



# Diversity and Inclusion in the Recreation Profession *Organizational Perspectives*

3rd Edition

Ingrid E. Schneider  
B. Dana Kivel  
*Editors*

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**B. Dana Kivel**

*Editors*



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*Our dedication is two-fold. First, we dedicate this for those of whom we speak. Second, we dedicate this book to our teachers and mentors who provided us guidance and support. Through their legacies we have learned much, taught many, and conducted research that has contributed to the body of knowledge and, perhaps most importantly, sought to speak up and advocate for a diverse and inclusive world. We are most grateful. Thank you.*

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# About the Authors

## Editors

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Ingrid Schneider is a professor in the Department of Forest Resources at the University of Minnesota, where she teaches in the park and protected area concentration. Ingrid received her bachelor's and master's degrees from the University of Minnesota and her PhD from Clemson University. Beyond diversity, Professor Schneider's research interests include visitor behavior, recreation conflict, and sustainable nature-based tourism. She is a fellow of the Academy of Leisure Sciences. Ingrid's professional experience includes the service industry, lodging sector, and as an outdoor recreation planner. Ingrid seeks life balance through family events, yoga, hiking, reading, attending movies, and cooking.

### **B. Dana Kivel**

B. Dana Kivel taught tennis in a summer parks program, wrote for a daily newspaper in Tyler, Texas, and a national feminist newspaper in Washington, D.C., worked on a Quaker farm/summer camp in Vermont, and cofounded and directed the Lavender Youth Recreation and Information Center (LYRIC). Celebrating its 28th anniversary in 2016, LYRIC is a non-profit, social/recreational program in San Francisco for young people who self-identify as lesbian/gay/bisexual and transgender. Dana taught at the University of Northern Iowa and the University of North Carolina, and in 2001 received a Leverhulme Research Fellowship to live and work abroad in Leeds, England. Since 2003, Dana has been a professor of recreation, parks and tourism administration at Sacramento State University (CSUS), and in 2015 was named director of the Community Engagement Center at CSUS. In this new role, Dana oversees Service Learning, Community Service, and Civic Engagement.

## Contributors

### **Maria T. Allison**

Maria Allison is professor emerita at Arizona State University, where she retired from more than 20 years of service as professor, department head, dean, and vice provost for academic excellence. She spent her early professional years teaching and coaching high school in Gallup, New Mexico, working with American Indian, Hispanic, and Anglo youth. The majority of her scholarly work and teaching efforts focus on issues related to ethnicity, diversity, and leisure. She received her bachelor's and master's degrees from the University of New Mexico and her PhD from the University of Illinois, Champaign-Urbana. Dr. Allison is a fellow of the Academy of Leisure Sciences. In her free time, she loves to fish, work in her garden, tend to her beloved dogs, and play golf.

## **Leslie Aguilar**

Leslie Aguilar is author of the best-selling *Ouch! That Stereotype Hurts* and *Ouch! Your Silence Hurts* video-based training programs. In addition, Leslie has authored or coauthored multiple articles, assessment instruments, classroom and online learning modules, and books, including *Multicultural Customer Service: Providing Outstanding Service Across Cultures* (McGraw Hill/Irwin, 1996). She has facilitated hundreds of workshops on diversity and inclusion, multicultural customer service, and linguistic and cultural competence. Leslie holds a BA degree in foreign language. She was educated at the University of Valencia, Spain; the North American Cultural Institute, Guadalajara, Mexico; the University of Paris IV (Sorbonne), France; and Stetson University, Florida. She also studied at the University of Geneva, Switzerland, as a Rotary International Scholar. Prior to forming her own consulting group in 1992, Leslie worked 15 years with The Disney Company in guest relations, The Disney University, and Disneyland Paris.

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## **Leandra A. Bedini**

Leandra Bedini is a professor in the Department of Community and Therapeutic Recreation at the University of North Carolina at Greensboro, where she teaches in the core as well as the therapeutic concentration. She is currently the Director of Therapeutic Recreation. She is both certified and licensed as a recreation therapist and has practiced in community, school, and hospital settings. Leandra received her BS degree from East Carolina University, her MA degree from Michigan State University, and her PhD from University of Maryland. Her research interests include the relationship of leisure and health of family caregivers, and the leisure of girls with physical disabilities. For her leisure, Leandra enjoys hiking, bicycling, mysteries, and spending time with friends and family.

## **David N. Bengston**

David N. Bengston is a research social scientist with the Northern Research Station of the USDA Forest Service and an adjunct professor at the University of Minnesota. Dr. Bengston received his bachelor's, master's, and PhD degrees from the University of Minnesota. In recent years, his research has focused on environmental futures and applying the methods of strategic foresight to natural resource policy and planning. Dave enjoys playing jazz piano, building and riding bicycles, and spending as much time as possible with his wife and four children.

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Barbara A. Ceconi is the principal of Ceconi Consulting Group, a universal design consulting firm. With the numbers of people developing age-related functional limitations, she has broadened the scope of her company to include this growing population. Ms. Ceconi includes this population when working with museums and cultural institutions, corporations, educational programs, and hospitals to reach the largest number of people possible in these venues. Ms. Ceconi enjoys theatre performances, long walks with her guide dog, Bo, and is an avid reader. Ms. Ceconi has her BA in psychology from Amherst College and her master's degree in social work from Boston College.

### **Mary Ann Devine**

Mary Ann Devine is a professor at Kent State University, where she teaches courses in recreation management and disability studies. She received her doctorate degree from the University of Georgia. Devine's research interests comprise the inclusion of people with disabilities in leisure contexts from a social justice perspective and issues related to healthy active living for people with disabilities. Beyond academia, she has experience in community-based therapeutic recreation, best practices in inclusion of people with disabilities in various recreation activities, and teaching downhill skiing to people with disabilities. Mary Ann balances her work and personal life through spending time with her family, playing tennis, downhill and cross-country skiing, hiking, volunteer work, and reading.

