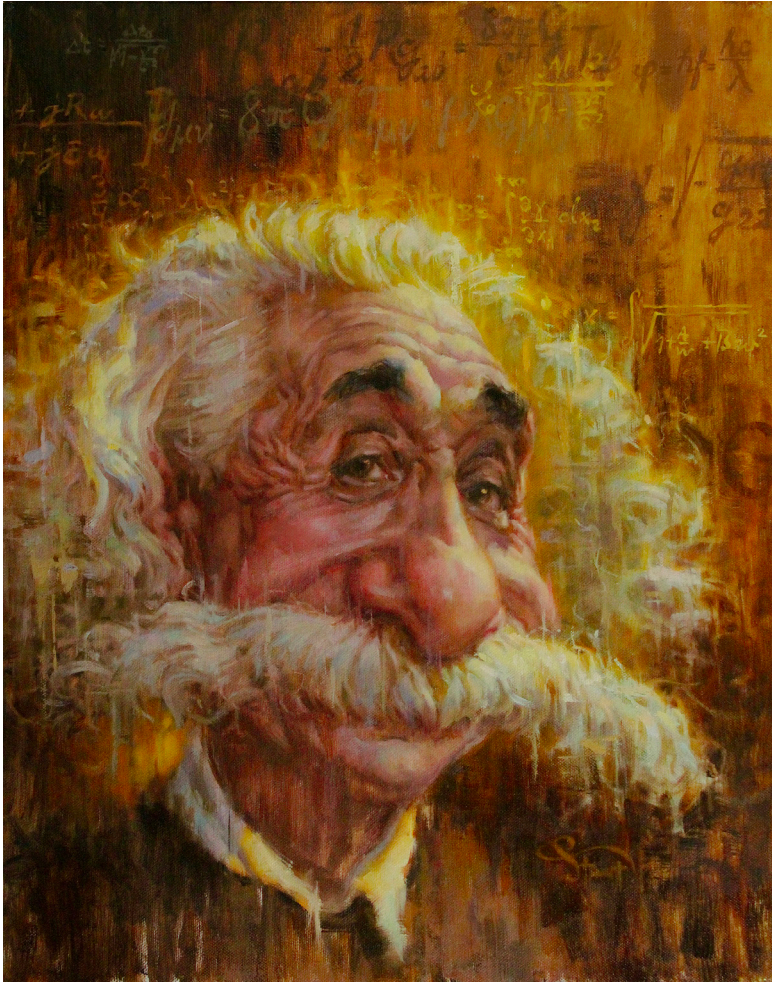
how to actively reduce it, as well as to inform healthcare employees about the need to report incidents. Through improving leadership within the profession, nursing workplace violence can be addressed and reduced.

CONCLUSION

Nurses work in a field with a high risk of experiencing many forms of workplace violence. With a better understanding of the types of violence affecting nurses, as well as what improves their sense of safety and security in the workplace, organizations' leaders can gain a better idea of how to improve safety and prevent workplace violence. Although some nurses think that violence in the workplace is "just part of the job," each healthcare organization has a responsibility to provide safe environments for its employees and the public. This includes providing responsive policies, monitoring violent incidents, educating nurses and healthcare workers, and promoting a zero-tolerance environment where healthcare is safe for patients and workers alike.

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HIS BLACK HOLE-INNESS

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Oil on Canvas

It is apparent that Albert Einstein was an enigma. Conversely, he was sometimes open, often approachable, and mostly self-deprecating. He was an unwitting monument of a leader, pushed into the limelight by his work, discoveries, and theories. His quirky appearance begs to be exaggerated, particularly his hair and mustache!

HOW MEMES ARE INCREASING RACISM

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Offensive and harmful memes aren't a recent phenomenon, but with the world exploding into protests and riots, these memes seem to be even more potent than usual.

“Police chief vows to take concrete steps to better cover up violence” (The Onion, 2020). This kind of humor has been surfacing all over the internet lately—spurred on by the recent protests for racial equality. The headline quoted above was published by The Onion, a satirical news site, but these jokes are not as blameless as you might think.

Offensive and harmful memes aren't a recent phenomenon, but with the world exploding into protests and riots, these memes seem to be even more potent than usual. Although some may enjoy the humor as innocent jokes, offensive memes can actually increase racism and discrimination in their viewers.

Gil Greengross (2011) of *Psychology Today* explains that certain minorities or groups are seen as more acceptable to joke about than others. This segregation promotes the spread of harmful jokes and memes about minorities, especially during times of civil unrest like the past few months. “Jokes are never neutral,” explained Greengross as he wrote about the unsuspecting consequences humor can have. So what is the key to fighting offensive humor? Be aware of what you talk about with your peers or post on your social media platforms, and think about the consequences your humor may have on those around you.

WHAT ABOUT FREEDOM OF SPEECH?

On the opposite end of this argument is the idea that because of freedom of speech, humor should be an unregulated safe space for people with differing opinions and beliefs. According to this perspective, just as protestors shouldn't be shut down or suppressed, people with different attitudes toward the protestors and their movements shouldn't be shut down or censored either.

However, the influence of offensive memes goes beyond upsetting those with differing perspectives from you. In fact, there has been scientific research done on the harmful psychological effects of offensive humor. Researchers Thomas Ford and Mark Ferguson (2004) found that offensive humor functions as a form of self-regulation in individuals with high prejudice (p. 79). Essentially, racist people tend to enjoy racist and offensive humor because it validates and ascertains that they are correct in their beliefs. Their research goes on to explain that racist humor continues to increase prejudice as it spreads to those that feel accepted and justified in their racist attitudes.

If offensive humor and memes were simply an issue of freedom of speech, this article would be pointless. This issue, however, extends far past any constitutional protections and delves into the social and psychological damage caused by offensive humor and memes. Private companies like Facebook and Twitter are already censoring offensive humor on their platforms, and consumers can join in on slowing the spread of prejudice and racism by reporting offensive content.

THE FIGHT FOR EQUALITY DOESN'T END AT STREET PROTESTS

Often, memes seem innocent to those they aren't targeting. Advocating for anti-racism as leaders and increasing education on the damaging effects of offensive memes can help stop this indifference. A study (Williams et al., 2016) done on microaggressions and offensive memes showed that individuals (often minorities) who experienced discrimination and racism perceived offensive memes as more racist and harmful than those who did not experience such microaggressions (p. 424). As we look towards a better future, explaining the dangerous possibilities offensive humor

has on minorities and those who have experienced discrimination is an excellent step to ending racism for good.

Attending street protests and posting on social media is not enough to end the deeply embedded racism and prejudice in American culture. Spreading information online, and within personal groups, on the dangers of racist humor will help show how offensive memes can cause more damage than they seem and increase personal leadership abilities. Own up to racist remarks made either by you or in your presence, and diligently work to create a future environment safe from discriminatory comments and offensive humor.

The fight for equality continues to rage across the globe. Offensive memes can harm movements for equality and incite violence around the world. Advocating for anti-racist and respectful memes can help not only in the fight for equality and personal leadership growth, but can also lead to a safer tomorrow for people of all minorities and groups.

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PARENTS' PERCEPTIONS OF THE IMPACT OF SOCIAL MEDIA ON THEIR ADOLESCENTS

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Social media use has increased significantly in the last decade. While gaining popularity, it has been shown to provide a variety of benefits to users; however, there are also negative factors involved that have many experts, especially parents as the leaders in their children's lives, concerned about how social media may be negatively impacting people in younger generations. Adolescents in the United States are major consumers of social media and have reported higher rates of mental illnesses, especially anxiety and depression, in recent years. The timing of sharp increases in teen mental illness appear to coincide with society's increased use of social media. It would be inaccurate to conclude that social media is the cause for all cases of teen mental illness, but certain factors involved with social media may be impacting adolescents negatively. This study was designed to explore factors such as participation in extracurricular activities, education, social interactions, and other components of an adolescent's life, and found varying positive and negative effects on the parents and their adolescents who used social media.

BACKGROUND

Adolescence is a stressful but developmentally critical phase of the human experience. Developmental psychologist Erik Erikson theorized that from ages 12–18, people are in the stage of identity versus role confusion, a phase of life where the main objective is determining who they are in relation to others and their roles in society (McLeod, 2018). Adolescents are learning who they are meant to be socially, professionally, and personally, which can create stress and pressure in their lives.

Adolescents may feel pressure participating in the secondary education setting. Succeeding in school can be a source of increased self-esteem and generate feelings of accomplishment, while struggling academically can be

a source of high stress and subsequent emotional turmoil. When evaluating adolescent academic performance, parents and teachers question whether social media can significantly contribute to a student's academic success or failure. A recent study showed that social media can be beneficial or detrimental to a student's performance; if students use it to educate one another and balance their time well, they may experience an increase of academic success, whereas students who misuse social media and get distracted may experience a decline academically (Al Nuaimi et al., 2017).

