CULTURAL HUMILITY AND THE “YOU” IN UNITY

Shani Barrax Moore
CCDP/AP
Today we will:

- Explore how we look at differences in others and ourselves
- Unpack the role of cultural humility and self-awareness to create intentionally inclusive environments
- Discuss the application of equity to policies, programs, practices, and people
COMPLIANCE VS. INCLUSION

**Compliance**
- The equal access to opportunities guaranteed by policies based on federal and state laws.

**Inclusion**
- Active, intentional, and ongoing engagement with diversity; embracing and affirming differences and offering respect in words and actions (such as language, practices) for all groups and people.
Inclusion is...

Considers dimensions, experiences, perspectives, abilities of a person or group; affirming

Can be active or passive

Expressed in policies, practices programs and people (written)

Evident through values, composition, cultural norms, communication
Dimensions of Diversity

**Primary Dimensions**
- Gender & Gender Identity
- Race
- Religion
- Sexual orientation
- Ethnicity
- Physical or other ability
- National Origin
- Appearance

**Secondary Dimensions**
- Socioeconomic status
- Veteran status
- Education
- Marital status
- Geographic location
- Parental status
- Personality
- Belief systems and values
- Attitudes, habits

**Tertiary Dimensions**
- Hobbies and interests
- Job or career
- Nonprofit or volunteer involvement
- Political or social cause involvement
- Life experiences (ex. Abuse or illness survivor)
- Talents
Dimensions of Diversity

Primary Dimensions
- Gender & Gender Identity
- Race
- Age
- Religion
- Sexual Orientation
- Ethnicity
- Physical or Other Ability
- National Origin
- Appearance

Secondary Dimensions
- Socioeconomic Status
- Veteran Status
- Education
- Marital Status
- Geographic Location
- Parental Status
- Personality
- Belief Systems and Values
- Attitudes, Habits

Tertiary Dimensions
- Hobbies and Interests
- Job or Career
- Nonprofit or Volunteer Involvement
- Political or Social Cause Involvement
- Life Experiences (e.g., Abuse or Illness Survivor)
- Talents

Poll (1 min): What percentage of these identities are hidden (i.e. can’t tell from simply observing someone)?
Inclusion: How do these groups (and their intersections) experience your firm?
Intentional Inclusion

Awareness of hidden personal/social identities

Culture inherent in each identity
Cultural Humility

Allows **culturally competent individuals** to identify the **presence and importance** of differences between their orientation and that of each person they interact with and to explore **compromises** that would be **acceptable** to both.

A **lifelong process** of **self-reflection** and **self-critique**.

**Acknowledging differences without judgment, awareness of biases and assumptions, and self-assessment**

Participant Guide Page 5
Awareness Continuum

Awareness

Tolerance

Understanding

Acceptance

Appreciation

"Willful" Oblivion (Denial)

Ignorance/Oblivion

Barrax Moore, 2012
Culture as an Iceberg

Complex mass that is 1/10 visible and understandable – “LET’S CELEBRATE!”

Complex mass that is 9/10 out of sight and more difficult to comprehend – UNDERSTAND/DEFINE

Culture inherent in dimensions of diversity AND organizations
How can we effectively engage people through a cultural lens if we have not intentionally engaged ourselves?
Activity: Knowing Ourselves to Know Others

Dimensions of Diversity

Primary Dimensions
- Gender & Gender Identity
- Race
- Age
- Religion
- Sexual orientation
- Ethnicity
- Physical or other ability
- National Origin
- Appearance

Secondary Dimensions
- Socioeconomic status
- Veteran status
- Education
- Marital status
- Geographic location
- Parental status
- Personality
- Belief systems and values
- Attitudes, habits

Tertiary Dimensions
- Hobbies and interests
- Job or career
- Nonprofit or volunteer involvement
- Political or social cause involvement
- Life experiences (ex. Abuse or illness survivor)
- Talents
Activity: Knowing Ourselves to Know Others

- Please find your Participant Guide (emailed to you)
- We have sent the file in the chat if you need to download it now
Activity: Knowing Ourselves to Know Others

- Using Page 3 of your Participant Guide, write the top three identities that have the most impact on your perspectives, experiences, and interactions.
  - Example: Age, Gender, Race/Ethnicity
- For each identity, consider the following questions:
  - How do they **inform** or **impact** your perspectives when engaging with others? In a work setting?
  - How might they **limit** your perspectives when interacting with **those who are different**?
- You have 5 minutes to complete this activity individually.
Poll: How many of your top three identities were hidden?
EQUALITY VS. EQUITY

Gold
Equality

Platinum
Equity

Justice

The assumption is that everyone benefits from the same supports. This is equal treatment.