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### **Ayanna Farrell**

Ayanna Farrell currently serves as an internal Learning and Development Consultant for Hennepin County Library, responsible for workforce development of all staff within the County's 41 libraries. Previously she served as the coordinator for the Educational Equity Alliance, an integration Collaborative with Mahtomedi and North St. Paul Maplewood Oakdale school districts. Ayanna also works as an adjunct faculty at the University of St. Thomas in the College of Education, Leadership and Counseling and St Mary's University in the Culturally Responsive Teaching Certificate Graduate program. Ayanna has used her skills and experience in many capacities; as a consultant for Patchwork Quilt, an after-school program in the Minneapolis Northside Achievement Zone, alcohol and drug counselor, juvenile probation officer, homeless advocate, director of mental health, and as a community counselor.

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Myron F. Floyd is chair and professor in the Department of Parks, Recreation, and Tourism Management at North Carolina State University. His research focuses on race and ethnicity issues in leisure and the role of parks in facilitating physical activity in disadvantaged communities. He received his bachelor's and master's degrees from Clemson University and a PhD from Texas A&M University. When not working, he enjoys Civil War novels, jazz, and listening to and singing gospel music.

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Valeria J. Freysinger is an associate professor in the Department of Kinesiology and Health, and faculty associate in the Scripps Gerontology Center, at Miami University of Ohio. Her teaching and research focus on issues related to leisure, life course development, and social equity. She received her bachelor's degree from York College of Pennsylvania and master's and doctoral degrees from the University of Wisconsin-Madison. Before pursuing a PhD, she worked for a number of years in community services and community recreation. Bicycling, cooking/baking, hiking, and reading are some of her favorite leisure pursuits.

### **Deborah A. Getz**

Deb Getz is an assistant clinical professor in the Indiana School of Public Health-Bloomington. She received her bachelor's and master's degrees from Ohio University and her doctorate from Indiana University. She began her doctoral work at Oklahoma State University while working as a recreational therapist in an inpatient psychiatric hospital. Deb teaches in youth development and human development and family studies. Deb partners with the Indiana Youth Services Association to develop, deliver, and evaluate educational materials to prevent human trafficking and exploitation among youth in Indiana. She spends her leisure time with her husband, Kevin, and three children, Elizabeth, Thomas, and Katherine. As an active volunteer in the community and on campus, she is continuously seeking opportunities to broaden her understanding of other cultures through her family and professional experiences.

### **Paul Heintzman**

Paul Heintzman is an associate professor of leisure studies at the University of Ottawa in Ottawa, Canada. He has extensive work experience in the recreation, environmental, and social service fields across Canada. He received his PhD in recreation and leisure studies from the University of Waterloo with a thesis titled *Leisure and Spiritual Well-Being: A*

*Social Scientific Exploration*. His research interests include leisure and spirituality, parks, outdoor recreation and education, and the philosophy and ethics of leisure. He is coeditor of *Christianity and Leisure: Issues in a Pluralistic Society* and author of *Leisure and Spirituality: Biblical, Historical and Contemporary Perspectives*. Teaching areas include recreation and the environment and the concepts of leisure. In 2003 he received the Society of Park and Recreation Educators (SPRE) Teaching Innovation Award. He enjoys competitive running, cross-country skiing, reading books on Christian spirituality, as well as a variety of outdoor activities with his family.

### **Karla A. Henderson**

Karla Henderson is professor emerita in the Department of Parks, Recreation, and Tourism Management at North Carolina State University. Her research, teaching, and service focus on issues related to gender and leisure, physical activity, youth development, and the social psychology of leisure. Professor Henderson is a fellow of the Academy of Leisure Sciences and the American Academy of Park and Recreation Administrators. She received her bachelor's and master's degrees from Iowa State University, and her doctorate from the University of Minnesota. She spent her early professional years working as a 4-H and youth specialist in the Cooperative Extension Service in a rural county in Iowa. In 2011 she received a doctor of science (*honoris causa*) from the University of Waterloo in Ontario, Canada. In her leisure, she likes to hike, run, read, play her trumpet, and travel.

### **Jamie Hoffman**

Jamie Hoffman is an assistant professor of recreation therapy at California State University, Sacramento, in the Department of Recreation, Park and Tourism Administration. A Certified Therapeutic Recreation Specialist (CTRS), she has worked in a number of settings with diverse populations. Her areas of expertise include adaptive sports, adaptive outdoor recreation, international training, and education. Her areas of research include international and cultural perspectives of disability and recreation participation as well as play.

### **Corey W. Johnson**

Corey W. Johnson is a professor in the Department of Recreation and Leisure Studies at the University of Waterloo. He teaches courses on inclusive recreation, social justice, gender and sexuality, qualitative research methods, and the philosophy of science. His theorizing and qualitative inquiry focuses its attention on the power relations between dominant (white, male, heterosexual, etc.) and nondominant populations in the cultural contexts of leisure. This examination provides important insight into both the privileging and discriminatory practices that occur in contemporary leisure settings. He was selected as one of the top ten educators (P-16) in Georgia working for equality by the Georgia LGBT Pride Committee, and in 2012 he received the UGA President's MLK Jr. Achieving the Dream award for his efforts. Attempting to practice what he preaches, his own leisure includes Bikram yoga, horseback riding, backpacking, camping, cooking, and traveling abroad with his husband, Yancey.

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Tamara Johnson works as a wildlife biologist for the U.S. Fish and Wildlife Service. She received a BS in biology at the Georgia Institute of Technology, and a master's of natural resources at the University of Georgia. She specializes in macroinvertebrate biology and environmental education.

