



Welcome to the 2017 FRPA Conference!

Diversity in Leadership, Cultural Inclusion and Accessibility

Learning Objectives

- Assess terms and phrases in one's own culture and that of others.
- Recognize stages of cultural development in oneself and in others.
- Identify staffing and programming challenges and successes.
- Outline standards for Equal Opportunity Employment and Workforce Diversity.
- Predict challenges for the future.



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Definitions

RACE

A group of persons related by common descent or heredity.

Anthropology

An arbitrary classification of modern humans, sometimes, especially formerly, based on any or a combination of various physical characteristics, as skin color, facial form, or eye shape, and now frequently based on such genetic markers as blood groups.

Usage Note

Genetic evidence has undermined the idea of racial divisions of the human species and rendered race obsolete as a biological system of classification. Race therefore should no longer be considered as an objective category, as the term formerly was in expressions like the Caucasian race, the Asian race, the Hispanic race. Instead, if the reference is to a particular inherited physical trait, as skin color or eye shape, that salient feature should be mentioned specifically: discrimination based on color. Rather than using race to generalize about national or geographic origin, or even religious affiliation, it is better to be specific: South Korean, of Polish descent. References to cultural affiliation may refer to ethnicity or ethnic group: Kurdish ethnicity, Hispanic ethnicity. Though race is no longer considered a viable scientific categorization of humans, it continues to be used by the U.S. Census to refer to current prevalent categories of self-identification that include some physical traits, some historical affiliations, and some national origins: black, white, American Indian, Chinese, Samoan, etc. The current version of the census also asks whether or not Americans are of Hispanic origin, which is not considered a race. There are times when it is still accurate to talk about race in society. Though race has lost its biological basis, the sociological consequences of historical racial categories persist. For example, it may be appropriate to invoke race to discuss social or historical events shaped by racial categorizations, as slavery, segregation, integration, discrimination, equal employment policy. Often in these cases, the adjective “racial” is more appropriate than the noun “race.” While the scientific foundation for race is now disputed, racial factors in sociological and historical contexts continue to be relevant.

“race”. *Dictionary.com Unabridged*. Random House, Inc. 28 Jul. 2017. <Dictionary.com <http://www.dictionary.com/browse/race>>.

Definitions

Ethnicity

A group classification in which members share a unique social and cultural heritage passed on from one generation to the next. Ethnic differences often involve differences in customs, language, religion, etc.

"ethnicity". Atkinson, Donald R., et al., *Counseling American Minorities: A Cross Cultural Perspective*, 3rd ed. Dubuque, IA: Wm. C. Brown Publishers, 1989.

Minority

A racial, ethnic, religious, or social subdivision of a society that is subordinate to the dominant group in political, financial, or social power without regard to the size of these groups: legislation aimed at providing equal rights for minorities.

A member of such a group.

"minority". *Dictionary.com Unabridged*. Random House, Inc. 29 Jul. 2017. <Dictionary.com <http://www.dictionary.com/browse/minority>>.

Definitions

Culture

The behaviors and beliefs characteristic of a particular social, ethnic, or age group:
the youth culture; the drug culture.

Anthropology. the sum total of ways of living built up by a group of human beings and transmitted from one generation to another.

"culture". *Dictionary.com Unabridged*. Random House, Inc. 29 Jul. 2017. <Dictionary.com <http://www.dictionary.com/browse/culture>>.

Word Origin and History for Culture

n.

mid-15c., "the tilling of land," from Middle French *culture* and directly from Latin *cultura* "a cultivating, agriculture," figuratively "care, culture, an honoring," from past participle stem of *colere* "tend, guard, cultivate, till" (see *cult*). The figurative sense of "cultivation through education" is first attested c.1500. Meaning "the intellectual side of civilization" is from 1805; that of "collective customs and achievements of a people" is from 1867.

"culture". *Online Etymology Dictionary*. Douglas Harper, Historian. 29 Jul. 2017. <Dictionary.com <http://www.dictionary.com/browse/culture>>.

Cultural-Pluralism

More than one principle/belief/system. A melting pot, not melting into a single mass; components remain intact and distinguishable while contributing to a whole that is richer than its parts alone.

Atkinson, Donald R., et al., *Counseling American Minorities: A Cross Cultural Perspective*, 3rd ed. Dubuque, IA: Wm. C. Brown Publishers, 1989.

A Development Model

-D. R. Atkinson

Stages:

- 1. Conformity**
- 2. Dissonance**
- 3. Resistance/Immersion**
- 4. Introspection**
- 5. Synergy/Articulation/Awareness**

Stage I. Conformity

- May become self depreciating
- Discriminatory toward minority groups
- Appreciation of dominant culture

Sun-Sentinel 1/29/2017

Study: By 6, girls doubt women can be brilliant

By MARIA DANILOVA
Associated Press

WASHINGTON — Can women be brilliant? Little girls are not so sure.