As adolescents are exploring their roles in society, they greatly value relationships with their peers. Using social media provides adolescents with a connection with their peers. Such connection can be especially beneficial to adolescents with health problems that restrict in-person social interaction (Buxton and Vest, 2018). However, a significant point of concern of social media is the enablement of cyberbullying, which has shown some variable increase in recent years, according to some studies (Patchin, 2019). An embarrassing photograph or video can be widely shared in seconds, rumors can be spread quickly, and other forms of harassment and bullying can be done easily and anonymously through social media forums.

The addictive nature of social media is another point of concern for parents and child wellness experts. Griffiths (2013) explained that while excessive social media use is not a disorder recognized in the DSM-5, it fits the diagnostic criteria of other recognized behavioral disorders, including attention-getting, tolerance, mood change, withdrawal symptoms, and conflict that can result in relapse. Individuals addicted to social media can display obsession behaviorally, emotionally, and cognitively (*attention-getting*). Excessive use causes emotional changes (*mood change*), and the use increases over time (*tolerance*). When such individuals attempt to stop using social media, they may experience emotional and even physical symptoms (*withdrawal*) as well as interpersonal and mental problems (*conflict*), eventually leading to relapse (Griffiths, 2013, as cited in Aysan et al., 2018). If adolescents are experiencing these symptoms, other aspects of the adolescents' lives may be impacted negatively, demonstrating why the addictive tendencies of social media are an especially important area for research.

Whether an adolescent is addicted to social media or not, excessive social media use can interfere with adolescents' personal activities. Personal activities act as sources of support, allow for social interaction, and provide opportunities for growth and learning. Excessive social media use can hinder an adolescent's participation in these activities, leading to dissatisfaction and a loss of interest in engaging with life. Examples of activities that could be affected include participating in extracurriculars, community and religious groups, and daily tasks. On the other hand, social media has the potential to enhance participation in these activities by helping adolescents find opportunities to engage in and become more aware of events in which they can participate.

Participating in events, peer interactions, and academics are part of adolescents discovering their roles in society, yet experts and parents question whether social media aids or impedes that growth and learning. The purpose of this research was to explore the impacts of social media on adolescents' lives socially, academically, and personally as reported by their parents.

METHODS

This study was approved by Utah Valley University's Institutional Review Board. Parents of adolescents ages 13–17 were invited to participate in this research exploring their perceptions of their child's social media use. In an effort to capture adolescent behaviors that were not affected by a mental health diagnosis, participants were excluded if their adolescent had a diagnosed mental or emotional health disorder and were symptomatic. A secure online polling software was used to distribute the survey and invite anonymous participation. The link to the survey was sent out through email and Facebook via a snowball sampling method. The survey consisted of 37 multiple choice and free text questions.

RESULTS

Thirty-six parents responded to the survey ($n = 36$). Results were analyzed using descriptive statistics and qualitative themes that were identified in the categories of academic performance and impacts on personal life.

ACADEMIC PERFORMANCE

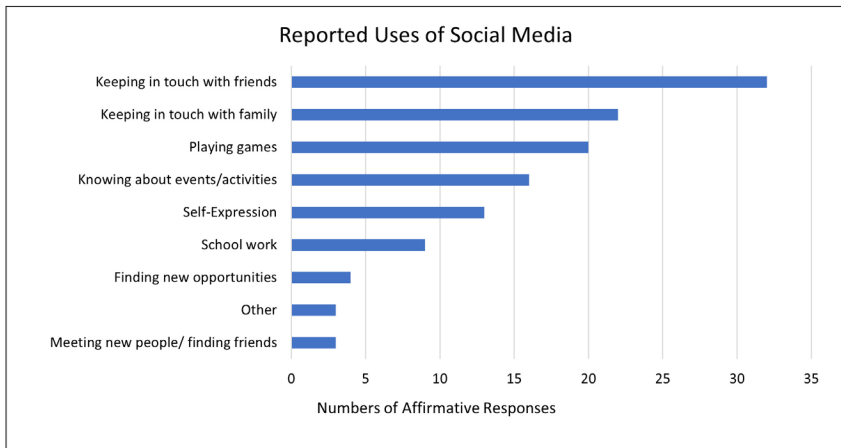
Parents reported their adolescents use of social media for a variety of purposes, with the most popular being related to social interactions (see

Figure 1). Parents also reported their students were using social media for school-related purposes (47%). The majority of parents denied seeing changes in their adolescents' academic performance since they began using social media (61%), while others reported only positive changes (4%), only negative changes (14%), or a mix of both positive and negative changes (21%).

SOCIAL INTERACTION

Figure 1

Parents' perceptions of their adolescents' uses of social media.



Most parents denied seeing any changes in their child's peer interactions (75%). Of the remaining 25%, parents reported seeing positive changes (6%), negative changes (6%), or both positive and negative changes (13%). Forty-nine percent of parents responded that their child had at some time expressed concerns about social media, though the nature of those concerns were not specified in detail in the survey.

Some parents reported positive familial impacts, such as seeing their adolescent connecting with extended family, laughing together at social media posts, and seeing their adolescents being more actively involved in their personal activities. Other parents reported negative impacts, such as their adolescent being less engaged with the family, the adolescent being less emotionally available, and an increase in parent-child conflicts

due to inappropriate use of social media. Additionally, some parents felt personally excluded due to their child's social media use.

IMPACTS ON PERSONAL LIFE

Figure 2

Parents' perceptions of the activities positively and negatively impacted by their adolescents' social media use.

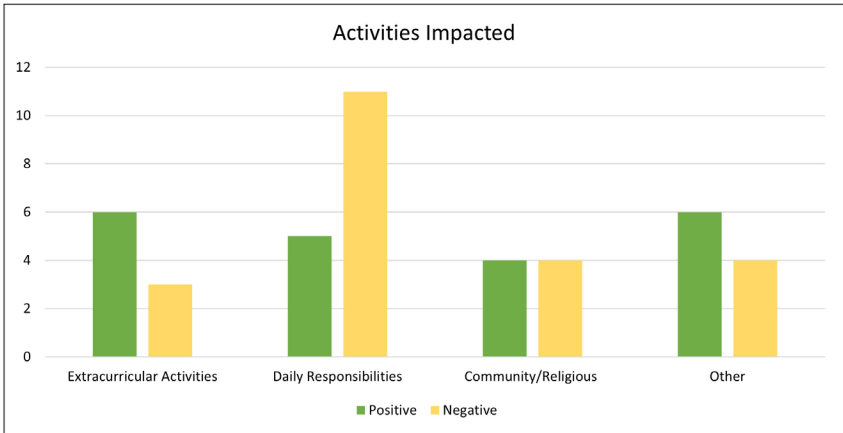


Figure 3

Observed changes in behavior while social media privileges were revoked.

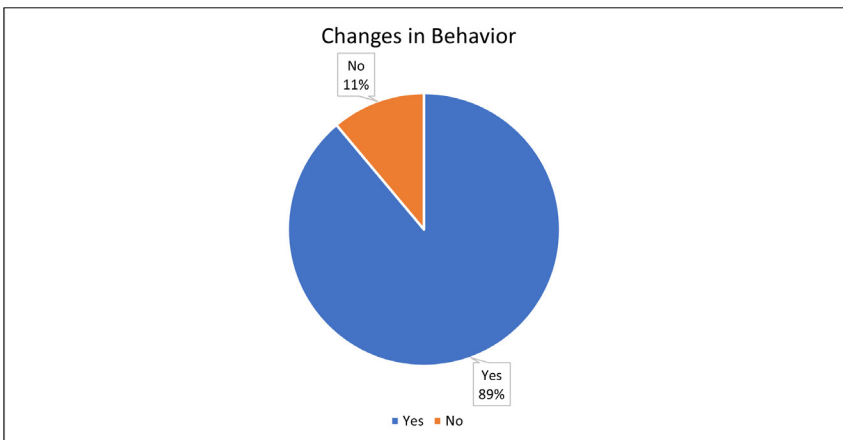
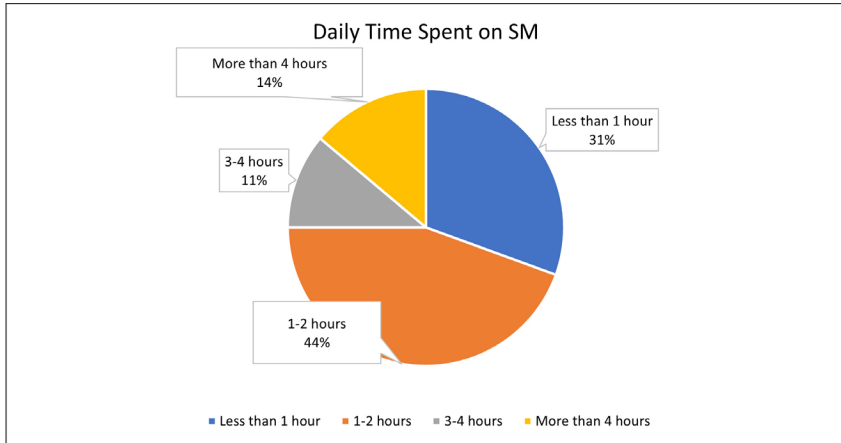


