



# **CULTURAL HUMILITY AND THE "YOU" IN UNITY**

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# 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

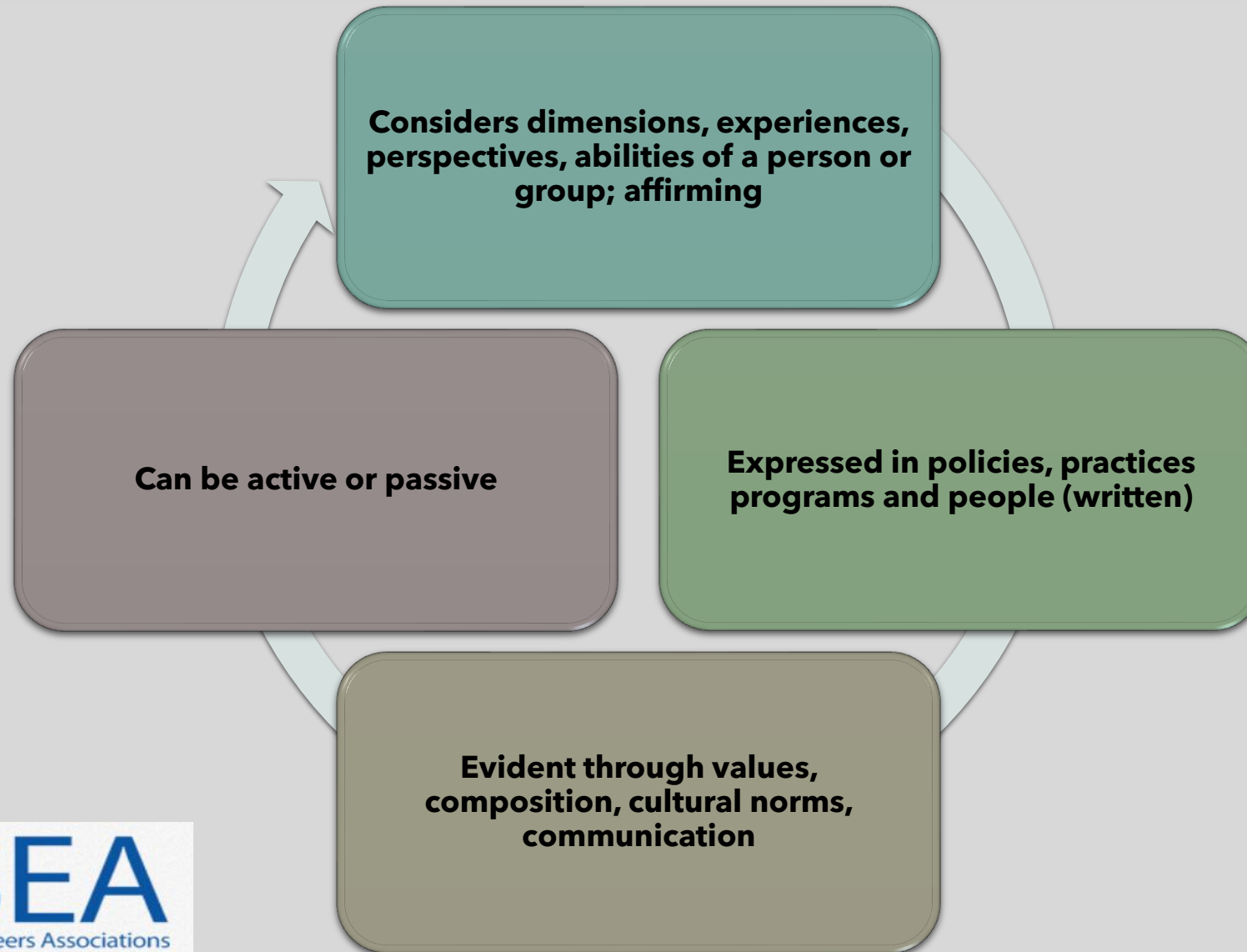
- The equal access to opportunities guaranteed by policies based on federal and state laws.