A study published Thursday in the journal *Science* suggests that girls as young as 6 can be led to believe men are inherently smarter and more talented than women, making girls less motivated to pursue novel activities or ambitious careers. That such stereotypes exist is hardly a surprise, but the findings show these biases can affect children at a very young age.

"As a society, we associate a high level of intellectual ability with males more than females, and our research suggests that this association is picked up by children as young as 6 and 7," said Andrei Cimpian, associate professor in the psychology department at New York University. Cimpian co-authored the study, which looked at 400 children ages 5-7.

In the first part of the study, girls and boys were told a story about a person who is "really, really smart," a child's idea of brilliance, and then asked to identify that person among the photos of two women and two men.

The people in the photos were dressed professionally, looked the same age and appeared equally happy. At 5, both boys and girls tended to associate brilliance with their own gender, meaning that most girls chose women and most boys chose men.

But as they became older and began attending school, children apparently began endorsing gender stereotypes. At 6 and 7, girls were "significantly less likely" to pick women. The results were similar when the kids were shown photos of children.

Interestingly, when



MARK LENNIHAN/AP 2010

Mattel's "You can be anything" Barbie tells girls they can be anything, such as a news anchor or computer engineer.

asked to select children who look like they do well in school, as opposed to being smart, girls tended to pick girls, which means that their perceptions of brilliance are not based on academic performance.

"These stereotypes float free of any objective markers of achievement and intelligence," Cimpian said.

In the second part of the study, children were introduced to two new board games, one described as an activity "for children who are really, really smart" and the other one "for children who try really, really hard." Five-year-old girls and boys were equally likely to want to play the game for smart kids, but at age 6 and 7, boys still wanted to play that game, while girls opted for the other activity.

"There isn't anything about the game itself that becomes less interesting for girls, but rather it's the description of it as being for kids that are really, really smart."

As a result, believing that they are not as gifted as boys, girls tend to shy away from demanding majors and fields, leading to big differences in aspirations

and career choices between men and women. "These stereotypes discourage women's pursuit of many prestigious careers; that is, women are under-represented in fields whose members cherish brilliance," the authors wrote.

It is still unclear where the stereotypes come from. Parents, teachers and peers and the media are the usual suspects, Cimpian said.

But it is evident that action must be taken so that these biases don't curtail girls' professional aspirations.

"Instill the idea that success in any line of work is not an innate ability, whatever it is, but rather putting your head down, being passionate about what you are doing," Cimpian said, adding that exposure to successful women who can serve as role models also helps.

Toy companies like Mattel, maker of the Barbie doll, have taken steps to try to reduce gender stereotypes. Mattel's "You can be anything" Barbie campaign tells girls that they can be paleontologists, veterinarians or professors, among other careers.

Stage II. Dissonance

- Questioning, learning, gaining experience
- Conflict between dominant held views toward minorities and personal experience
- Feels conflict between self depreciating and appreciating

Study: Bilingual skills just child play

By NEAL MORTON
The Seattle Times

SEATTLE — For decades, researchers have built a compelling amount of evidence that the earlier you introduce a child to a second language, the stronger his or her bilingual skills will be.

An infant's brain also appears to benefit from early exposure to two languages.

Earlier this year, a team at the University of Washington used neuroimaging to show that bilingual 11-month-olds demonstrated stronger activity in areas of the brain associated with problem solving and self-control.

So when the regional government in Madrid, Spain, decided to boost bilingual education for infants there, officials asked the UW's Institute of Learning & Brain Sciences to develop and test a program to teach a second language to young children whose parents speak only one.

"There's a slew of studies that 0-to-3 years is the best time to develop (a baby's) language skills . but the question is: 'How do you do that?'" said Naja Ferjan Ramirez, a researcher at UW who helped design the program and co-authored a new report on its findings.

In 2015, Ferjan Ramirez and co-author Patricia Kuhl, also at the institute, designed the study to answer that question.

The researchers, backed in part by funding from the Madrid government, selected 16 students from UW that they trained over two weeks before sending them to Spain.

A total of 250 children, ages 7 to 33 months, were then split into two groups: Those who received daily, hour-long English tutoring sessions for 18 weeks, and those who remained in an existing bilingual program.

The children in the first group spent their time in small groups of 12 with four of the UW tutors, who encouraged them to talk more in English, even if it was just babbling.

The tutors also used social, play-based activities and spoke to the children in a way that helps language development.

In the bilingual program, children spent about two hours a week with an instructor who introduced simple English vocabulary and phrases in a typical classroom setting, with a higher student-teacher ratio.

The parents of both groups were asked not to provide additional English tutoring through the duration of the program.

At the end of the experiment, the researchers found that, on average, the tutored children spoke in English five times as often in a given hour than those who remained in the existing program.