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## **Bina Lefkowitz**

Bina Lefkowitz is part-time faculty at California State University Sacramento who consults with organizations on youth civic engagement strategies. She has worked in various capacities in the youth and community development fields for the past 35 years. Her expertise is in policy, program, and partnership development; community planning; and youth development. From 1999 to 2010, Ms. Lefkowitz founded and codirected a nonprofit, the Youth Development Network (YDN). Prior to 1999, Ms. Lefkowitz served as special projects director to the Sacramento City Manager, and as the community development director for the Sacramento Housing and Redevelopment Agency. Ms. Lefkowitz has a BA degree from Tulane University and a master's degree from the LBJ School of Public Policy.

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Stephen Lewis is a recreational therapy lecturer at Clemson University. He received his bachelor's and master's degrees from Florida State University and his PhD From Indiana University. Professor Lewis's scholarly work typically interrogates stigma and oppression in leisure spaces through a critical and intersectional lens, with special focus on mental health, obesity-stigma, and lesbian, gay, bisexual, and transgender issues. Stephen has been a certified therapeutic recreation specialist (CTRS) since 2000, and most of his time outside of work centers around family recreation with his daughter, son, and two small dogs. He especially enjoys exploring nature trails, waterfalls, and swimming holes in the upstate South Carolina region.

## **Vonda Martin**

Vonda Martin is the coordinator of the Women's LeadHERship Workshop, an executive board member of the North Carolina Children and Nature Coalition, and employed with the State of North Carolina as a Parks and Recreation Consultant with the Department of Environment and Natural Resources-Division of Parks and Recreation and North Carolina

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### **Rick Miller**

Rick Miller is the founder and president of Kids at Hope, a national movement to reverse the youth at-risk paradigm and to focus on emotional, moral, and multiple forms of intelligence as having real-world value similar to the importance society places on academics. Kids at Hope also bridges youth development strategy and practice with educational theory and practice. Rick has published three books: *From Youth at Risk to Kids at Hope*; *Kids at Hope: Every Child Can Succeed, No Exceptions*; and *Youth Development From the Trenches*. Rick has received the City of Phoenix, AZ's, Martin Luther King, Jr. "Living the Dream Award"; Arizona State University's "Visionary" award and the "George Washington Education Medal" from the Valley Forge Foundation. Rick received his bachelor's degree in psychology from California State University, Fullerton, and continued his graduate studies at the University of Southern California and George Washington University. Rick spent 30 years as a professional Boys & Girls Club director. Five of those years he was the national government relations director assigned to Washington, D.C. and an additional 15 years as president of the Boys & Girls Clubs of Metropolitan Phoenix. In 1998, Rick was appointed Arizona State University's first practitioner in residence for the school's Center for Nonprofit Leadership in Management.

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### **Linda Elmes Napoli**

Linda Elmes Napoli is coordinator of aquatics and facility use in the Community Education Department at the North St. Paul-Maplewood-Oakdale School District in Minnesota. Linda received her bachelor's degree from Virginia Polytechnic Institute and State University (Virginia Tech). Linda enjoys gardening, photography, music, traveling, reading, and spending time with her family and friends.



### **Matthew D. Ostermeyer**

Matt Ostermeyer is an assistant professor of practice in the Teaching, Learning and Sociocultural Studies Department at the University of Arizona. He received his PhD in leisure behavior from the Recreation, Park and Tourism Studies Department at Indiana University. He also earned his bachelor's degree in sociology from IU, so he is a true "Hoosier." His master's degree was awarded from Central Michigan University in recreation administration. Dr. Ostermeyer brings his extensive practitioner experience in municipal and campus recreational sports to the classroom. His research takes a sociological perspective and focuses on what an increasingly diverse population means for the industry; particularly how cultural competence affects service delivery and participant experience, especially for underrepresented populations. Matt believes passionately in the powerful benefits of recreation and tries to "practice what he preaches" by getting on the tennis court, stand-up paddleboard, and hiking trail as often possible.

### **Terry Palmberg**

Terri Palmberg, CPRP, received her bachelor's degree from the University of Wisconsin-LaCrosse and master's degree from Arizona State University. She spent her early professional years in Wisconsin and Minnesota. Terri served as assistant director over parks and recreation programs and facilities, citywide supervision of aquatics facilities and operations, and the citywide park ranger program. Over her 20-plus years with the City of Mesa Parks and Recreation Division, she held a variety of positions from administrative assistant to managing the city cemetery. She was an involved professional on the state and national level, serving in a number of leadership capacities. Now retired, Terri's leisure pursuits include house restoration, silversmithing, and golf.

### **Ariel Rodríguez**

Ariel Rodríguez is an associate professor at Springfield College in the Department of Sport Management and Recreation, where he teaches and serves as the program director for Recreation Management. Professor Rodríguez received his master's and doctoral degrees from Michigan State University and his bachelor's degree from the University of Florida. His research interests include community recreation, youth recreation programs, quality of life, and populations of Latin American descent living in the United States. Beyond his academic endeavors, Professor Rodríguez enjoys spending time with his family and experiencing nature.

### **Jeff Rose**

Jeff Rose is an assistant professor/lecturer in the Department of Parks, Recreation, and Tourism at the University of Utah. His research interests pursue a diverse set of questions that critically examine issues of public space, productions of nature, connection to place, and nonnormative behaviors. As a critical scholar, Jeff engages a justice-focused lens to a variety of settings: homelessness in parks, outdoor education, illegal marijuana production on public lands, and place attachment in protected areas. Most of his research uses qualitative methods to focus on systemic inequities that are displayed through class, race, political economy, and relationships to nature. Outside of academia, Jeff remains active as an instructor for Outward Bound. He also enjoys a variety of backcountry activities, including rock and ice climbing, backpacking, skiing, and canyoneering. More commonly, Jeff enjoys long runs in the hills, small-scale urban farming, and hanging with his family.

### **Raintry J. Salk**

Raintry Salk is a parks researcher at the Metropolitan Council, located in St. Paul, MN. Her experience also includes research and teaching in academic settings, as well as experience in the park, recreation, and leisure field, including work in municipal, nonprofit, and federal agencies. She received her bachelor's degree from the Evergreen State College in Olympia, Washington, and her master's and PhD degrees from the University of Minnesota. Raintry's most recent research is focused on park use among selected communities of color. She enjoys hiking, camping, and kayaking.