Everyone gets the supports they need (this is the concept of “affirmative action”), thus producing equity.

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

SAMENESS

FAIRNESS

ACCESS & INCLUSION
PRELIMINARY DATA
GENDER

Out of 4,791 respondents who provided a gender identity, 24% (1,148) identified as female, 74% (3,537) identified as male, 0.2% (9) identified as non-binary or non-gender conforming, and 2% (97) preferred not to say.

WHAT CHANGED?

71% of 2016 SE3 Survey respondents, and 68% of 2018 SE3 Survey respondents were men. Note in 2016, respondents did not have the option to select non-binary or non-gender conforming, and to opt out of self-identifying. With improvements in survey distribution, and reduction of survey bias, the 2020 survey response population is likely more representative of the actual population of structural engineers in the United States.

POSITION BY GENDER

When examining the gender composition of each position level, there are fewer women at higher position levels. 37% of Staff/Entry respondents are female compared to 10% of Principal/Owner respondents.

<table>
<thead>
<tr>
<th>Position</th>
<th>Gender Distribution</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF/ENTRY</td>
<td>37%</td>
<td>643 respondents</td>
</tr>
<tr>
<td>PROJECT ENGINEER</td>
<td>34%</td>
<td>1,139 respondents</td>
</tr>
<tr>
<td>SENIOR ENGINEER/PROJECT MANAGER</td>
<td>23%</td>
<td>908 respondents</td>
</tr>
<tr>
<td>ASSOCIATE/SHAREHOLDER</td>
<td>20%</td>
<td>913 respondents</td>
</tr>
<tr>
<td>PRINCIPAL/OWNER</td>
<td>10%</td>
<td>933 respondents</td>
</tr>
<tr>
<td></td>
<td>73% MEN</td>
<td>4,596 total</td>
</tr>
<tr>
<td></td>
<td>24% WOMEN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.2% NON-BINARY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; NON-GENDER</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CONFORMING 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PREFER NOT TO SAY 97</td>
<td></td>
</tr>
</tbody>
</table>
93.3% (4,425) of respondents identified as heterosexual, 1.9% (92) of respondents identified as gay or lesbian, 1.2% (55) of respondents identified as bisexual, and 4.3% (207) of respondents preferred not to disclose.
77% of respondents (3,551) identified as White Caucasian, and 23% (1,044) identified as Non-White or Mixed Race*. 12% of respondents (545) identified as Asian, 6% (298) as Hispanic, Latino, or Latina, 1.8% (82) identified as Middle Eastern or North African, and 1.3% (62) identified as Black or African American. Less than 1% of respondents (40) identified as American Indian or Alaska Native, and less than 1% (33) identified as Native Hawaiian or Other Pacific Islander. 5% of respondents (209) identified as White Caucasian and another race.

* Includes respondents who identified only as “White Caucasian”. Respondents who selected “White Caucasian” and another race are included under “Non-White or Mixed Race”.
POSITION BY RACE

When examining the racial composition of each position level, there are fewer minorities at higher position levels. 37% of Staff/Entry respondents identify as non-white minorities compared to 14% of Principal/Owner respondents.

- **Staff/Entry**: 37% Non-White or Mixed Race, 63% White Caucasian (692 respondents)
- **Project Engineer**: 28% Non-White or Mixed Race, 72% White Caucasian (1,201 respondents)
- **Senior Engineer/Project Manager**: 18% Non-White or Mixed Race, 82% White Caucasian (979 respondents)
- **Associate/Share Holder**: 15% Non-White or Mixed Race, 85% White Caucasian (918 respondents)
- **Principal/Owner**: 14% Non-White or Mixed Race, 86% White Caucasian (929 respondents)