## Compliance

- 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

# Inclusion is...



# 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





# Dimensions of Diversity

**Inclusion:**  
How do these  
groups (and their  
intersections)  
**EXPERIENCE**  
your firm?

## Primary Dimensions

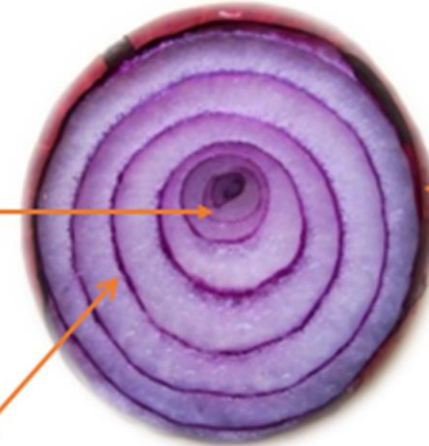
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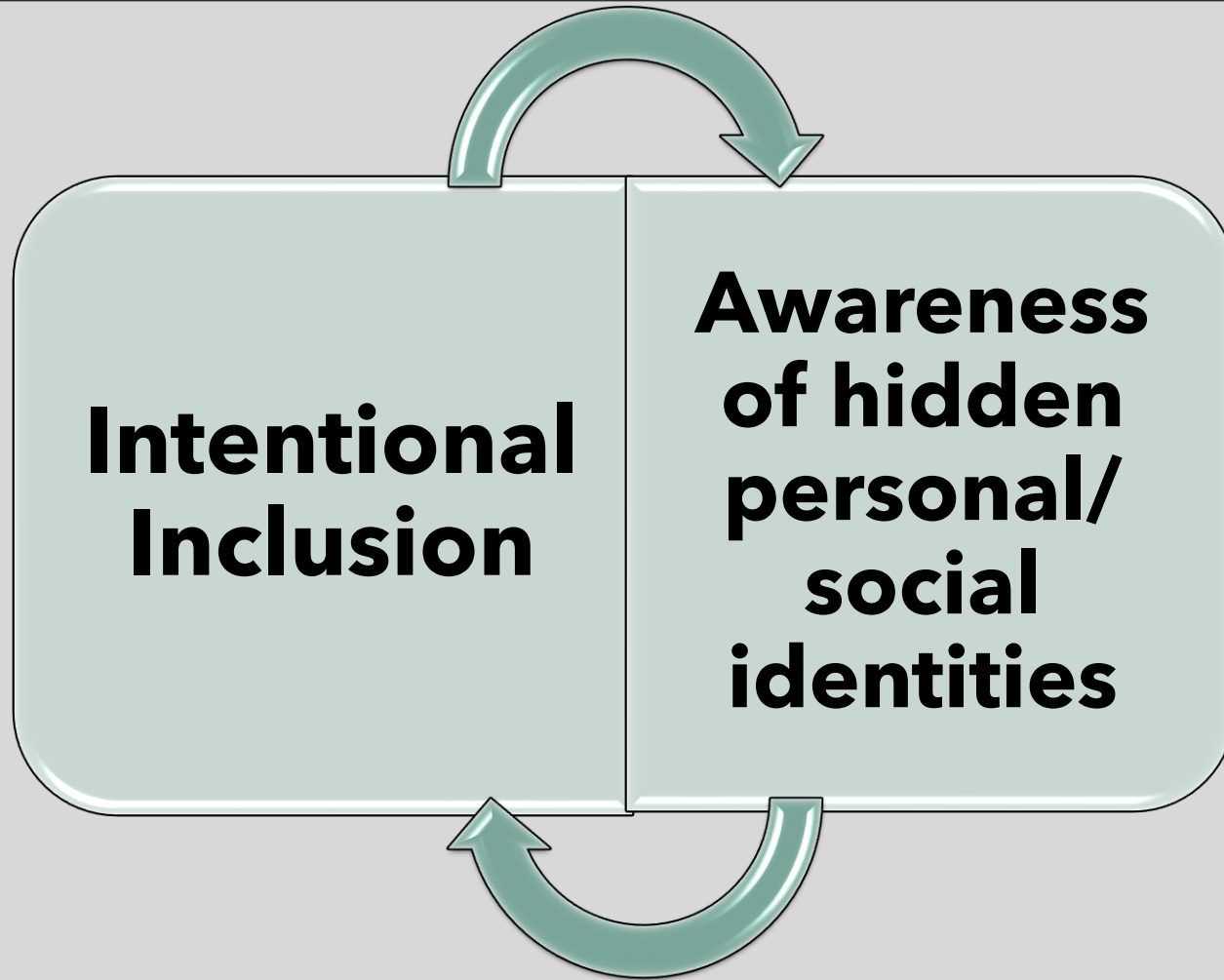
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**Culture inherent in each identity**