The tutored children also produced more complex sentences in English and, even 18 weeks after the program ended, retained their English skills.

"We wondered if this was just a short-term thing," Ferjan Ramirez said.

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Stage III.

Resistance and Immersion

- Becomes self appreciating
- Group appreciating toward minority cultures
- May become group depreciating toward dominant culture

Basketball star's prom dress speaks volumes



TERRENCE TORRENCE/COURTESY

Milan Morris' dress was designed and created by fashion designer Terrence Torrence.

A tribute to Black Lives Matter movement

BY BRETT CLARKSON
Staff writer

It's a prom dress like no other. Milan Morris, 17, went to the Pahokee High prom on Friday wearing a gown that pays tribute to the Black Lives Matter movement.

Emblazoned on it were the faces of those whose high-profile deaths, largely during encounters with police, have inspired Black Lives Matter. Photos of the dress, which Morris had posted to her Instagram account over the weekend, have

since gone viral and garnered international media attention.

A large image of Trayvon Martin, the Miami Gardens teen shot and killed by neighborhood watchman George Zimmerman, is featured across the front of the gown. There are also the faces of Michael Brown, Sandra Bland and others. Corey Jones, the Boynton Beach man shot and killed by a Palm Beach Gardens officer at the side of Interstate 95 in 2015, is also shown.

See **FACES**, 2B

FACES

Continued from Page 1B

"It really conveyed such a strong message," said Morris, of Loxahatchee. "For me to be in that moment, to be bold and courageous to do that, it was a blessing."

The dress was well-received at the prom, and Jones' face had some people close to tears, she said. Morris, who grew up in Belle Glade, said she and many others around her knew Jones. She also spoke with Trayvon Martin's mother, Sybrina Fulton, who was touched by the dress.

A student and standout basketball player at Cardinal Newman High School in West Palm Beach, Morris was at the Pahokee prom with her date and fellow athlete, Adarius Dent, 18, a Pahokee High football player.

The dress was designed by Palm Beach County-based designer Terrence Torrence, who is also originally from Belle Glade and

knows Morris' family. Based in West Palm Beach, Torrence said he initially had the idea to create a dress inspired by the Black Lives Matter movement about a year ago, but was reluctant to act on it.

When he met with Morris in the months before the prom, they initially talked about her wearing a more conventional dress. But then Morris told her about his idea to create a dress that would feature images of the men and women whose deaths have sparked the ongoing national debate about police shootings and race.

"This year I was like, I really wanted to put the dress out there," Torrence said Monday. He talked about the idea with Morris, who was immediately receptive.

"She was like, 'Yo, let's do it,'" he recalled.

Torrence emphasized that his motivation to finally act on the idea came from Solange Knowles' album "A Seat at the Table," which explores themes of

black identity and empowerment. Torrence said he knew the dress would get a lot of attention and go viral. But he also said the dress is not intended to be anti-police.

"It's a tribute to that movement, but it's All Lives Matter, because every creature, every person on this planet matters," Torrence said.

It is art, he said. It was a way to remember other young people who have died.

"It was for the youth," he said. "She was perfect for it."

It's not the first time Morris has been in the spotlight. In March, the Sun Sentinel named her the Palm Beach County girls basketball player of the year. She graduates from Cardinal Newman as the school's all-time points leader, with 2,025. She also hit a single-season 81 three-pointers in her senior year, a school record. Her 258 career three-pointers is also a school record.

Later in the year, she'll



TERRENCE TORRENCE/COURTESY

Milan Morris attended the Pahokee prom with her date and fellow athlete, Adarius Dent.

head off to Boston College to play college ball there and study premed. She hopes to become an orthopedic surgeon.

She said she's seen criti-

cism that she's racist, or that she's just doing it for the fame or to go viral. None of it is true, she said.

"It was just really to convey the message that

this needs to be addressed instead of overlooked," Morris said.

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Stage IV. Introspection

- Concerned with the basis of self appreciating
- Concerned about ethnocentric basis for judging others
- Concerned about basis of depreciating other groups

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Who's superior? Poll says no one

No race, religion or culture ruled best in global survey

BY MICHAEL WINFREY
AND SAMUEL DODGE
Bloomberg News

PRAGUE — At a time when headlines point to a spike in global intolerance, a study has found that most people around the world say they don't believe any single race, religion or culture is better than another.

That was the finding of a multi-nation WIN/Gallup International poll conducted at the end of last year and published this month. The majority of people and more than half of the 66 countries surveyed say there's no such thing as racial, religious or cultural superiority. But the issue divides many, and a handful of places, all of

which are considered troubled and have developing economies, say superiority exists.

"Overall the global tolerance toward racial, religious and cultural differences is a dominating norm," Kancho Stoychev, president of Gallup International Association, said. "Exceptions from this norm are occurring in countries, nations or regions with serious internal or external conflicts."