Figure 4*Observed time spent on social media.*

Although parents reported mainly positive impacts of social media on most of their adolescents' personal lives, they also reported some negative impacts. Daily responsibilities, which included chores, homework, or other similar tasks, had the highest report of being negatively impacted (see Figure 2). The majority of parents (89%) observed changes in their adolescent's behavior when their social media privileges were revoked (see Figure 3) such as their attitude toward an interaction or event. The changes could have been improvement or decline in behavior. Parents also reported various amounts of time that their adolescents spent on social media per day (see Figure 4): less than an hour (31%); one to two hours (44%); three to four hours (11%); greater than four hours (14%).

DISCUSSION

Parents reported their adolescents' use of social media had a variety of positive and negative social and familial impacts. Using it to promote contact with friends and family was seen as a positive impact, yet some parents felt excluded from their children's lives at times because of their usage. Although relatively few parents reported seeing negative changes in their adolescents' social interactions, reports of any negative social changes associated with social media use are sufficient to raise concerns for adolescents as individuals and as part of family structures.

According to the surveyed parents, most adolescents exercised some degree of responsibility in their social media use by utilizing it for school-related purposes and extracurricular activities, while others displayed some negative changes in their school performance and various activities, especially daily responsibilities. Perhaps the most concerning information gathered was the high percentage of behavioral changes noted for those who had their SM privileges revoked. If time without social media caused adolescents to act differently to any degree, then depending on the changes observed, parents may consider regulating social media use.

LIMITATIONS

This study contained several limitations. A qualitative, exploratory study sample size of 36 is too small to draw statistical conclusions from. Technical difficulties contributed to a few incomplete free responses, thereby limiting some data collected. In addition, parents as participants in this research may not be keenly aware of their adolescent's social media use. Nonetheless, findings from this research raise concerns about adolescents' social media use that should prompt further exploration.

IMPLICATIONS: LEADERSHIP OPPORTUNITIES

Findings from this study can be used to empower parents, healthcare professionals, teachers, and other leaders to discuss social media use with adolescents. Social media use has become commonplace among adolescents, and it should not be considered an innocuous activity. Although adolescents' responsible use of social media can provide positive impacts in their lives, when used irresponsibly, social media can hinder academic performance, interfere with activities that support adolescents' growth and development, and contribute to negative social experiences, all of which have the potential to impact the developing adolescent. Adolescence is a stage of major personal development as the individual progresses to adulthood, and negative experiences can have devastating effects on that development. Social media is changing the world and will be a part of adolescents' lives for years to come. Therefore, it is imperative that parents, teachers, healthcare providers, and other adults as leaders in their lives have regular conversations with adolescents to reinforce responsible use and to prevent or reduce irresponsible use, which may protect adolescents from negative results and improve aspects of their lives as they grow into adulthood.

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OTHER VOICES

ESTEPHANY CASTANON PASILLAS

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Digital

For a long time, women, POC, and LGBTQ+ have had their voices silenced in not just decision making, but everyday life. Honestly, it can be quite damaging—and not just emotionally. Imagine not having a say in what happens in the world around you, hoping that whatever decisions are made won't negatively affect yourself and your communities.

We still have a long way to go, but the progress made should be celebrated. It should be treated as a sign to keep on going. We no longer have only the support of our own communities; others have reached out to lend their support as well. And, like a wave, one group inspires another to continue on, and the sound of our voices grows louder and louder.

My piece is about the importance of listening to a more diverse cast of voices in regard to leadership. Each of the figures pours a different color to complete the globe and is portrayed by a different woman of color. It should also be noted that the rainbow has long been associated with the LGBTQ+ movement. The world is quite diverse, meaning that people can fall into multiple categories. If we were to selectively hear only certain people, we'd miss out on the full picture.

(See image on next page)



OTHER VOICES

ESTEPHANY CASTANON PASILLAS

UTAH VALLEY UNIVERSITY

Digital

WOODROW WILSON KEEBLE: A HERO FOR ALL TIME

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For a Native American, serving one's country as a member of the armed forces is considered very honorable. Serving in the U.S. Army during both World War II and the Korean War, Woodrow Wilson Keeble displayed incredible leadership, bravery, and heroism as he fought in some of the most dangerous and brutal battles of both wars. Never letting fear stand in his way, he became legendary for his outstanding bravery. In 1951, for his exemplary service, he was nominated for the Congressional Medal of Honor, but the paperwork was lost, not once, but twice. Master Sergeant Woodrow Wilson Keeble deserved this honor, but the three-year statute of limitations had run out years before. It would take the hard work of his family members working with senators from South Dakota and North Dakota to draft new legislation to waive this statute. Finally, on March 3, 2008, 57 years after he was nominated, Master Sergeant Woodrow Wilson Keeble was posthumously awarded the Congressional Medal of Honor by President George W. Bush who paid tribute to his memory. Woodrow Wilson Keeble was the first full-blooded member of the Sisseton-Wahpeton Oyate of the Dakota nation to receive the Congressional Medal of Honor.

Students enrolled in a Utah Valley University course, *20th Century American Indians in the Military*, were introduced to a courageous and unique war hero by guest speaker Donna Sitake. She described the remarkable life and leadership of her uncle, Woodrow Wilson Keeble, who was the first full-blooded member of the Sisseton-Wahpeton Oyate of the Dakota nation to receive the Congressional Medal of Honor. Her narrative inspired me to learn more about him and how he embodied leadership through his character.

Woodrow Wilson Keeble was born May 16, 1917, in Waubay, South Dakota, on the Sisseton-Wahpeton Oyate Reservation, which extends into North Dakota. Keeble was full-blooded member of the Sisseton-Wahpeton

Oyate of the Dakota nation. Everyone who knew him said “he was one of the nicest, most generous people you would ever have the pleasure of meeting.”¹ Keeble proved himself to be a superior athlete while attending the Wahpeton Indian School in Wahpeton, North Dakota, where he excelled as a baseball pitcher. One of his accomplishments was taking the Wahpeton amateur team to ten straight victories.² It was not only his high school that recognized his talent as a baseball player; the Chicago White Sox were actively trying to recruit him—he planned on a career in the major leagues after high school.³

However, his dreams of playing major league baseball were put on hold; when called to fight in World War II, Keeble answered. As a member of the Sisseton-Wahpeton Oyate of the Dakota nation, he always had strong feelings about the military, both for protecting his tribal land and the United States. For the Dakota Oyate, defending one’s land is a matter of honor and status. In 1942, Keeble joined the North Dakota National Guard 164th Division.

In October of 1942, his division was sent to the south-western Pacific island of Guadalcanal. The battle of Guadalcanal was the first sustained Allied campaign against Japanese forces.⁴ While on Guadalcanal, Keeble found himself in some of the fiercest hand-to-hand combat of World War II.⁵ He was acting platoon leader for the support platoon in Company G, 19th Infantry. Keeble’s leadership, bravery, and skill were first noticed on this heavily guarded island. It comes as no surprise that each of the units that fought alongside Keeble submitted his name for the Navy Combat Citation to their commanding officers.⁶ James Fenelon of the Standing Rock Lakota Oyate, who fought with Keeble on Guadalcanal,

¹ This is how Woodrow Wilson’s niece, Donna Sitake, described her uncle. Donna Sitake, “[Uncle Woodrow Wilson Keeble],”

² Jim Hornstra, “Congressional Medal of Honor Recipient: Master Sergeant Woodrow Wilson Keeble ” <https://www.springfieldsveterans.com/blog/category/jim-hornstra>

³ Hornstra, “Master Sergeant.”