# 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***

# Awareness Continuum

**Ignorance/  
Oblivion**

**"Willful" Oblivion  
(Denial)**

Awareness

Tolerance

Understanding

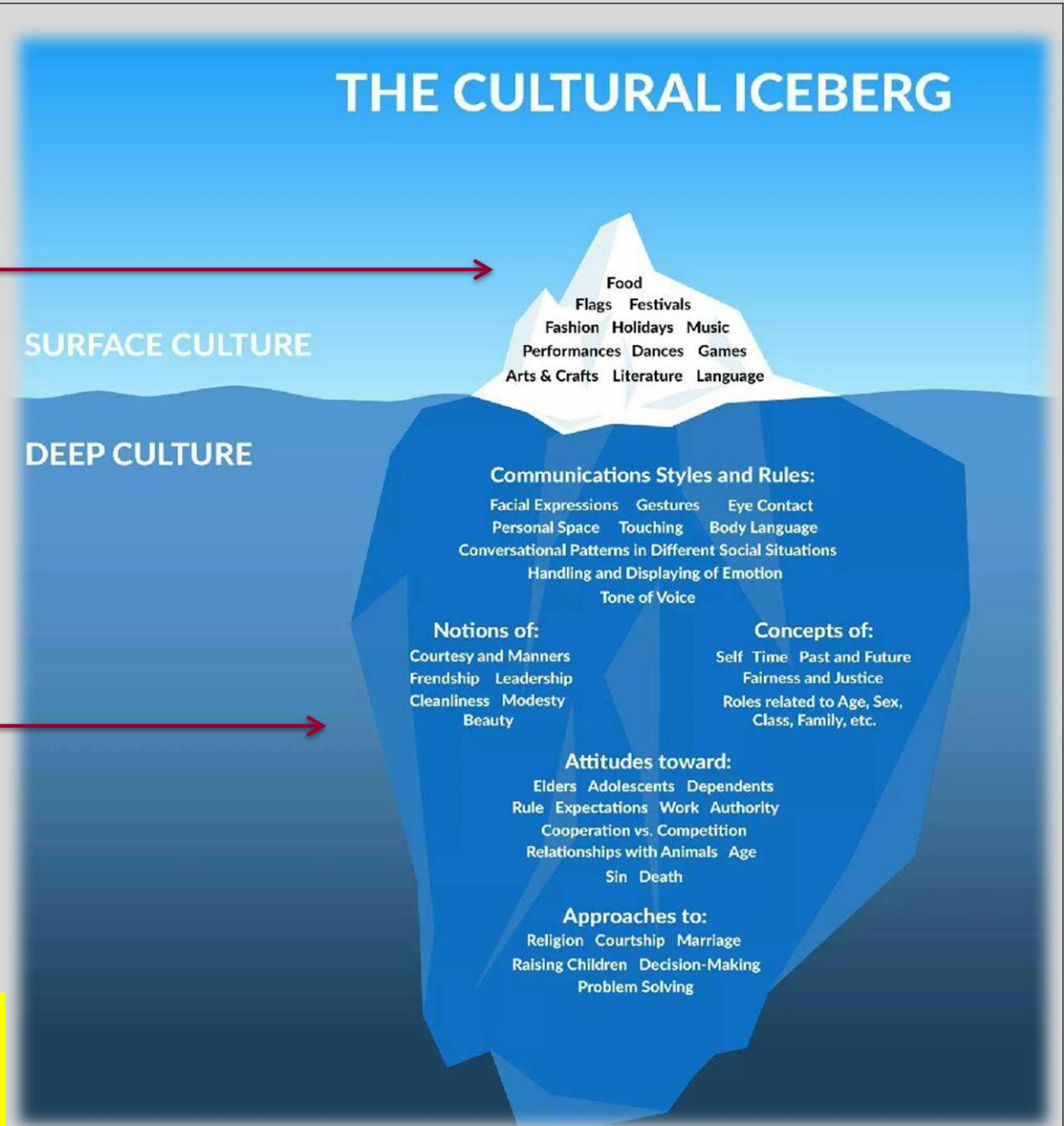
Acceptance  
Appreciation

# 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

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#### Dimensions

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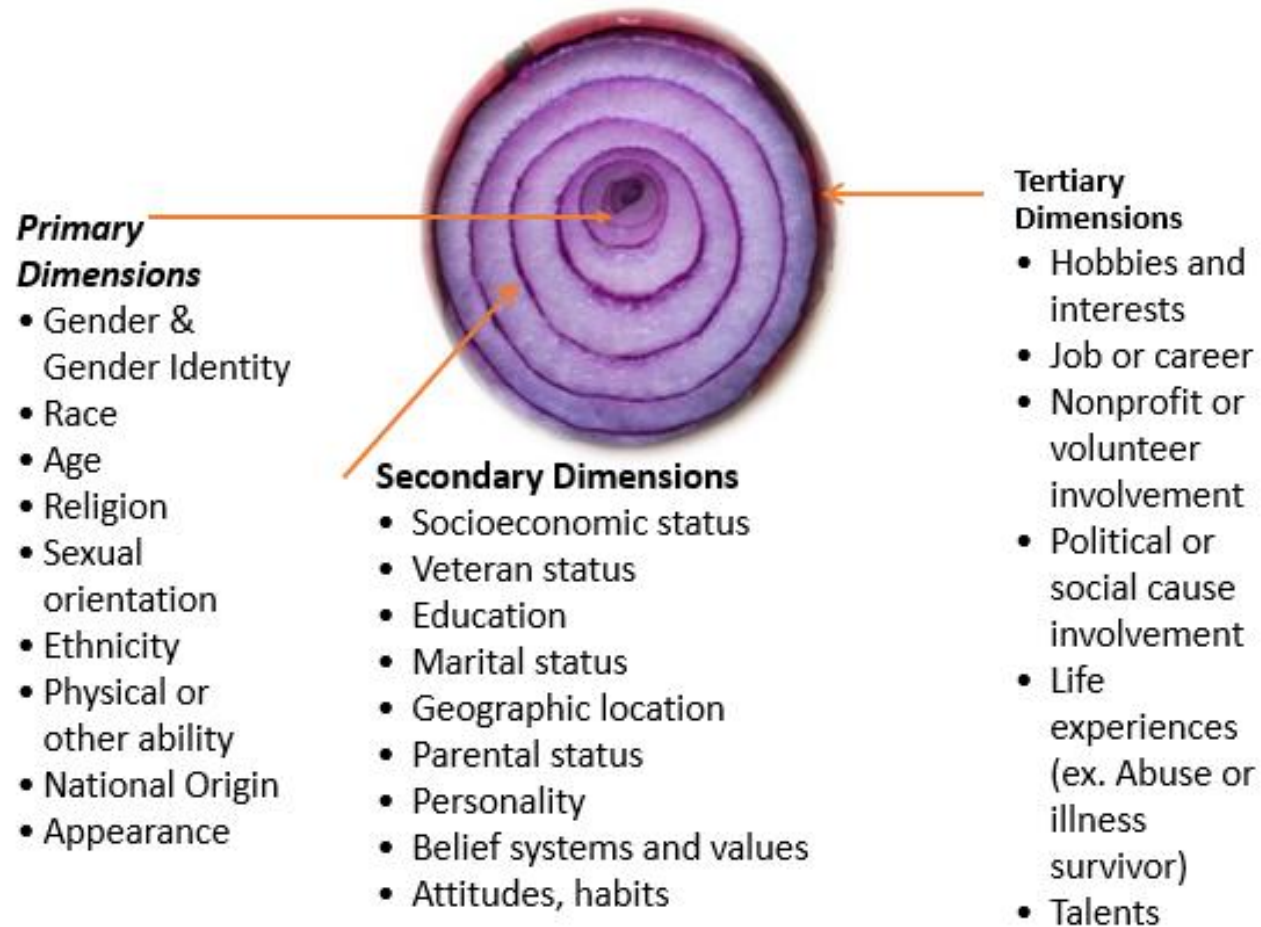
# Activity: Knowing Ourselves to Know Others

- 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.

# Dimensions of Diversity



**Poll: How many of your top three identities were hidden?**



# EQUALITY VS. EQUITY

## Gold Equality



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



**SAMENESS**

## Platinum Equity



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



**FAIRNESS**

## Justice



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.

**ACCESS & INCLUSION**



Aurora Change Agency



National Council of Structural Engineers Associations

**NCSEA SE3<sup>≡</sup>**

# 2020 SURVEY TOPIC BRIEF

BY THE STRUCTURAL ENGINEERING ENGAGEMENT AND EQUITY COMMITTEE  
OF THE NATIONAL COUNCIL OF STRUCTURAL ENGINEERS ASSOCIATIONS