### **Michele Schermann**

Michele Schermann, a public health nurse researcher and educator, works at the intersection of human health, agricultural safety, and natural resource management with a special focus on working with immigrant and refugee populations. Skilled in multiple qualitative research methods, Michele translates her research findings into innovative, targeted communications for a variety of audiences, ranging from migrant children to natural resource professionals to Hmong farmers to local fresh fruit and vegetable growers. She is a master's graduate of the University of Minnesota's School of Nursing, with undergraduate degrees in nursing and in horticulture. When not working, Michele can often be found in the kitchen, either baking at home or baking at a commercial kitchen where she volunteers to bake tasty breads, cookies, cakes, and pies for people living with cancer, HIV/AIDS, MS, and ALS.

### **Greg B. C. Shaw**

Greg B. C. Shaw is an associate professor and department chair of the Department of Recreation, Parks and Tourism Administration at California State University, Sacramento. Shaw holds a bachelor's degree in architecture, a master's degree in recreation administration, and a PhD in geography. Shaw is the wine editor for *Cuisine Noir Magazine*, and has served on the boards for the *Journal of Tourism Insights*, the California Parks and Recreation Society Educators Section, the California Geographical Society, and the California State Fair Cultural Advisory Council. A life-long Disney fan, Professor Shaw teaches coursework that includes the history of amusement and theme parks as a dynamic component of the commercial recreation and tourism industries.

### **Daniel Spock**

Daniel Spock is the director of the Minnesota History Center Museum, Minnesota Historical Society (MNHS). Dan has worked in the museum field for more than 30 years, starting as a planetarium guide. Over the course of his career, Dan has worked as an exhibit designer and an exhibit developer, including 13 years at the Boston Children's Museum, before moving into the realm of administration and public program leadership at MNHS, where his team has produced dozens of award-winning exhibitions and programs. Spock is an advocate for participatory museum programs, suffused with an ethic of pluralism, and guided by visitor research, that value museum-goers as active learners. Under his leadership, MNHS has explored informal uses of the past as natural avenues for generating public connection and engagement with history. Most recently, Spock led the diversity and inclusiveness priority MNHS strategic plan. He has consulted and lectured at a variety of museum and learning institutions and has published widely on a variety of museum subjects. Spock has a BA in art from Antioch College.

### **Monika Stodolska**

Monika Stodolska is a professor in the Department of Recreation, Sport and Tourism at the University of Illinois. She received her PhD in earth and atmospheric sciences from the University of Alberta, Canada. Her research focuses on issues of cultural change, quality of life, and their relationship to leisure behavior of ethnic and racial minorities. She explores subjects such as the adaptation processes among minority groups, recreation behavior of minority populations in natural environments, physical activity among minority groups, as well as constraints on leisure. Professor Stodolska has coedited books on *Race, Ethnicity and Leisure* and *Leisure Matters: The State and Future of Leisure Studies*. Her leisure interests include reading, hiking in Montana, and skiing.

### **Charlsena Stone**

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# 1

Maria T. Allison  
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## Introduction

Diversity and Inclusion in Recreation, Leisure,  
and Tourism Organizations

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“ We have learned to say that the good must be extended to all of society before it can be held secure by any one person or any one class. But we have not yet learned to add to that statement, that unless all people and all classes contribute to a good, we cannot even be sure that it is worth having.”

—Jane Addams (1907/1964, p. 220)

Jane Addams, a founder of Hull House and the modern recreation movement, was also the co-winner of the 1931 Nobel Peace Prize for her work with the Women’s International League for Peace and Freedom. Addams was a passionate advocate for children, immigrants, people with disabilities, people who were poor and others who, by virtue of some aspect of their identity or the circumstances to which they were born, found themselves on the margins of society. Raised in a wealthy family and well educated, she recognized, early on, the privilege and power that she possessed and used it to create opportunities for people seeking a better life in the United States at the end of the 19<sup>th</sup> and beginning of the 20<sup>th</sup> centuries.

As you pick up this book, you might be saying to yourself, “It’s the 21<sup>st</sup> century—voters in the United States elected the first African-American president in 2008—in many U.S. states, the majority of residents are of

Hispanic origin; same-sex marriage is now legal in all 50 U.S. states; across the Western world, women are increasingly in leadership positions... so why do we still need to read and learn about issues of diversity and inclusion?" We need this book because we continue to face and be challenged by racism, sexism, heterosexism and homophobia, ageism, discrimination, and exclusion based on class and disability.

At the heart of all discussions about perspectives on diversity and inclusion are issues of power and privilege. In thinking about recreation, parks, tourism, and leisure-based organizations, there are a variety of power and privilege questions to consider. For example, as you look around the community in which you live and work, whom do you see participating in programs and how does that compare to the organizational employees and leaders who allocate resources and have the power to make critical decisions? Do an agency's mission statement and strategic plan explicitly articulate a desire to actively seek out and serve constituents from underserved and

*... to what extent does your agency include "diversity" and "inclusion" as components of its identity?*

underrepresented populations? Do program goals and objectives reflect values that are steeped in shared ideas of diversity and inclusion? In other words, to what extent does your agency include "diversity" and "inclusion" as components of its identity (Cole & Salimath, 2013)? And, for that matter, does everyone know and agree on what actually constitutes diversity and inclusion?

Clearly, these questions demonstrate that power and privilege are complex as are the ways in which they permeate our work lives. Do you know how much privilege and/or power you have? Typically, if you have privilege, you may not necessarily be thinking about people who do not have it, and this is precisely "why" this book exists and "why" we hope that as you read it, you will begin to think differently about diversity and inclusion.