⁴ Kennedy Hickman, “World War II: Battle of Guadalcanal Allies on the Offensive,” <https://www.thoughtco.com/world-war-ii-battle-of-guadalcanal-2361451>

⁵ U.S. Army, “Woodrow W. Keeble” <https://www.army.mil/americanindians/keeble.html>

⁶ U.S. Department of Defense, “American Indian Soldier’s Bravery Earns Medal of Honor,” <https://www.defense.gov/external-content/story/Article/1876755/american-indian-soldiers-bravery-earns-medal-of-honor/>

once remarked, “The safest place was right next to Woody.”⁷ For his valor on Guadalcanal, Keeble was awarded his first Bronze Star, a Purple Heart, and the Combat Infantryman Badge.⁸ After Guadalcanal, he and his company participated in combat missions on the islands of Bougainvillea, Leyte, Cebu, and Mindanao, as well as in the occupation of the Yokohama Region in Japan after the surrender of the Japanese. When asked about his call to duty, Keeble said,

There were terrible moments that encompassed a lifetime, an endlessness, when terror was so strong in me, that I could feel idiocy replace reason. [Yet,] I have never left my position, nor have I shirked hazardous duty. Fear did not make a coward out of me.⁹

Keeble was honorably discharged after over five years of active combat duty and returned to Wahpeton, North Dakota, to teach at the Wahpeton Indian School.

The United States entered the Korean War in June of 1950 and in January 1951, the Army reactivated the 164th Infantry—again, Keeble answered the call and voluntarily returned to duty. When asked why he chose to reenlist, he said, “Somebody’s got to teach these kids to fight.”¹⁰ His culture teaches that what you do and what decisions you make will not only affect the here-and-now but also the next seven generations to come.¹¹ It was an obligation to teach this younger generation the things that he had learned—a sacred obligation that Keeble took seriously as he taught the younger soldiers. For his hard work, Keeble received a promotion to the rank of Master Sergeant.¹²

⁷ Sgt. Brian Buckwalter, “Eagle Feather: The Story of MSG Woodrow Keeble,” <https://www.youtube.com/watch?v=DFyJ4l6lWJU>

⁸ Buckwalter, “Eagle Feather.”

⁹ The Official Home Page of the United States Army, “Biography for Master Sergeant Woodrow Keeble Winner of Medal of Honor for the United States Army,” <https://www.army.mil/medalofhonor/keeble/profile/index.html>

¹⁰ Guest Speaker Donna Sitake, about her uncle Woodrow Wilson Keeble, on November 7, 2019.

¹¹ Staff, “Indigenous Values,” Woodbine Ecology Center, last modified November 26, 2018, <https://woodbinecenter.org/indigenous-values>

¹² Department of Defense, “American Indian Soldier,” <https://www.defense.gov/external-content/story/Article/1876755/american-indian-soldiers-bravery-earns-medal-of-honor/>

In October 1951, Keeble's company, Company G, 19th Infantry Regiment, 24th Infantry Division, arrived on the Korean Peninsula. It was near Sangsan-ni, Korea, that Keeble and his platoon would be involved in one of the last U.S. military pushes of the Korean War in what is now known as "Operation Nomad Polar"—or "the Big Push."¹³

Chinese forces were dug in deep on Hill 765 where Keeble became "legendary" for his outstanding heroism. Here, Keeble became aware of a platoon of American soldiers that had been pinned down by heavy enemy fire. The Chinese army occupied three strategically placed bunker pill boxes in a V-formation on the mountainside. The pill boxes housed machine gun nests and enemy soldiers.¹⁴ With natural leadership, bravery, and no thought of his own safety, Keeble swiftly moved to the pinned-down American soldiers. They were without guidance, as the enemy had killed all the regiment's leaders, so Master Sergeant Keeble became their acting commander.¹⁵ However, the Chinese repelled his attempts to lead the three regiments up the steep mountainside. To keep the men of his platoon safe and out of harm's way, Keeble decided to go up against the enemy alone.

Master Sergeant Keeble embarked on his solo attack on the hill on October 20, 1951. Working up to the first well-guarded pill box on his right, he knew he had to first eliminate the soldiers in the trenches, at which he proved successful. Next, he turned his attention to the first stronghold. With pinpoint accuracy, he threw a grenade through the front opening of the pill box, destroying it. He then retreated back to a safe place and set his sights on the next pill box, positioned to the left. He eliminated this pill box the same as he had the first by throwing a grenade through the front opening. With two of the strategically placed strongholds eliminated, only one was left—the pill box in the middle of the V-formation. This time, Keeble entered the pill box through the rear entrance, blowing it and its occupants up with a grenade. The entire time, the Chinese were actively

¹³ VA.gov Veterans Affairs "Native American Medal of Honor Recipients," https://www.va.gov/tribalgovernment/medal_of_honorrecipients.asp

¹⁴ "Native American Medal of Honor Recipients."

¹⁵ 2019 Congressional Medal of Honor Foundation, "Woodrow Wilson Keeble," Medal of Honor, last modified November 15, 2019, <https://themedalofhonor.com/medal-of-honor-recipients/recipients/keeble-woodrow-korean-war>.

firing a shower of grenades and bullets, trying to kill Keeble.¹⁶ Completing this mission of destroying all three of the pill boxes and enemy soldiers took between two and three hours.¹⁷ Keeble sustained injuries; he was hit with shrapnel from grenades and even took a bullet through the chest. However, his fight was not over. He ended up in a face-to-face combat situation with seven enemy soldiers. Keeble shot and killed each one. Although badly wounded, he insisted that a perimeter be set up before he agreed to medical help. When Keeble was finally taken off Hill 765 and attended to, doctors removed eighty-three pieces of shrapnel from his body.¹⁸ For his unselfish bravery, Master Sergeant Woodrow Wilson Keeble received a nomination for the Medal of Honor, the nation's highest military honor.¹⁹ No one deserved this honor more than did Master Sergeant Woodrow Wilson Keeble.

Without hesitation, every man from all three platoons gave their signature—these men knew they would not have survived without Master Sergeant Keeble.²⁰ Those in charge submitted the required paperwork for him to be awarded the Medal of Honor. However, a tragedy occurred—the paperwork was lost. Then in December of 1951, for a second time, the paperwork was submitted—but again was lost.²¹ His family and friends were determined for Keeble to receive the Medal of Honor but were told that the statute of limitations—three years—for receiving it had elapsed. Sadly, on January 28, 1982, at the age of 64, Master Sergeant Woodrow Wilson Keeble walked on. He died before receiving the Medal of Honor for his unselfish bravery.²²

With determination driven to a higher level, and through diligent work, it was recognized that the orders of recommendation for Keeble's Medal of Honor had never reached headquarters.²³ Requests for recommendations

¹⁶ 2019 CMOHS, "Woodrow Wilson Keeble."

¹⁷ 2019 CMOHS, "Woodrow Wilson Keeble."

¹⁸ Sitake; Buckwalter, "Eagle Feather."

¹⁹ Buckwalter, "Eagle Feather."

²⁰ Buckwalter, "Eagle Feather."

²¹ Sitake

²² Minnesota Historical Society, "Woodrow Wilson Keeble," <https://www.usdakotawar.org/history/woodrow-wilson-keeble>

²³ South Dakota Historical Society Foundation "The Long Fight to Honor Woodrow Wilson Keeble," https://www.sdhsf.org/news_events/monthly_history_article.html/title/september-2018-the-long-fight-to-honor-woodrow-wilson-keeble

from all who served with Woodrow Wilson Keeble were made. United States Senators John Thune and Tim Johnson of South Dakota, along with Byron Dorgan and Kent Conrad of North Dakota, urged that Keeble be posthumously awarded the Medal of Honor.²⁴ The senators learned about the three-year statute of limitations, which prompted them to draft new legislation, granting a waiver for the three-year window.

On March 3, 2008, President George W. Bush awarded Master Sergeant Woodrow Wilson Keeble the Medal of Honor and paid tribute to his memory. In front of a small group of people sat two empty chairs—one held the uniform of Master Sergeant Keeble, while the other held the ceremonial shawl of Keeble’s wife, Blossom. On March 17, 2008, Governor Mike Rounds officially proclaimed the date be forever commemorated as Woodrow Wilson Keeble Day in South Dakota.²⁵

Decades of history have passed since the time of Master Sergeant Keeble’s service. With so much that has transpired in the world since then, one may ask why any of this matters. For the generation of young people who are making their way through college, thinking about starting families, or beginning their careers, the answer to this question may seem inconsequential. But is it? I do not believe it is.

Anyone who faces adversity understands fear. When Master Sergeant Keeble found himself in the throes of battle, watching young men falling all around him, and even being wounded himself, he did not let fear paralyze him. He did not wait for someone else to go first. He did quite the opposite: he looked fear in the face and ran head-first onto the battlefield, because he knew it was the right thing to do. He did not let someone else do the “dirty work.” According to an October 27, 2016 article, “The 10 Traits of Highly Desirable People,” written by psychologist, author, and speaker Sherry Campbell and published on Entrepreneur.com, there are certain characteristics that successful people embody: “Highly desirable people are successful because they build their lives from the inside out.”²⁶ She explains,

²⁴ “Long Fight.”