The findings come amid an increase in reports of attacks linked to intolerance. Just recently, a man shouting anti-Muslim slogans killed two people in Portland, Ore., a suicide bomber killed 22 people in Manchester, England, and gunmen shot dead 26 Christian Copts in Egypt. At the same time, that report found the U.S. dropped most in rankings

among peaceful countries.

According to the Gallup survey, national majorities that agreed or strongly agreed that superiority exists were more likely to share that belief across the categories of religion, race and culture. The eight areas where that was most the case were Paraguay, Bangladesh, the Palestinian territories, Ghana, Lebanon, Nigeria, Indonesia and Macedonia.

The countries where people most disagreed with the idea that there is superiority in the three categories included Sweden, France, Iceland, Latvia, Spain, Argentina, Canada and Portugal. In the U.S., 23 percent of people agreed or strongly agreed that some races are superior to others, compared with 73 percent who disagreed or strongly disagreed.

Stage 5.

Synergy/Articulation/Awareness

→ Self appreciating

→ Group appreciating toward other cultures

6A | Sun Sentinel SunSentinel.com Wednesday, June 28, 2017 PN

Meal program bridges cultures a plate at a time

In Philadelphia, market plays host to diverse diners

By NATALIE POMPILO
Associated Press

PHILADELPHIA — On the menu, the flavor profiles seemed incongruous: Chinese dumplings, Italian-style roast pork and a Mexican chicken dish featuring an edible weed.

But when dinner was served, the guests seated and plates bearing foods of three different cultures shared, it all made sense.

The meal was part of “Breaking Bread; Breaking Barriers,” a yearlong program that brings people of different backgrounds together for a meal featuring their cultural favorites, bridging differences one plate at a time.

“People cooking and eating together happens every

day, but it doesn’t often happen across our social boundaries,” said Anuj Gupta, general manager of Reading Terminal Market, the historic and sprawling indoor market and home to the program. “It’s an incredibly powerful tool to cut through whatever social barriers you want to erect.”

Jews and Muslims have shared Jewish apple cake and baklava as part of the program. Members of the African-American and Korean communities have come together to compare fried chicken recipes.

During the most recent gathering, residents of the city’s Chinese and Mexican communities enjoyed dinner with members of the Philadelphia Mummies Association, a 10,000-strong civic association behind the city’s annual New Year’s Day parade.

For much of their history, Mummies groups included



ALEX STYER/BELLEVUE COMMUNICATIONS GROUP

Chef Alice Ye teaches Jay Polakoff, center, and Elliott Maser how to make Chinese dumplings.

only white men. Women weren’t allowed in the parade until a few decades ago. The tradition is also a family legacy, with many clubs based in southern Philadelphia.

While the 2017 parade was controversy-free, past parades were tainted by performances dubbed racist or culturally insensitive.

The Mummies have tried to diversify, creating a division in 2015 specifically for ethnic groups.

The dinner consisted of Chinese dumplings with pork or kale; verdolagas con pollo (verdolagas is an herb also known as purslane that’s considered a weed by Americans); and roasted pork rolled with spinach,

roasted peppers and provolone cheese, the Mummer contribution in a nod to a popular Italian-American dish served on New Year’s Day.

Before the meal, Chef Alice Ye taught Mummer Jay Polakoff how to make Chinese dumplings as the other diners watched. Someone noted that Polakoff’s seemed a little, well, misshapen.

“It’s actually a hamen-tashen,” Polakoff said, referring to the tri-cornered confection associated with the Jewish holiday of Purim.

Gathered at tables, the 40 community members shared details about the cultural backgrounds and favorite foods.

In one grouping, the diners — of Irish, German, Polish, Mexican, Cambodian and Italian descents — talked about a dumpling being a universal food, with multiple cultures having a

version: pierogi, ravioli, empanadas, kreplach.

The conversation flowed thanks to a facilitator from the Philadelphia Commission on Human Relations.

In discussing the shared meal, Oscar Galvan, a mechanic who is native of Mexico, said he was tempted to put hot sauce on his Italian pork dish.

“Breaking Bread; Breaking Barriers” was created with an \$85,000 grant from the nonprofit John S. and James L. Knight Foundation.

“It’s a place of refuge and convergence, old and young, black and white, coming together and feeling good around issues of food,” said Anderson, who taught at the University of Pennsylvania. “It’s a place where people get along even though we know there are fault lines. It’s a beautiful thing. It’s inspiring.”

*F*ive Challenges for Leaders:

1. Ask questions of your culture and others.
2. Build self-esteem.
3. Create dialogue.
4. Affirm a culturally diverse environment.
5. Create acceptance.



For more information about the Florida Recreation and Park Association visit www.frpa.org.