In addition to power and privilege, legal mandates also influence issues related to diversity and inclusion. In fact, several laws have been passed to prohibit discrimination, most notably the Civil Rights Act of 1964, which includes numerous Title protections: Title VI protects people from discrimination based on race, color, or national origin at institutions that receive federal financial assistance; and Title VII prohibits discrimination by employers on the basis of race, color, religion, sex, or national origin. In addition, Title IX of the Educational Amendments Act of 1972 prohibits sex discrimination in educational institutions; and the Older Americans Act of 1965 protects people from discrimination based on age. In 2015, the 25<sup>th</sup> anniversary of the Americans with Disabilities Act was celebrated, which prohibits discrimination against people with disabilities in employment, transportation, public accommodation, communications, and governmental activities.

Despite all of these laws and regulations, people, by virtue of their race, gender, economic status, sexual identity, and so forth, continue to be discriminated against and face intentional and unintentional exclusion. These laws are critically important, but changes in cultural and workplace attitudes cannot be legislated. That type of change is more



challenging to make. Moreover, as Wheeler (2014) asserted, progress in inclusion has been hampered due to its complexity, competing issues, lack of credence, and untapped resources.

The recreation, tourism, and not-for-profit professions, by their very nature, serve individuals from extraordinarily rich and diverse backgrounds. For example, public recreation agencies have direct contact with highly diverse communities through a host of programs provided by municipal/community parks and recreation, city and state offices of tourism, active generation centers, and state and county parks. *Not-for-profit agencies*, such as hospitals, youth agencies (e.g., Boys & Girls Clubs, YAs, WCAs, and Girl and Boy Scouts), outdoor recreation agencies, and other youth and adult programs serve individuals from all communities across the United States and world. Finally, *private/corporate* organizations, such as travel agencies, hotels, resorts, and theme parks, serve millions of national and international constituents annually. Individuals from all walks of life seek out recreation and tourism programs in search of meaningful, enjoyable, and life-enhancing experiences. Yet, they come to those programs with a host of different experiences, backgrounds, and world views.

Despite the laws and regulations prohibiting discrimination and rhetoric about inclusion, our clients face intentional and unintentional exclusion. Cultural and workplace attitudes cannot be legislated but rather require organizational attention. In 2000 and again in 2007, Allison asserted that ensuring diversity in human services agencies was perhaps one of the greatest challenges that we face going into the 21<sup>st</sup> century: this remains the case. Diversity provides the conceptual framework for thinking about how individuals with varying markers of identity interact with one another in organizations and how the dynamic of diversity operates at both micro (organizational) and macro (societal) levels. Inclusion refers to the actual practice of removing barriers and creating opportunities for full participation in an organization. As management and diversity consultant Andrés Tapia reminds us: “Diversity is the mix. Inclusion is making the mix work” (2009,



p 11). In the next two sections, we will look at definitions of diversity and inclusion and then strategies for how organizations can approach diversity and inclusion.

## Key Concepts

Since the first edition of this book was published, an entire diversity training industry has emerged. According to Roberson (2006), “more than 75% of Fortune 1000 companies . . . have instituted diversity initiatives [and] the management of diversity has become an important business imperative” (p. 212). Yet, there is a need to acknowledge that differences exist without reinforcing them and, at the same time, shine a light on how aspects of identity are used to categorize us, separate us and create differences rooted in power and privilege.

As a term, *identity* technically refers to variety, difference, or multiplicity. Loden (1996) notes that workplace diversity “includes those important human characteristics that impact individuals’ values, opportunities, and perceptions of self and others at work” (p. 14). Diversity consists of core and secondary dimensions. Core dimensions include age, gender, mental/physical ability, race/ethnicity, sexual identity, and social class. Core dimensions serve as powerful reflections of our identity and have potent consequences for how we are socialized as they influence how we think of ourselves and how others respond to us. Often, though, we are

*We have multiple  
core identities  
that influence our  
experience.*

unaware of how these dimensions influence our assumptions, expectations, and opportunities. For example, from birth our gender has a strong influence on our sense of self and how others treat us. Always present, the influence of gender is sometimes subtle and other times quite obvious.

In addition, we have multiple core identities that influence our experience. Thus, a 30-year-old Hispanic woman, a 20-year-old African-American man with visual impairment, and an 80-year-old Asian-American woman each have multiple core identities (e.g., gender, gender identity, ethnicity, sexual identity) that influence how they are treated by others and how they live out their daily lives. The secondary dimensions of diversity include communication style, religion, geographical location, and work experience. These dimensions interact with one’s core dimensions but are more mutable and variable over the life span. Since they can be changed and modified, there is a level of choice and control over these dimensions. For example, college students have a work identity different from the one they will have as seasoned-working professionals.

Core dimensions are critical to understanding diversity. Throughout this book, authors talk about how these core dimensions are markers of

identity that intersect and overlap with one another. Thus, when we think about the leisure needs of an individual, we might need to attend to how various markers of identity intersect—gender identity, racial identity, social class, ability, and so forth. Historical and scientific evidence indicates these dimensions are often intertwined with issues of prejudice, power, and discrimination.

Prejudice refers to negative attitudes or emotions that individuals hold toward certain groups (Cox, 1994; Pettigrew & Martin, 1999). Discrimination is the negative or unjust treatment of individuals/groups because of their identity; it is the behavioral manifestation of prejudice. One of the consequences of prejudice and discrimination is differential access to power; those in the majority often have privileges, opportunities, control, and life chances not available to others. For example, people who are able-bodied generally have more access to recreational and travel opportunities than people with disabilities. Imagine the complexity of trying to travel by plane if you are in a wheelchair or blind. Similarly, people who live in poverty do not have the same range of recreational opportunities as those who live in the middle and upper classes. Some of us never experienced golf, tennis, or downhill skiing until we were much older because these opportunities were not available except in schools and parks programs. Moreover, research continues to indicate that people of color continue to experience ongoing discrimination in housing, jobs, health care, and recreational opportunities.