²⁵ “Long Fight.”

²⁶ Campbell, “The 10 Traits of Highly Desirable People,” Entrepreneur, last modified October 27, 2016, <https://www.entrepreneur.com/article/284206>

The people out there who are the most fulfilled are those who do not give up on their dreams, who welcome hard work, trust failure will be a part of the process, and seek to improve upon themselves each day. These highly desirable people love challenges, do not complain, and get up no matter how often they fall down. These people get the jobs, the relationships, and the lives they want.²⁷

However, it is important to note that these outstanding traits are not limited to a work environment—be it a student, a spouse, a parent, a friend, an employee, or even a CEO of a worldwide corporation. These traits extend into every facet of one’s life. Each of these traits are those that Master Sergeant Woodrow Wilson Keeble exemplified. It does not matter how many decades have passed or how different events have played out on the world’s stage; those same characteristics that he embodied are as important today as they were then—and the desirability of these characteristics and traits will continue into the future. They will put us head and shoulders above the competition.

The story of Master Sergeant Woodrow Wilson Keeble is extraordinary, yet, I doubt that, if asked, he would have called himself extraordinary. What is more likely is that he saw himself as an ordinary man who performed extraordinary acts of service when warranted. Whether it is 1951 fighting a foreign war, or 2021 fighting COVID-19, we can all prove to be heroes when we step outside of ourselves to protect each other.

Woodrow Wilson Keeble is the first full-blooded member of the Sisseton-Wahpeton Oyate of the Dakota nation to receive the Medal of Honor. He served in both World War II and the Korean War and is buried in the Wahpeton Cemetery—Veteran’s Circle, in Wahpeton, South Dakota.²⁸ In 2009, to honor the memory of Master Sargent Keeble, the Sisseton-Wahpeton Oyate Health Care Center changed its name to Woodrow Wilson Keeble Memorial Health Care Center.²⁹

²⁷ Campbell, “Highly Desirable People.”

²⁸ Sitake

²⁹ Indian Health Service, “Woodrow Wilson Keeble Memorial Health Care Center.” <https://www.ihs.gov/greatplains/healthcarefacilities/wwkmhcc/>

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WAR DRUM

NICK LAWYER

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Mixed Media

War Drum is a mixed media drawing/painting applied onto a collage of stained sheet music. It's largely symbolic for the paint and ink were applied with drumsticks, the marks being "pounded" onto the paper. It was rather experimental, and I'm pleased with how it turned out. The sheet music is real Scottish drum music meant to accompany the bagpipes. The tunes shown are "marches" or music that would have been used to march an army into battle.

Since ancient times, drums have been used in warfare all over the world for a number of different reasons, the most well-known being support for the synchronization of the soldiers' march. Due to their great volume, drums have been used to motivate and rally troops on a boisterous battlefield, to intimidate and demoralize an enemy, and, most importantly, to communicate commands from officers to soldiers in an environment where verbal commands could not be heard.



WAR DRUM
NICK LAWYER
UTAH VALLEY UNIVERSITY
Mixed Media



KINDNESS ROCKS

ANDREA SIMONS

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Mixed Media: Acrylic paint on rocks collage

One of the most important qualities a leader can possess is kindness and empathy for others around them. During the COVID-19 pandemic, I spent my free time painting kindness rocks and leaving them around my community for people to find. This piece is a collage of some of the rocks I painted. One small act of kindness can change someone's life, and great leaders know how valuable that is.

LEADERSHIP IN LES MISÉRABLES: BISHOP MYRIEL AND HIS SELFLESS SERVICE

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In Victor Hugo's masterpiece Les Misérables, he creates remarkable characters with unique traits and characteristics. One character, Bishop Myriel, is an example of selfless and compassionate leadership. Bishop Myriel's approach to leadership centers on individuals. He allows himself to be guided by his generous manner, caring for the needs of others and always looking to serve. When he looks at the needs of others, he does his best to fulfill them. He uses his own understanding and experiences to offer hope and a new life, which is the most tender part of his leadership. Thus, Bishop Myriel achieves success through his selfless and compassionate form of leadership. However, while literature often reflects reality, there are many real life examples of selfless and compassionate leadership throughout history that leaders today can look to and emulate instead of relying solely on a character from a novel.

Selflessness and compassion are frequently connected to each other. If someone is selfless, they tend to be compassionate and vice versa. The word *selfless* is more commonly connected with leadership than the word *compassionate*, but both can be applied to leadership. In fact, these words are combined in the example of one man from Victor Hugo's famous novel, *Les Misérables*. Bishop Charles François-Bienvenu Myriel, though a minor character, exemplifies selfless and compassionate leadership. Bishop Myriel (also referred to as the bishop) is a bishop in a small town in France, and the opening chapters of the book are centered on him and his life. In Hugo's masterpiece, the bishop has a selfless and compassionate focus on the leadership he presents to those under his care. He demonstrates selfless leadership through caring more for others than himself, looking at the individual needs of others, and using his understanding and experiences to offer hope and redemption to all.

CARING MORE FOR OTHERS

Bishop Myriel shows selfless leadership by caring more for others than himself. Within the first few pages of the novel, the bishop is characterized. In one instance, Hugo writes, “In his visits he was indulgent and gentle, and preached less than he talked” (Hugo, 1862/2003, p. 16). The bishop is gentle and allows for generosity and consideration when he visits and interacts with those under his care. He does not preach and condemn constantly; he talks. He is personable and caring to those around him. One example of his caring leadership is during his visit to the hospital. While talking with the director, the bishop takes note of various issues within the hospital. The beds are crowded, and he notices, thinking about the possibility that epidemics could and possibly had spread. At the end of the conversation, Bishop Myriel offers his home to become the hospital (p. 13-14). By noticing the small details and issues, the bishop shows his concern for the people in the hospital. He does not need the space nor the prestige of a “palace.” He cares more for the needs of the patients and caretakers in the hospital than for himself and his home. This is just one example of how Bishop Myriel is a selfless leader and leads a life full of compassionate service, valuing others above himself.

Bishop Myriel not only genuinely cares for others more than himself, but continually puts others’ needs above his own. At the beginning of the novel, the bishop goes around visiting his “flocks.” He stops in a town and tells the mayor he is going to visit a village in the mountains. The mayor warns him not to go because there is a criminal with his band of robbers hiding there, and they could kill him. The bishop expresses, “I am not in this world to care for my life, but for souls” (Hugo, 1862/2003, p. 24). This journey is perilous. However, the bishop is willing to put his life at risk for others. In his eyes, life is nothing compared to the redemption of those souls. His willingness to sacrifice, even his life, demonstrates his selfless desire to serve. Later in the conversation, he tells the mayor, “Perhaps Jesus has made me the keeper of that very flock,” referring to the robbers (p. 24). The danger means little to him. The bishop cares about his “flock.” For all he knows, he is the means of bringing these men to God. Through caring more for others than himself, Bishop Myriel demonstrates selfless and compassionate leadership.

LOOKING AT INDIVIDUAL NEEDS

Bishop Myriel looks at the individual needs of others and does his best to fulfill them. He sees the needs of a man, viewed by some as beyond redemption. When a priest is sent to aid a convict sentenced for murder and refuses to help, Bishop Myriel responds with, “The curé [priest] is right. It is not his place, it is mine” (Hugo, 1862/2003, p. 20). Bishop Myriel then goes to the prisoner and stays with him until the guillotine falls on his neck. Meanwhile, the bishop teaches him of God and Christ, and, in the end, gives the murderer peace and hope (p. 20). The needs of this convict are simple: peace, hope, and a friend. Bishop Myriel sees these needs and attends to them the best he can. Teaching the convict of Christ gives the man peace and hope; it brings him light in his darkness. Because the bishop stays with him until his death, he becomes the convict's friend. The bishop notes the man's needs and does his best to meet them.

As Bishop Myriel looks beyond the exteriors of many people, another example joins the main storyline. The bishop meets an unfortunate man named Jean Valjean, an ex-convict who cannot find a place to stay for the night. Bishop Myriel opens his doors to him. As an ex-convict, people do not treat Valjean kindly, so he expresses concern and amazement at the bishop's kindness. Valjean thanks the bishop for allowing him into his home, to which Bishop Myriel responds that his house is “the house of Christ. It does not ask any comer whether he has a name, but whether he has an affliction” (Hugo, 1862/2003, p. 45). The bishop, through this statement, defines Valjean's needs: a place to stay and a place to belong. By inviting him into his house and accepting his affliction (being an ex-convict), the bishop offers a place of belonging in “the house of Christ.” Valjean's afflictions, or needs, outweigh the stigma of being an ex-convict. The bishop sees beyond that stigma to the hurt and pain Valjean has endured.