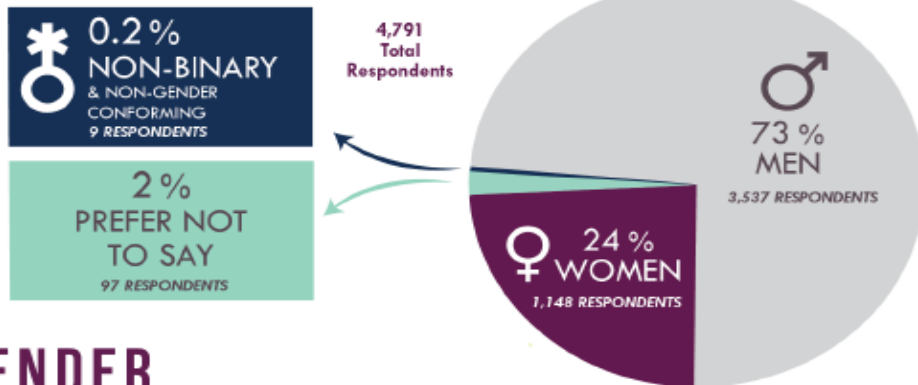
PRELIMINARY DATA

## 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.

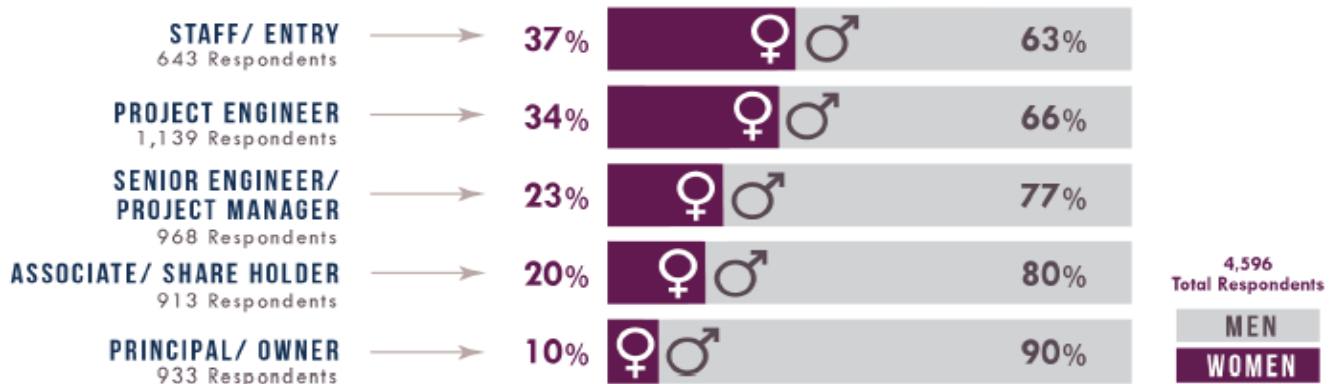
### WHAT CHANGED?

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.