*From the time we were young, we were given many verbal and nonverbal messages, some conflicting, about how to deal with people different from ourselves.*

These power-difference examples are based on some sense of hierarchy and worth, an idea discussed in Rose's chapter on Class and Leisure. Despite the common notion that "we are all just people and should treat each other the same," the reality is that systematic patterns of inequitable treatment and discrimination continue today, even in well-meaning organizations. Henderson's chapter on gender examines the distinctions between

equity and equality and helps us to better understand how power operates on so many different levels. People of difference have been shown to be excluded, often unknowingly, from opportunities available to the majority of the population. This book explores places where injustice and inequitable treatment exist and offers suggestions and strategies to eradicate such behavior.

Discussions of diversity can be difficult, particularly for non-Millennials. Often, it is uncomfortable to talk about issues of race/ethnicity, gender, sexual identity, social class, age, and physical ability. Many individuals suggest they are "colorblind" or that these factors do not influence behavior toward others, but the reality is that sometimes, even unconsciously, race/ethnicity, gender, sexual identity, social class, age, and physical ability do influence how we treat others. In discussions about diversity, references to events and actions of the past often make people feel uncomfortable or defensive. Students in diversity classes have said, "Why are we talking about the past, things like slavery or Jim Crow? That happened before I was even born. What's that got to do with me?" Something to remember is that these authors are not "blaming" you individually. Rather, they are commenting on institutions of the past and the legacies of those institutions that have primarily benefited white people while at the same time disadvantaging people of color in this country.

From the time we were young, we were given many verbal and nonverbal messages, some conflicting, about how to deal with people different from ourselves. These messages came from a variety of sources including family, friends, teachers, coaches, clergy, books, movies, and television. Some children received messages that "it is rude to stare," some received cues that one should not talk to "those" people, some were "taught" respect for all, and others were "taught" disdain. These very complex messages often differed across and between groups. For example, when you were an 8-year-old white male, perhaps it was okay to play on a Little League team with African American kids, but soon after you discovered it was not okay to date a young African American woman. You were very close to your uncle and loved to go out and play ball with him, but you were continually confused when you heard

other family members laugh at him behind his back and call him “gay.” Depending on which messages children internalized, the stereotypes and labels became the foundation for adult attitudes and behaviors.

The political potency and controversy surrounding diversity and inclusion infiltrate the workplace and make appropriate and meaningful responses to diversity difficult. The



frustration and discomfort with diversity itself can create workplace barriers such as resentment and nonresponsiveness toward people of difference. Individuals who are thought to benefit from diversity programs are frequently stereotyped as less competent; this leads to increased resentment at all levels. Instead of mutual and meaningful dialogue about substantive diversity-related issues, people become uneasy; communication becomes difficult and results in silence, sound-bite statements, or backroom commentary.

Perhaps one of the key reasons that individuals become angry and defensive about issues surrounding diversity is that they feel they are personally blamed for such problems. This perception reflects a failure to understand and distinguish between the personal, interpersonal, and institutional levels at which such processes occur (Crandall, 1995) and the macro and micro contributors to inclusion (Winters, 2012). The personal level refers to our attitudes, prejudices, and biases toward all dimensions of life, including people of color, individuals with disabilities, gays/lesbians, the poor, or the elderly. This personal level is the ‘micro’ part of the equation and includes our cultural competence and emotional intelligence (Winters, 2014). Sometimes we are aware of these attitudes and biases, but they may also be unconscious. With regard to people of color, Dovidio and Gaertner (1998) define this as aversive racism:

In contrast to ‘old-fashioned’ racism, which is expressed directly and openly, aversive racism represents a subtle, often unintentional, form of bias that characterizes many white Americans who possess strong egalitarian values and who believe that they are non-prejudiced...the negative feelings do not reflect open hostility or hate. Instead, their

reactions involve discomfort, uneasiness, disgust, and sometimes fear p. 3 .

We would suggest that this same unconscious process may occur among many well meaning people who feel discomfort toward other groups as well e.g., individuals with disabilities, gays lesbians . Thus, an individual may knowingly or unknowingly harbor negative feelings or stereotypes that, despite the best of intentions, may be difficult to identify and change. Personal introspection, ongoing diversity training education, and seeking opportunities to work with people of difference are important strategies to pursue because they may help us better understand our own attitudes.

The interpersonal level refers to the nature of interaction between individuals. For our purposes, we are particularly concerned about how one's personal prejudices can spill over into the workplace and influence interactions e.g., communication, working relationships, level of respect between coworkers, management and staff, and program constituents. Although individuals would like to believe that they leave their personal attitudes out of their interactions with people of difference, Kendall (1995) suggests this is very difficult to do. For example, if a recreation employee has a prejudice toward gays and lesbians, or if that same individual unconsciously undervalues the work contributions of women or individuals with disabilities, those attitudes will influence work-related behaviors and quality of service to constituents e.g., hiring, promotion, quality of collegial interactions, program offerings, types of communication, level of respect demonstrated .

The third dimension is the organizational level or the "environment in which we work the people, the formal and informal rules, the levels and functions, the way decisions are made, the ways people are hired and fired. It is the 'big picture' the organizational context into which everything

goes" Kendall, 1995, p. 10 . This "macro" level includes the culture and systems of an organization Winters, 2014 . Within this larger organizational level, we analyze institutional dimensions of prejudice and discrimination that often result from historical and systemic factors within the organization that lead to inequities. Institutional discrimination is not simply the accumulation of individual acts of prejudice and discrimination that individuals bring to the workplace, although such behavior allows institutional discrimination to persist. Instead, institutional bias and discrimination refer to the systemic barriers, such as policies, practices, procedures, rules, regulations, hiring promotion patterns, and

*One of the most difficult issues many individuals wrestle with is the sense that they are personally blamed for the existent inequity and discrimination; they respond defensively.*

program delivery practices that may knowingly, or often unknowingly, foster systematic exclusion or inequitable treatment against underrepresented groups James, 16 Pettigrew Martin, 18 Prasad Mills, 17 Thomas, 15 .