WHAT CHANGED?
The 2016 SE3 survey did not include race demographics. 80% of 2016 survey respondents identified as white compared to 77% in 2020. The 2020 survey response population appears to be more racially diverse.
Include an organization’s key documents such as the mission statement, core principles, strategic plans, etc. **Ex. Strategic plan for Equity, Diversity, and Inclusion? Required training and accountability? Association with promotions and evaluations?**

Reflect diversity and inclusion goals, are embedded in the foundation of the organization. **Ex. recruitment programs, retention programs, compensation, bridge programs, mentorship, succession planning, community engagement**

Address organizational culture and way things are done, can be guided by values, beliefs, and norms. Often based upon individual interpretation and can be most affected by biases, passive exclusion. **Ex. who gets chosen for assignments? Other firm practices?**

Includes the employees and administrative team, and senior administrators responsible for supporting diversity, equity, and inclusion goals. **How broadly diverse is your team? What impact does composition and perspective have on clients? On each other?**

---

**Equity Through the 4 Ps**

- **Policies**
- **Programs**
- **Practices**
- **People**

Adapted from *Diversity Work in Independent Schools: The Practice and the Practitioner* (2013)
Towards Justice: Applying Equity and the 4Ps

What policies may limit access? How can they be addressed?

What programs could facilitate equity?

What practices may be influenced by bias or interpretation?

What people may be needed to achieve or practice equity?

Reflection in participant guide p. 5 with resources
Guides for Equitable Practice

Equity, Diversity, and Inclusion

We are actively engaged in furthering and supporting multiple initiatives and goals that value EDI for people of all backgrounds.

Learn more >

Questions regarding the Guides for Equitable Practice?
Contact us >

Increasingly, architects will be called to lead efforts in finding solutions to many of our society's most pressing issues. To meet these challenges, as well as the unknown ones ahead, we must have the talent, passion, and creativity of a diverse cohort of students, professionals, and leaders.

The Guides for Equitable Practice, done in partnership with the University of Washington and the University of Minnesota, and the American Institute of Architects’ Equity and the Future of Architecture Committee (EOFA), are a vital part of AIA’s long-term commitment to lead efforts that ensure the profession of architecture is as diverse as the nation we serve.

These guides will help you make the business and professional case for ensuring that your organization meets the career development, professional environment, and cultural awareness expectations of current and future employees and clients.
RESOURCE: AMERICAN INSTITUTE OF ARCHITECTS GUIDES FOR EQUITABLE PRACTICE

https://www.aia.org/resources/6246433-guides-for-equitable-practice
How can YOU apply equity to the 4Ps?

What policies may limit access? How can they be addressed?
My firm only hires from universities with structural engineering programs, which are typically Predominantly White Institutions (PWIs); perhaps consider recruiting from Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs).

What programs could facilitate equity?
My firm could establish a local SEA scholarship program for historically underrepresented students, which could lead to pipeline development.

What practices may be influenced by bias or interpretation?
Recruitment and hiring - may be biases towards one's own university, background, experiences, gender, etc. Also inability to define "fit."

What people may be needed to achieve or practice equity?
My firm could secure a specialized talent acquisition and recruiting professional for historically underrepresented groups (women, people of color, etc.). They could also be responsible for creating employee resource groups and other diversity, equity, and inclusion action groups.
Share your perspectives! Raise your hand to be unmuted to speak or type your ideas in the chat. Preface with “Policies,” “Programs,” “Practices” or “People”

Towards Justice: The 4 Ps & Equity

- **Policies:** Include an organization’s key documents such as the mission statement, core principles, strategic plans, etc. Ex. Strategic plan for Equity, Diversity, and Inclusion? Required training and accountability? Association with promotions and evaluations?

- **Programs:** Reflect diversity and inclusion goals, are embedded in the foundation of the organization. Ex. recruitment programs, retention programs, bridge programs, succession planning.

- **Practices:** Address organizational culture and way things are done, can be guided by values, beliefs, and norms. Often based upon individual interpretation and can be most affected by biases, passive exclusion. Ex. who gets chosen for assignments?

- **People:** Includes the employees and administrative team, and senior administrators responsible for supporting diversity, equity, and inclusion goals. How broadly diverse is your team? What impact does composition and perspective have on clients? On each other?
What Will I Do Differently?

I know there is something I can do as a member of the structural engineering community to practice intentional inclusion and the “platinum rule.”

That something is...