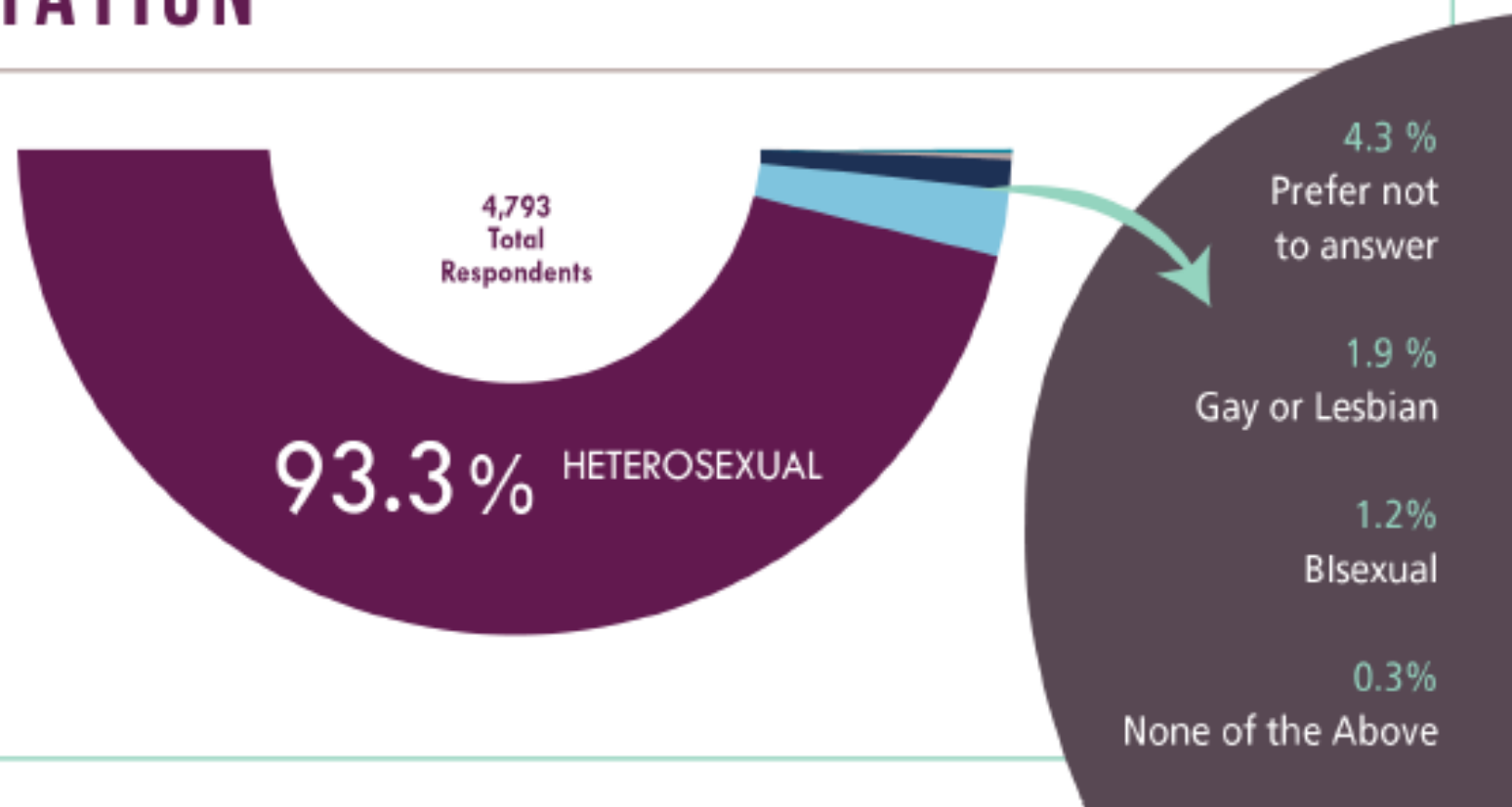
## POSITION BY GENDER

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.

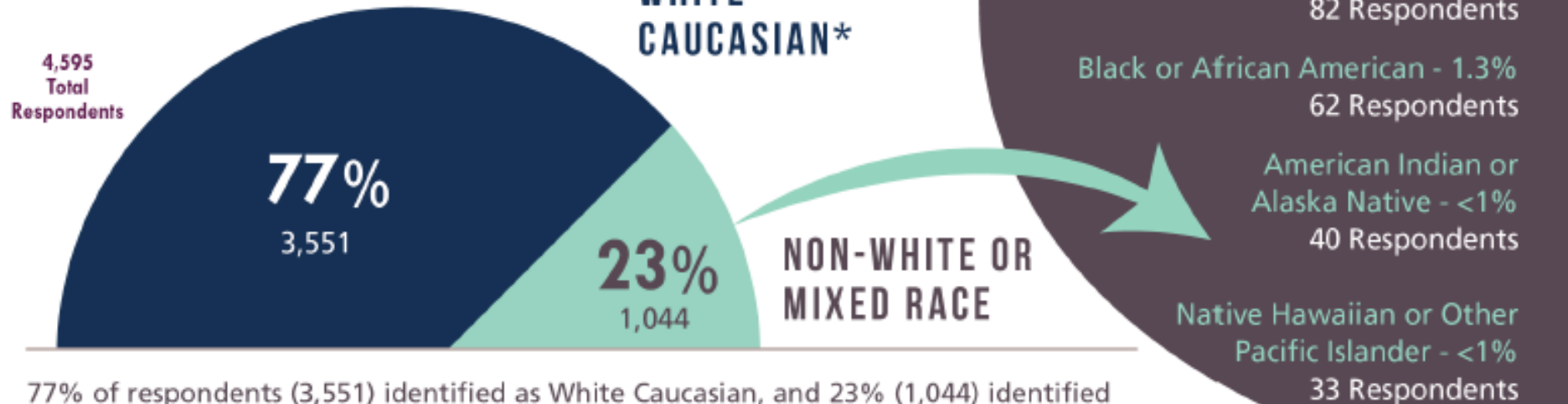


# SEXUAL ORIENTATION

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.