As a result of our colonial history, most American businesses and institutions have been shaped primarily by the values and experiences of Western European white men. These founding fathers' were responsible for institutionalizing many of the norms, expectations... that are the stuff of contemporary organizational cultures. One major consequence of these historical events has been the continual undervaluing of others with core identities different from those of European, white, heterosexual, physically able bodied men Loden Rosener 11, p. 28 .

Nielsen and Huang 200 note that apart from the failure to clearly define the term, discussions about diversity within organizations are also a challenge because "bureaucracies create organizational cultures, which over time establish hierarchies of power, value and recognition a status quo. To those who design and benefit from the status quo, the system seems rational and meritocratic. To those who find themselves outside the mainstream or at odds with it, the organizational culture can seem exclusive, alienating, shunning, and even punitive" p. 4 . While organizations attempt to diversify their workforce by creating policies and trainings and strategies for maintaining diversity, the irony is that the very nature of most organizations is counterintuitive to this work. Thus, not only is it difficult to consider issues of diversity because of issues of power and privilege that emerge, but also because the very organizations in which we seek to work are themselves structured in a way that reproduces "differences" among and between people and, unwittingly, creates insiders and outsiders.

One of the most difficult issues many individuals wrestle with is the sense that they are personally blamed for the existent inequity and discrimination they respond defensively. This response fails to account for the fact that, despite the persistence of discriminatory behavior, there are many individuals who actively work to eradicate inequity. Also, this response fails to acknowledge the complexity of evolving institutional problems. Many of these problems may be so deep seated that they have become the taken for granted "stuff" in our agencies and programs. These problems are part of a very complex organizational fabric that results not only from the history of the organization, but also from the historical perspectives of organizational leadership, the unquestioning acceptance by management and staff of agency policies and programs i.e., that's the way we've always done it , the societal norms, and expectations of the time. Many agencies may not even be aware that their program is fostering inequity. This complexity of institutional bias and discrimination makes it difficult to recognize and change.

Recreation organizations, like other human service agencies, can respond to diversity efforts in a multitude of ways. Minors (1996) developed a six-stage model that illustrates potential organizational responses to diversity (Table 1.1). Any organization, including recreation organizations, can be characterized along a continuum from discriminatory and exclusionary through anti-discriminatory and inclusionary. Roberson (2006) suggested “inclusion focuses on the removal of obstacles to the full participation and contribution of employees in organizations” (p. 217), whereas Nielsen and Huang (2000) asserted that “inclusion is the intentional act on the part of diverse members of an organization to make this difference a part of the group’s status quo of effectiveness” (p. 4). Winters (2014) commented that “the most salient distinction between diversity and inclusion is that diversity can be mandated and legislated, while inclusion stems from voluntary actions” (p. 206).

**Table 1.1**  
Organizational Responses to Diversity Adapted from Minors,

	Discriminatory		Nondiscriminatory		Antidiscriminatory	
	monocultural promotes dominance within organization within society racist excludes differences		ignores dominance  nonracist denies differences		multicultural promotes diversity within organization within society antiracist includes differences	
	Excluding Organization	Passive Club	Token Acceptance	Symbolic Equality	Substantial Equality	Including Organization
Stage:	1	2	3	4	5	6

Discriminatory organizations are those that promote traditional power hierarchies, promote dominance, exclude people of difference, and perhaps even disdain difference. These types of agencies, characterized as The Excluding Organizations, make no effort to reach out to diverse clientele. The management/staff may be composed predominantly of white males with few meaningful opportunities for people of difference. The Passive Club is similar in philosophy, except that if people of difference are brought into the organization, they are expected to conform and blend into the organizational culture. These types of agencies often respond to legal mandates that meet the letter, but not the spirit, of anti-discrimination laws. We would hope and expect that in today’s recreation agencies, very few, if any, such organizations exist.

Recreation, tourism, and nonprofit agencies in the middle ground are termed nondiscriminatory organizations. Such agencies recognize and tolerate diversity but often deny or ignore the power differences between

groups. Agencies in the Token Acceptance stage may actually begin to design policies that provide greater access to diverse constituents and employees, but not programs. In the Symbolic E uity stage, recreation agencies commit to eliminating discrimination and e clusionary behavior by taking active steps to hire and promote people of difference, but there is only token selective hiring in targeted or specialized positions (e.g., director of affirmative action). Such agencies create special programs (e.g., diversity training seminars, special event activities, and leadership programs) to integrate people of difference into the existing organizational structure, but there are few substantive attempts to integrate people of difference into the organizational fabric of the agency program. Inclusiveness in Stages 3 and 4 is predominantly philosophical and symbolic rather than substantive. Nishii and Rich (2014) note that “espoused practices do not necessarily translate into actual practices” (p. 338). Minors (1996) suggests that most organizations/agencies today are in these middle or early stages of development.

The final point on the continuum describes anti discriminatory organizations. These organizations promote diversity, do not tolerate discrimination of any kind, are truly multicultural in policy and practice, actively seek inclusion, and work constantly to eradicate e clusionary behavior. Recreation organizations that reach the Substantial E uity stage are characterized by a responsive structure that begins to integrate diversity into organizational life. Diversity initiatives are carefully integrated into the mission statement and strategic plans. Further, all constituents, including people of difference, are integrated in efforts to redefine the organization’s mission, scope, and service delivery strategies. Some organizations at this stage come to rely less on hierarchical power relations and decide that their “implicit assumptions of power over’ rather than power with’ are no longer appropriate” (Minors, 1996, p. 203). Such agencies also have ongoing evaluative procedures to ensure that e uitable programs and employment opportunities e ist at all organizational levels (Hubbard, 2004). Agencies that are Including Organizations reflect inclusiveness at all levels of organizational life. Structures exist to integrate community, staff, volunteers, and leadership into a seamless web of activity and hierarchical relations become transparent to organizational effectiveness. Whereas the agencies in the Substantial E uity stage represent organizations in transition, Including Organizations are “e uitable, responsive, and accessible at all levels” (Minors, p. 204). Such “culturally competent” organizations are beacons of good government (Norman Major Gooden, 2012) and represent a strong business case (Thomas, 1990).