Bishop Myriel sees the needs of every individual by looking beyond the surface, specifically with the ex-convict, Jean Valjean. As their interaction continues, Valjean implies that the bishop does not know him, nor how “unfortunate” he is (Hugo, 1862/2003, p. 45). However, the bishop tells Valjean he knows him and his name. When Valjean questions him, the bishop tenderly answers, “Yes...your name is my brother” (p. 45). Valjean had become a monster—a cold-hearted, rude, and uncaring man. The

galleys had hardened him to an excruciating extent, “Jean Valjean entered the galleys sobbing and shuddering: he went out hardened; he entered in despair: he went out sullen” (p. 51). However, Bishop Myriel sees Valjean’s need to move beyond his afflictions and his past. By telling and showing Valjean he is his brother, he essentially reveals the most important part of his identity. Because he offers Valjean this compassion, the bishop is able to show Valjean he doesn’t need to focus on what he has done, but who he is and who he can become. He can move past his galley-hardened soul. Selfless and compassionate leaders, like Bishop Myriel, see the individual needs of others and do their best to meet them.

OFFERING HOPE

Bishop Myriel uses his own understanding and experiences to offer hope to the hopeless. The bishop himself had some trying times. When the French Revolution began, Bishop Myriel and his wife moved to Italy. While there, his family fell with the revolution, old French society was brought to an end, and his wife died. No one knows for certain what else happened to the bishop, but “when he returned from Italy he was a priest” (Hugo, 1862/2003, p. 11). Because Bishop Myriel experienced his own afflictions, he knows heartache and pain. He knows how it feels to be broken. His own experiences enable him to be compassionate and caring to others. During their first meeting, the bishop realizes that Valjean is broken and confused. Hugo describes, “Year to year this soul [Valjean] had withered more and more, slowly but fatally” (p. 55). Because of Valjean’s afflictions, both in the galleys and afterwards, his soul begins to wither and die. Although the bishop was not a convict, he connects to Valjean’s hurt and pain. However, even the bishop’s initial kindness is not enough to change Valjean. When staying in the bishop’s home, Valjean steals his silver and, while fleeing, is caught by some guards. He tells them the bishop gave him the silver. The guards do not believe him so take him to the bishop. Bishop Myriel’s response to Valjean is pure and simple: “But! I gave you the candlesticks also” (p. 62). Through his own heartache, the bishop knows kindness and mercy bring hope and new life. He returned from Italy with a new life and it gave him hope; he does the same for Valjean, offering him the hope of a new life, or redemption. With candlesticks, the bishop buys Valjean from his pain, offering hope over condemnation. Leaders today can follow this example and offer mercy before condemnation.

Bishop Myriel sees the broken in Valjean and offers him hope. He insists that Valjean take his new life and really make it new: “Forget not, never forget that you have promised to use this silver to become an honest man” (Hugo, 1862/2003, p. 63). Bishop Myriel saw the fall of society as he knew it. Hugo implies that the bishop’s difficulties caused him to renounce the world. He knew the world, but left it. Here, he asks Valjean to do the same and leave his world of dishonesty behind. Because of the bishop’s compassion and selfless actions, he leaves an immense impact in Valjean’s life. For instance, later in the book, Valjean is confronted with a difficult decision. He needs to decide if he is going to let an innocent man bear his name and fate, or if he is going to allow himself to be returned to the galleys. As he is deciding what to do, he stands in the light cast on him from the silver candlesticks and the answer comes. He rescues the man and is condemned back to the galleys (p. 153-154). Because the bishop used his own understanding to help Valjean, Valjean is able to offer hope and mercy to others, specifically this falsely condemned man. The candlesticks stand as a reminder to Valjean, and to readers, of the bishop’s impact. This example shows that one person can influence and make a difference in someone else’s life. Because the bishop experienced his own struggles, he was more capable of offering hope and impacting others.

SELFLESS LEADERSHIP EXAMPLES

Bishop Myriel’s selfless leadership style is not a type of leadership often seen today; however, there are a few leaders who exemplify some of the bishop’s qualities. For example, one leader who cared more for others than himself was Mahatma Gandhi. Through civil disobedience, he fought for the rights of his fellow Indians and ended up in prison for his cause (Nanda, 2019). His willingness to sacrifice himself for his people’s rights shows how he cared more for his people than for himself.

Mother Teresa is also a great example of a leader more concerned for the needs of others than her own. She created Missionaries of Charity and “for over 45 years, she ministered to the poor, sick, orphaned, and dying” (ReligionFacts, 2015). In 2016, Mother Teresa was canonized a saint by the Roman Catholic Church (IANS, 2016). She has left a lasting impact on the earth. Often, a person who performs acts of good is referred to as a Mother Teresa-type saint.

Another leader who offered hope to the hopeless was a man named Raoul Wallenberg. He was a Swedish man who fought for the rights of the Jews in Hungary, saving thousands during World War II. He made protective passes that “provoked respect,” saving many Jews from being recognized by Germans (Jewish Virtual Library, n.d.). This man also created “Swedish Houses,” or places of refuge that were deemed Swedish lands, where the Germans had no power. Wallenberg saw the struggles of the Jews during this heart-wrenching time. They were a hopeless people and he offered hope by saving them from a fate so horrible that we still cannot comprehend it. He was a leader who served people selflessly through offering hope.

These leaders embodied a leadership very similar to Bishop Myriel. They were led by their compassion and kindness to help others, just as the bishop was. Gandhi gave up his freedom for his cause. Bishop Myriel risked his life to go to a small village to care for its people. Mother Teresa cared deeply for many people and is now an icon of charity. Bishop Myriel performed many kind deeds for the people he oversaw and for people as a whole. Wallenberg gave up his life to save the souls of people destined to die. Bishop Myriel offered hope to the broken and lost. These are a few incredible examples of selfless leadership.

CONCLUSION

Bishop Myriel’s selfless and compassionate leadership, shown throughout the opening of *Les Misérables*, is timeless. He led through lovingly caring for others, seeing their needs, and using his own knowledge to bring them hope. Published in 1862, *Les Misérables* is an old story, but the lessons of leadership taught through the bishop are still applicable today. His interactions with others left a growing impact on them. The bishop acted according to his conscience and, as a result, people today still speak well of him. Bishop Myriel impacted those around him and, ultimately, the world. Let us, as modern leaders, follow his example. Let us care for others more than ourselves, see the needs of individuals and try to help, and use our own understandings and experiences to bring others hope. Bishop Myriel left a legacy with Jean Valjean by bringing him hope. Today, leaders can also leave this legacy by guiding people through selfless and compassionate leadership. Let us never forget Bishop Myriel’s leadership.

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DESTIGMATIZING FATNESS: THE NEED FOR FAT BIAS AWARENESS IN LEADERSHIP

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Fat bias remains pervasive in the United States. Characterized as a phenomenon in which thinner bodies are viewed as desirable and heavy bodies are reviled, fat bias prevents fat individuals from obtaining equal opportunities in employment, education, and health care. This paper examines the history of fatness in the United States, how fat bias impacts fat individuals, and the role leadership plays in fat bias. Leaders hold significant power to dismantle attitudes and institutional structures that discriminate against fat people by examining their own biases and ultimately making small changes within their spheres of influence to accommodate fat bodies.

Americans fear being fat. *Fat bias*, or *fatphobia*, is a phenomenon in which “thinner bodies are defined as morally, medically, aesthetically, and sexually desirable, while heavy bodies are vilified.”¹ The increasing popularity of the Keto Diet, the Peloton Bike, celebrity trainers like Chloe Ting and Jillian Michaels, and a preoccupation with losing “The Quarantine 15” signals an obsession in the American consciousness with avoiding fatness and fat bias.² Fat bias creates a system of oppression, paralleling racism, sexism, and classism, that demeans fat-bodied people and denies them equal opportunity in comparison with non-fat individuals. Fortunately, fat bias remains rectifiable, if leaders act in their workspaces. Leaders must be aware of the detrimental effects of fat bias and exhibit a willingness to seriously examine their own biases. This essay takes a

¹ Abigail C. Saguy and Anna Ward, “Coming Out as Fat: Rethinking Stigma,” *Social Psychology Quarterly* 74, no. 1 (March 2011): 54.