# RACE

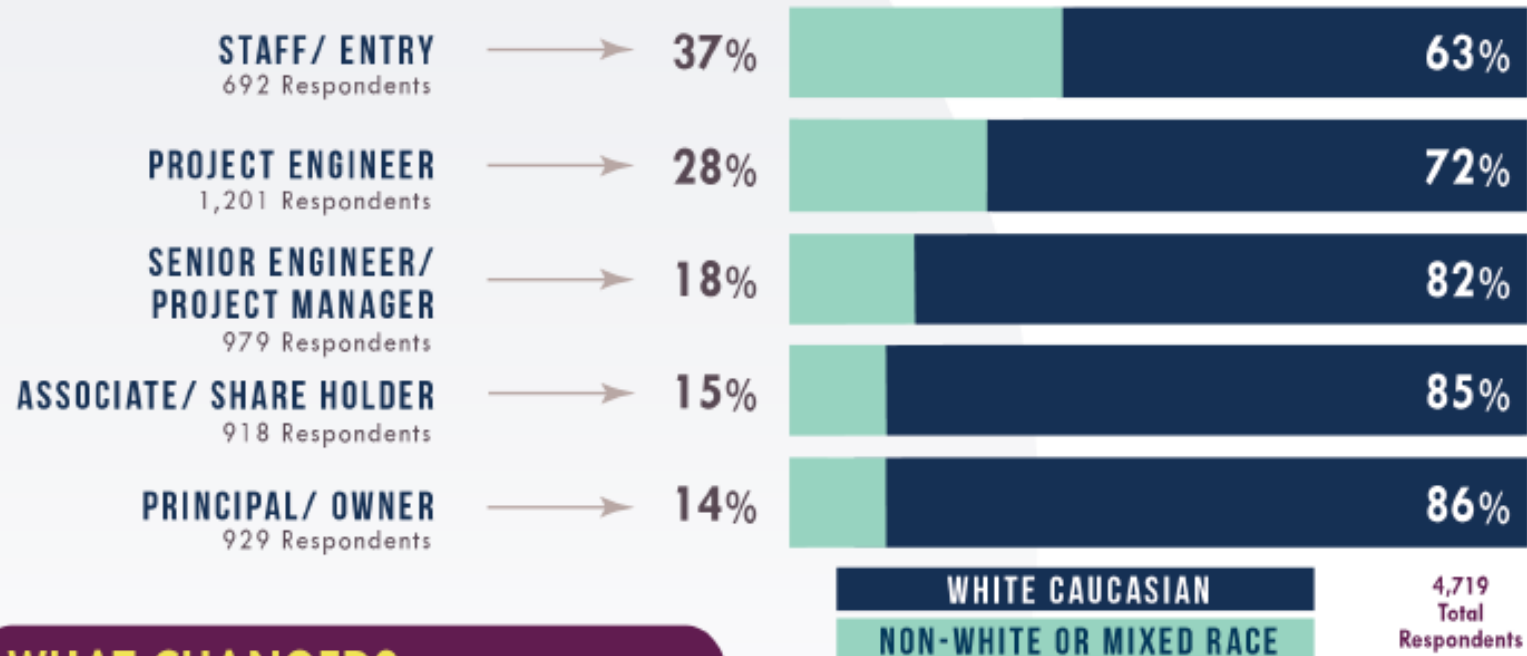


77% of respondents (3,551) identified as White Caucasian, and 23% (1,044) identified as Non-White or Mixed Race\*. 12% of respondents (545) identified as Asian, 6% (298) as Hispanic, Latino, or Latina, 1.8% (82) identified as Middle Eastern or North African, and 1.3% (62%) identified as Black or African 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.



## WHAT CHANGED?

The 2016 SE3 survey did not include race demographics. 80% of 2018 survey respondents identified as white compared to 77% in 2020. The 2020 survey response population appears to be more racially diverse.

# Equity Through *the 4 Ps*

## 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, compensation, bridge programs, mentorship, succession planning, community engagement**

## 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? Other firm practices?**

## 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?**



# Towards Justice: Applying Equity and the 4Ps



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



What programs could facilitate equity?