Minors’ (1996) model suggests that the dynamics of e clusion are often subtle and powerful. Organizational behavior that might be observed in each stage varies and includes body language, communication patterns,



hiring practices, job assignments, power relations, and attitudes see Table 1.2 . Agencies can respond in a variety of ways to diversity, but those committed to the process can create identifiable markers to reflect inclusive policies and practices. The challenge for any organization is to insure that it continually moves toward greater inclusion. This requires constant vigilance and monitoring of the organizational diversity goals and achievements.

**Table 1.2**  
Levels of Organizational Inclusion

<p><b>Stage 1: The Excluding Organization</b></p> <p>Management, staff, and volunteers represent the dominant group only                  Program serves only the dominant groups diversity in community and potential constituents                  Exclusionary behaviors and practices are covert                  Lack of flexibility in leisure service delivery; nonresponsive to diverse clientele                  Ostracizes staff and constituents who try to change the status quo</p>
<p><b>Stage 2: The Passive Club</b></p> <p>Policies, procedures, and practices reflect dominant value system                  Encourages employees to blend into the status quo “this is way things have always been done”                  Diversity hires receive little support and do not participate in organizational decision making</p>
<p><b>Stage 3: Token Acceptance</b></p> <p>Many diversity hires at the bottom of the organization                  Despite antidiscriminatory posturing, exclusionary behavior persists in hiring, promotion, and service to constituents                  Intense discussion on hiring “only qualified minorities” while lack of qualifications of established employees managers ignored                  Increased effort at “multiculturalism” but little change in service delivery                  Hire “people of difference” as frontline workers to interact with the marginalized groups</p>
<p><b>Stage 4: Symbolic Equity</b></p> <p>Change in symbols not substance                  Espouse equity but ignore institutional barriers inhibiting open access                  Actively hire “people of difference” but expected to conform to status quo                  Want to be responsive to needs of diverse clientele, not substantive change in power relations                  Diversity training evident and supported by the organization</p>
<p><b>Stage 5: Substantial Equity</b></p> <p>Flexible and responsive structure                  “People of difference” integral to shaping/reshaping of organizational goals                  Regular evaluation of organization to ensure responsiveness to diversity                  Diverse teams work together at all levels of the organization</p>
<p><b>Stage 6: The Including Organization</b></p> <p>Reflects contributions and interests of various groups in mission and operation                  Input and empowerment is evident; boundaries between management, staff, and clients essentially disappear or take on new expansive dimensions                  The organization is equitable, responsive, and accessible at all levels                  Ongoing assessment of success failures with input from diverse constituents</p>

## Levels of Organizational Inclusion

All of these definitions of diversity focus on aspects of “difference” and the fact of difference. The fact of difference is not the problem; rather, it is how difference manifests itself in terms of disparate and discriminatory practices. If diversity is about understanding “differences” among and between people and about understanding how past systems can reinforce power and privilege among the status quo, and if these differences are maintained in a hierarchical system, then what does inclusion look like and how does that work within organizations? This book explores ideas and documents good practices for inclusion. Roberson 2006 wrote, “diversity focuses on organizational demography, whereas inclusion focuses on the removal of obstacles to the full participation and contribution of employees in organizations” p. 217 . Nielsen and Huang 200 also assert that “inclusion is the intentional act on the part of diverse members of an organization to make this difference a part of the group’s status quo of effectiveness” (p. 4).

Organizational change is slow and difficult and requires an ever-present commitment at all levels of the organization from front line workers through the top level management Argyris, 1 3 Hubbard, 2004 Kennedy, 1 88 Schein, 1 6 Senge, 1 6 Winters, 2014 . But the role of the leadership is essential in setting the appropriate spirit and direction for diversity initiatives. The reality is that changing the organizational culture is probably one of the most difficult challenges a leader could face. There will be excitement about the possibilities, but there may also be fear, anger, and resistance. There are many things that we, as individuals and professionals, can do on a daily basis to support diversity and inclusion efforts in our work and play. This book invites you to think about the diversity and inclusion process as a journey that begins with single individual steps. The contributors to this book join the journey and help identify opportunities and challenges that we face along the way, both individually and as recreation, parks and tourism professionals.

### The Book’s Organization

We are excited to share the voices of academics, agency professionals, and leaders whose work and expertise focuses on issues and challenges of diversity and inclusion. This book provides avenues for academic professionals to describe the most salient scientific issues and findings related to organizational diversity and inclusion and discuss implications for practice and program management. Similarly, seasoned agency professionals who have worked in agencies such as Boys & Girls Clubs,

*There are many things that we, as individuals and professionals, can do on a daily basis to support diversity and inclusion efforts in our work and play.*

the USDA Forest Service, tourism and hospitality industries, museums, and theme parks share their own thoughts and experiences about workplace diversity and inclusion. Further, the case studies illustrate the work of diversity and inclusion and the challenges to achieve them. The contributors invite us to think about diversity from a range of perspectives and provide us with important tools for the journey ahead.

The book is organized around seven dimensions of diversity: ability, age, gender, race/ethnicity, sexual and gender identity, spirituality and religion, and social class. As many of the authors remind us, however, these multiple markers of identities do not exist in isolation; individuals have multiple identities that intersect in very complex ways. Often, how we treat others and how we are treated is a function of these multiple identities. And our individual actions can and do impact the systems and institutions in which we work.

We anticipate this book will serve as an initial springboard for more comprehensive and meaningful discussions about diversity and inclusion. As many contributing authors note, diversity and inclusion issues cannot be ignored. Instead, organizations must develop strategies to ensure that these issues, challenges, and opportunities come to reside in the very center of agency life.

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