² Courtney Rubin, “Don’t Be Ashamed of Your Quarantine 15,” *The New York Times*, accessed April 25, 2021, <https://www.nytimes.com/2020/08/08/at-home/coronavirus-weight-gain.html>.

broad definition of a leader, to include anyone in a position to lead, as well as employers, teachers, and mentors. This essay also uses *fat* and *fatness* in a neutral connotation to reclaim these words from their current association with humiliation and shame.³ If leaders identify and strive to correct fatphobic attitudes within their communities they help provide equal opportunities for their constituents by eliminating some of the discrimination fat people routinely face.

To understand the harm fat bias inflicts, an understanding of the history of fatness in the United States must precede any discussion on the need for awareness of fat bias in leadership. Historically, body standards change quite rapidly over time. Up until the early 1900s, curves and full figures represented fertility and signified wealth.⁴ In this era, fatness remained desirable. Scholar Laurie Cooper Stoll notes, "... fatness was often linked to a generalized sense of prosperity, distinction, and high status."⁵ At the turn of the 20th century, improved production processes and food distribution and production provided opportunities for poorer classes to gain weight. As a result, the positive connotations with fatness disappeared and fatness became a marker of "the lowest social order" while "thinness became a marker of social status."⁶ Fatness eventually proved synonymous with poverty, laziness, and stupidity.⁷

With each passing decade, the ideal body became thinner and thinner. With the rise in popularity of the iconic but waiflike flapper girl in the 1920s and ultra-thin supermodels like Twiggy and Kate Moss in the 1960s and 1990s, Americans found themselves held to increasingly slender beauty standards.⁸ In the 1990s, world health officials declared obesity

³ Saguy and Ward, "Coming Out as Fat," 66.

⁴ A. J. Tripp and N. E. Schmidt, "Analyzing Fertility and Attraction in the Paleolithic: The Venus Figurines," *Archaeology, Ethnology and Anthropology of Eurasia* 41, no. 2 (June 2013): 54–60.

⁵ Amy Farrell, *Fat Shame: Stigma and the Fat Body in American Culture* (New York: New York University Press, 2011), 27.

⁶ Kathleen LeBosco, *Revolting Bodies? The Struggle to Redefine Fat Identity* (Amherst: University of Massachusetts Press 2004).

⁷ Laurie Cooper Stoll, "Fat Is a Social Justice Issue, Too," *Humanity & Society* 43, no. 4 (November 2019): 423.

⁸ Jaqueline Howard, "The History of the 'Ideal' Woman and Where That Has Left Us," CNN Digital, last modified March 7, 2018, <https://www.cnn.com/2018/03/07/health/body-image-history-of-beauty-explainer-intl/index.html>.

an epidemic. According to the World Health Organization (WHO), 200 million adults suffered from obesity worldwide. By 2000, that number climbed to 300 million.⁹ WHO and other health organizations like the Centers for Disease Control and Prevention (CDC) use a system called body mass index (BMI) to determine obesity. Developed in the 1940s by a statistician named Louis Dubin, BMI uses height-to-weight tables to determine a person's weight category—underweight, healthy weight, overweight, obese, and class 3 obese. The CDC defines underweight as a BMI of less than 18.5, healthy weight as between 18.5-25, overweight as 25-30, class 3 obese as a BMI of 40 or higher.¹⁰ Explanations for the rise of obesity in the US remain hotly debated, although some scientists and doctors suggest that obesity stems from “lack of access to spaces/facilities for physical exercise, increasingly sedentary work ... and most of all the high availability of ‘junk’ foods.”¹¹ Currently, nearly 40% of Americans meet the CDC's definition of obese.¹²

With this brief history in mind, a discussion on the negative impacts of fat bias may now convene. Studies show that people view fat individuals as “lazy, unmotivated, unintelligent, sloppy and lacking willpower.” Consequently, fat people are more likely to be denied promotions or other employment opportunities.¹³ Much of the discrimination against fat people stems from a phenomenon called *attractive bias*. Attractive bias refers to a human's tendency to favor attractive people over unattractive people.¹⁴ In general, attractive individuals are viewed as more intelligent, more likely to succeed, and more socially skilled. When a person encounters an attractive person, the medical orbitofrontal cortex in the brain reacts. This section of the brain releases stimuli associated with attractiveness and

⁹ World Health Organization, “Controlling the Global Obesity Epidemic,” accessed April 25, 2021, <https://www.who.int/activities/controlling-the-global-obesity-epidemic>.

¹⁰ Centers for Disease Control and Prevention, “Defining Adult Overweight & Obesity,” last modified April 9, 2021, <https://www.cdc.gov/obesity/adult/defining.html>.

¹¹ Francis Ray White, “‘We’re Kind of Devolving’: Visual Tropes of Evolution in Obesity Discourse,” *Critical Public Health* 23, no. 3 (March 2013): 323.

¹² Centers for Disease Control and Prevention, “CDC Overweight & Obesity,” accessed January 3, 2021, <https://www.cdc.gov/obesity/index.html>.

¹³ Julia Carpenter, “One Type of Diversity We Don’t Talk about at Work: Body Size,” CNN Digital, last modified January 3, 2019, <https://www.cnn.com/2019/01/03/success/weight-bias-work/index.html>.

¹⁴ Rod Hollier, “Physical Attractiveness Bias in the Legal System,” accessed April 9, 2021, <https://www.thelawproject.com.au/insights/attractiveness-bias-in-the-legal-system>.

“moral goodness” ratings.¹⁵ Regarding fat people, the opposite phenomenon occurs. When a person encounters a fat individual, the part of the brain that processes negative emotions and pain engages, releasing stimuli associated with unattractiveness and “negative goodness ratings.”¹⁶ In current society, fatness remains a resolutely unattractive trait.¹⁷ Consequently, non-fat individuals automatically label fat people as incompetent, unintelligent, and pass them over for career opportunities, regardless of their qualifications.¹⁸ Indeed, one study found significant statistical penalties for overweight people in nearly every step of the employment process, “including hiring, performance, and promotion decisions.”¹⁹ Additionally, fat people face other structural barriers that prevent them from fully participating in American society. Fat people may struggle to find clothing that fits them, fly on airplanes, fit into desks or find adequate medical care.²⁰ While non-fat people may view these barriers as minor inconveniences, fat individuals’ daily experiences remind them they occupy a world catered only to the thin-bodied and that their body type remains unsupported.²¹

Some individuals maintain that a person’s weight is ultimately under his or her control. In this line of thought, one cannot discriminate against fat people in the same manner as other protected classes because, unlike race and gender, an individual may lose weight whenever he or she gathers adequate motivation. Laurie Cooper Stoll explains, “We think of fat as a ‘choice,’ and more to the point, we think of it as a bad choice.”²² Indeed, obesity carries significant health risks, including type 2 diabetes, coronary heart disease, gall bladder disease, and death.²³ However, scientific evidence suggests a more complex picture than fatness as a “bad choice.”

¹⁵ Peggy Li, “Physical Attractiveness and Femininity: Helpful or Hurtful for Female Attorneys,” *Akron Law Review* 47, no. 4 (2015): 997–1017.

¹⁶ Hollier, “Physical Attractiveness Bias.”

¹⁷ Adwoa A. Afful and Rose Ricciardelli, “Shaping the Online Fat Acceptance Movement: Talking about Body Image and Beauty Standards,” *Journal of Gender Studies* 24, no. 4 (April 2015): 467.

¹⁸ Hollier, “Physical Attractiveness Bias.”

¹⁹ Cort W. Rudolph, Charles L. Wells, Marcus D. Weller, & Boris B. Baltes, “A Meta-Analysis of Empirical Studies of Weight-Based Bias in the Workplace,” 1–10.

²⁰ Afful and Ricciardelli, “Shaping the Online Fat Acceptance Movement,” 466–67.

²¹ Saguy and Ward, “Coming Out as Fat,” 71.

²² Stoll, “Fat Is a Social Justice Issue, Too,” 423.

²³ CDC, “CDC Overweight & Obesity.”

Weight remains a poor indicator of overall health.²⁴ Studies suggest that fat people with high levels of physical fitness live longer than people with lower body weights and lower levels of physical fitness.²⁵ The official category of obese, based on an individual's BMI, remains incredibly broad. By BMI standards, many people who fall into the obese category may not look conventionally fat.²⁶ Categorizing fat people as “unhealthy” remains resolutely unfair because weight fails to represent an individual's physical fitness level.