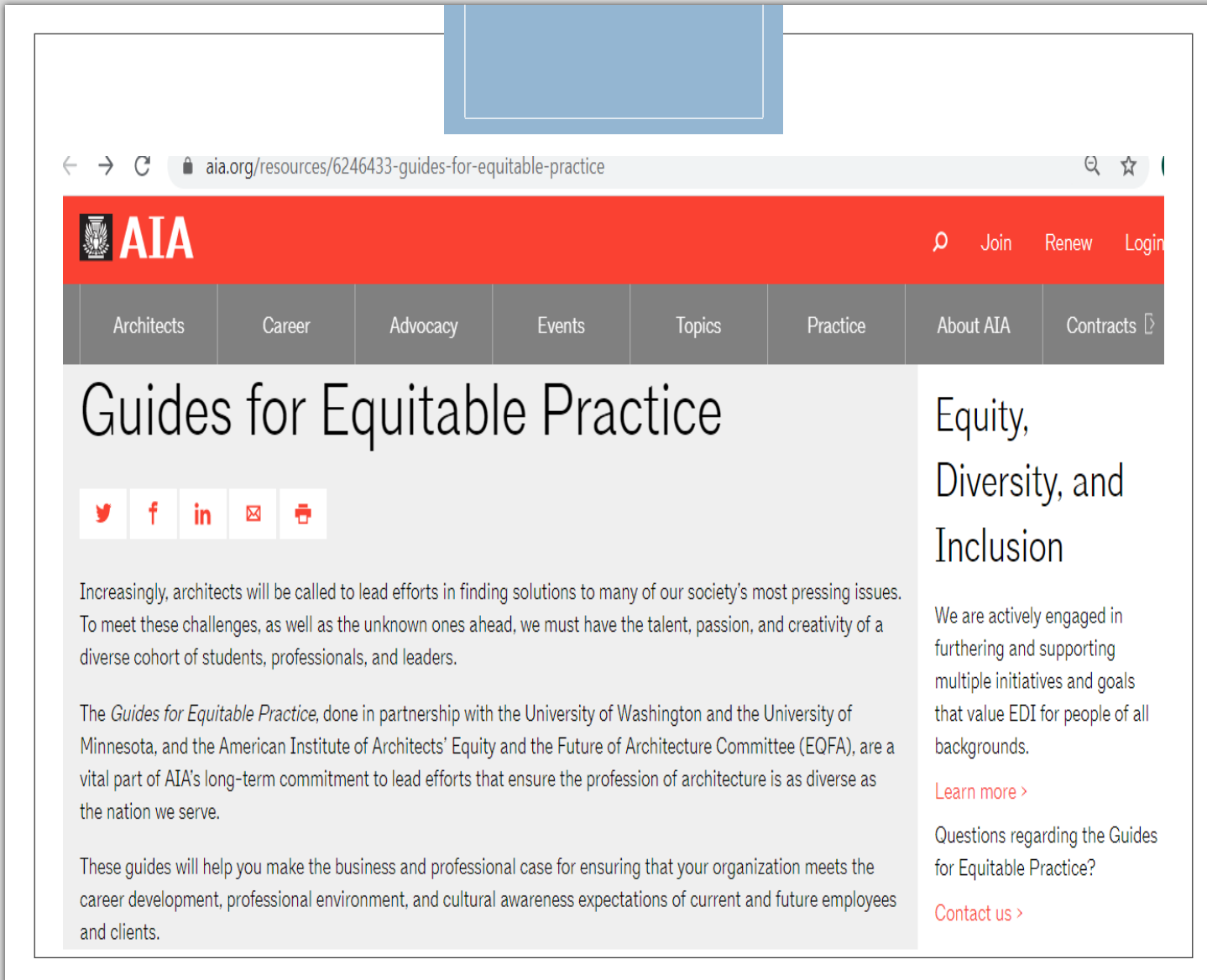
What practices may be influenced by bias or interpretation?



What people may be needed to achieve or practice equity?

Reflection in participant guide p. 5 with resources





# RESOURCE: AMERICAN INSTITUTE OF ARCHITECTS GUIDES FOR EQUITABLE PRACTICE

<https://www.aia.org/resources/6246433-guides-for-equitable-practice>



Intercultural Competence



Workplace Culture



Recruitment and Retention



Negotiation



Compensation



Advancing Careers



Engaging Community



Mentorship and Sponsorship



Measuring Progress



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## ***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.

## *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?**

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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?**

**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"**

# 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...**

Q&A

The image features three large, 3D-rendered characters: a blue 'Q', a light blue '&', and a blue 'A'. They are positioned on a white reflective surface against a white background. The 'Q' is on the left, the '&' is in the center, and the 'A' is on the right. Each character has a slight shadow cast beneath it, and their reflections are visible on the surface below. The 'Q' has a thick, rounded body with a circular cutout. The '&' is rendered in a light blue color and has a similar thick, rounded body with a central cutout. The 'A' is also in blue and has a thick, rounded body with a triangular cutout.