Fatness also remains an intersectional issue. Fat women are penalized more than fat men as they are “less likely to be hired for jobs than their thinner counterparts... less likely to be accepted into elite colleges, and less likely to receive financial support...”²⁷ While women in the United States already face significant hurdles in terms of gender equality, fat women experience these same issues in greater magnitude. Furthermore, non-fat people often use fat bias to “mask overt racism in the name of ‘health’.”²⁸ Historically, Black and Latinx communities accept greater body diversity than white or Asian American communities. As such, fat people of color find themselves discriminated against for both the color of their skin and the size of their body. Due to weight discrimination and stigma, factors of gender, race, and size combine to increase poverty rates for fat people. As sociologist Paul Ernsberger notes, “living in poor neighborhoods with high levels of crime and pollution can limit the opportunities for leisure-time physical activity. Also, foods that are high in nutrients and relatively low in calories... are difficult to come by.... Processed or fast foods may be the only alternative...”²⁹ One study of over 15,000 American adults found that low-income individual's diets contained substantially more “ready-to-eat” processed foods and sugar than the diets of high-income individuals.³⁰ Fat people find themselves

²⁴ Steven N. Blair and Tim S. Church, “The Fitness, Obesity, and Health Equation: Is Physical Activity the Common Denominator?” *Journal of the American Medical Association (JAMA)* 292, no. 10 (2004): 1232-1234.

²⁵ Stoll, “Fat Is a Social Justice Issue, Too,” 427.

²⁶ Saguy and Ward, “Coming Out as Fat,” 65.

²⁷ Stoll, “Fat Is a Social Justice Issue, Too,” 428.

²⁸ Stoll, “Fat Is a Social Justice Issue, Too,” 429.

²⁹ Stoll, “Fat Is a Social Justice Issue, Too,” 429.

³⁰ Heather A. Eicher-Miller, Victor L. Fulgoni, and Debra R. Keast, “Energy and Nutrient Intakes from Processed Foods Differ by Sex, Income Status, and Race/Ethnicity of US Adults,” *Journal of the Academy of Nutrition and Dietetics* 115, no. 6 (June 2015): 909.

caught in a vicious cycle—discrimination based on weight excludes them from opportunities in education, employment, and healthcare which leads to decreased income and decreased access to resources that might help them to lose weight. Individuals do not simply choose fatness. In many cases, fatness proves to be the result of other systems of oppression, including sexism, racism, and classism.³¹

Additionally, scientific evidence lends to the ineffectiveness of dieting and shaming of fat people. People who deny fat bias often demand that fat people lose weight.³² However, weight stigma worsens the quality of life for those told to lose weight due to increased stress and depression, which often leads to high mortality rates.³³ Also, studies suggest most people who lose weight gain all their weight back within five years, typically gaining additional weight in the process.³⁴ Chronic dieting may also cause other serious health conditions, such as high blood pressure, depression, and eating disorders.³⁵ Some studies suggest that chronic dieting and the subsequent weight gain may prove more harmful to a person's health than simply maintaining a higher weight.³⁶ Losing weight proves a much more complicated process than simply refraining from overeating, and if performed improperly, leads to conditions equally as serious as obesity. In the 1990s at the height of the popularity of thin models, anorexia nervosa carried the highest rate of mortality among all mental disorders. Additionally, one study found the rise in eating disorders in people ages 10 to 49 rose from 32.3 per 100,000 in 2000 to 37.2 per 100,000 in 2009 alone. Among children ages five to twelve, hospitalizations for eating disorders rose 119% from 1999-2006.³⁷ Eating disorders may cause an increased risk

³¹ Stoll, "Fat Is a Social Justice Issue, Too," 431.

³² Joan C. Chrisler and Angela Barney, "Sizeism Is a Health Hazard," *Fat Studies* 6, no. 1 (January 2017): 45.

³³ Rebecca Puhl, "Perspective | Weight Discrimination Is Rampant. Yet in Most Places It's Still Legal," *Washington Post*, accessed December 21, 2020, https://www.washingtonpost.com/outlook/weight-discrimination-is-rampant-yet-in-most-places-its-still-legal/2019/06/21/f958613e-9394-11e9-b72d-d56510fa753e_story.html.

³⁴ Stoll, "Fat Is a Social Justice Issue, Too," 427.

³⁵ Stoll, "Fat Is a Social Justice Issue, Too," 428.

³⁶ Chrisler and Barney, "Sizeism Is a Health Hazard," 46.

³⁷ Nadia Micali, Katrina W. Hagberg, Irene Petersen, and Janet L. Treasure, "The Incidence of Eating Disorders in the UK in 2000-2009: Findings from the General Practice Research Database," *BMJ Open* 3, no. 5 (2013): e002646.

of suicide and death.³⁸ In attempting to avoid the perceived detrimental societal effects of fatness, people are making themselves gravely ill.

Understanding the harm fat bias causes people, leaders must first be aware of their own bias. Fat bias remains pervasive. A study conducted by two Harvard psychologists found that negative attitudes toward people based on weight only declined 15% from 2004 to 2016. In comparison, anti-gay sentiment dropped nearly 50% over the same period. The study also concluded implicit fat bias (meaning bias held subconsciously), appears to worsen over time.³⁹ Leaders wield the capacity to assist in breaking this trend and eliminating fat bias in their respective spheres of influence. First, they must come to terms with their own bias. Admitting any form of bias proves an uncomfortable process. Leaders must ask themselves, “Do I view fat people as lazy or unintelligent? Do I find myself talking negatively about my own body or the bodies of others?” Leaders may only address fat bias in their spheres of influence once they address the scope of their own biases.

Second, leaders must address possible barriers for fat people within their workspaces. Barriers might include negative body talk in the workplace or lack of diversity training for staff. Laura Bogart, a plus-size woman, remarks of negative body talk, “When I was younger, I would hear that stuff and I would be like, ‘Oh my God, your nightmare is looking like I look.’”⁴⁰ Hearing these kinds of comments from coworkers or peers may damage a fat person’s ability to learn or work. Psychologist Rebecca Pearl suggests creating a diversity training specifically tailored to tolerating different body sizes and shapes, taking special note to include examples of “microaggressive behaviors,”⁴¹ like negative body talk.⁴²

³⁸ Mayo Clinic, “Eating Disorders - Symptoms and Causes,” accessed January 3, 2021, <https://www.mayoclinic.org/diseases-conditions/eating-disorders/symptoms-causes/syc-20353603>.

³⁹ Association for Psychological Science (APS), “Implicit Attitudes Can Change Over the Long Term,” accessed April 26, 2021, <https://www.psychologicalscience.org/news/releases/implicit-attitudes-long-term-change.html>.

⁴⁰ Carpenter, “One Type of Diversity We Don’t Talk about at Work.”

⁴¹ Microaggressions in this context refer to “brief actions...that make the target feel inferior.” Chrisler and Barney, “Sizeism Is a Health Hazard,” 42.

⁴² Carpenter, “One Type of Diversity We Don’t Talk about at Work.”

Finally, leaders must look to adjust existing institutional standards to accommodate fat bodies. For example, students who cannot fit into standard desk sizes struggle to fit in with peers and their education suffers as a result.⁴³ Teachers might examine desk sizes and the ability of desks in their classrooms to accommodate all body sizes. Small changes like refraining from talking negatively about fat bodies and examining desk sizes make a world of difference for fat-bodied people. If leaders implement changes like these, they help level the playing ground for fat individuals and provide all constituents with equal opportunities.

In conclusion, each leader must examine his or her own bias toward fat people. Fatness in the United States possesses a turbulent history—transitioning from a prerequisite for high status to holding a nearly unbreakable association with poverty and sloth. Born from this history and ever-changing beauty standards, fat bias presents significant institutional barriers for fat people. Discrimination in employment, education, and even health care worsens the quality of life for fat people. This discrimination, combined with other possible elements of oppression, increases fat people’s likelihood of poverty and limits their ability to lose weight. Additionally, losing weight remains a non-linear process often accompanied by dangerous conditions like eating disorders. By examining individual biases and seeking small changes in their own communities, leaders challenge fat bias and help open the way to eliminating the discrimination that fat people face daily.

⁴³ Stoll, “Fat Is a Social Justice Issue, Too,” 432.

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Journal Description and Call for Papers

The Journal of Student Leadership is a double-blind, peer-reviewed, interdisciplinary, academic journal that addresses ideas, theories, and issues of leadership. The journal's two purposes are to:

1. Contribute to the scholarship and discussion on leadership.
2. Provide an engaging outlet for research, writing, editing, and publishing.

We welcome papers and essays on leadership topics from all relevant disciplines, including business, education, law, policy, social sciences, arts, humanities, and technology.

We invite perspectives on leadership from every sector of the academic community. Academicians and students are equally welcome to send their papers to the editors of the journal before formal submission for feedback and likelihood of acceptance.

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