SCOT Analysis
Recruitment & Retention of Diverse Workforce

Faculty – Diversity Task Force

**Strengths:**

**Community**

- WWU has a growing reputation
- Liberal Pacific Northwest
- Understand that the community environment is part of the problem – current administration
- Most people at WWU claim to be tolerant
- Geographic location
- WWU is housed in a relatively diverse community
- Its liberal nature
- Community interest and interest
- Being located in a desirable geographic area
- It’s hierarchy amongst other competing schools – it’s a recognized institution with a good reputation for excellence
- Universities in general invite and accept diverse viewpoints
- We have more diversity than the surrounding community
- Proximity to large cities

**Programs (Organizational)**

- WCE Diversity Committee
- Re-energize/revival of MEC (Minority Employee Council)
- Support from EOO
- Minority Employee Council – having an organization that brings classified staff, professional staff and faculty of color together
- TLA
- Diverse Library Collection
- MEC
- Existing campus organizations
- Library series focus on critical issues
- Efforts to make buildings more accessible for students and faculty with disabilities
- CEED – Center for Education, Equity and Diversity
Administration

- Diversity Handbook
- Upper administration that “gets it” (supportive)
- Public commitment to diversity that makes it seem sincere
- The University makes an effort to use inclusive language in publications
- We have a Diversity Handbook
- Support from some key administrators for example, President and Provost
- Willingness of new administration to use resources for recruitment and retention
- Head of EOO who is credible
- Strong EOO (has a voice in campus conversation)
- Diversity part of WWU Strategic Plan
- Recent insistence on unit evaluation plans (TIP Standards)
- The desire to recruit and retain a diverse workforce under new administration
- Intentional connection of current faculty of color with potential hires
- Resources – the visible efforts that Western is making to supply resources where needed.

Students

- Have a VP position associated with diversity
- Growing diverse student body – it’s easier to reach out to a diverse workforce when student are more diverse
- Student interest in diversity
- Ethnic Student Center, students for disability awareness, LGBT and diverse programs
- Student support of diversity
- Student numbers are going in the direction of supporting diversity
- Active ethnic and diverse student clubs
- Quality of students
- Ethnic Student Center

Family

- Spouses employed equal retention
- Domestic partnerships recognized
- Domestic partnership benefits
- Having as a policy to attempt to recruit a diverse workforce
- Spousal opportunity hires equal recruitment
- Shared responsibilities within families is visible
• Understands that family is important partners and children – current administration
• Welcoming and professionalism in the interview process

**Current Faculty**

• Difficulty in recruiting faculty equals incentive to retain
• WWU has a diverse foundation established
• Existing diversity as recruitment seed
• The level of increase (in comparison to the past) of diverse workforce

**Department Culture**

• Emphasis on teaching
• Faculty mentors
• Quality of faculty
• WWU offers a good working environment
• Collegial environment
• Ability to expand on existing curriculum
• The extraordinary faculty of color who have remained at WWU for long period of time
• Collaboration on events, courses, projects by POC, LGBTQ, International, etc. faculty and staff
• Having an open-minded and highly-qualified faculty force
• Academic freedom is valued
• Not discriminating in regards to workload based on “diversity” categories
• Individual colleagues who work on issues of diversity or create a good environment
• Generational turnover equal young departments
• Spousal value (on-line materials etc) supports diversity
• Teamwork incentives because of common goals

**Programs (Academic)**

• Law Diversity and Justice Program
• Fairhaven College
• Providing scholarships to underrepresented students
• Its varied departments and how vast programs it offers are.
• Having a diverse number of fields of study (i.e. being a liberal arts university)
• Center for cross-cultural research
• Programs such as Women’s studies, American Cultural Studies, etc.
• Curriculum support
Outreach

- Intentional outreach to native communities
- Having outreach programs to nearby communities
- Advertise/post job announcements in professional journals and list serves targeted to a diverse audience

<table>
<thead>
<tr>
<th>Strengths – Number of Endorsements</th>
<th>First Round</th>
<th>Second Round</th>
</tr>
</thead>
<tbody>
<tr>
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Challenges:

Hostility/Discomfort (Climate)

- Students who are overly hostile and make discriminatory remarks
- Students can be intolerant of accents
- Some research on queer stuff degraded
- Easy target of bullying
- Double standard – why are efforts only directed to minorities? They get all the focus.
- Colleagues overtly hostile, making discriminatory remarks
- Chilly climate in departments
- Faculty resistance to EEO office
- Balancing the embrace of diversity with the respect for and proudness of sex, race, etc.
- “Walking on eggshells” or avoiding issues interpersonally
• Lack of ability (or desire) to mentor students of color by white faculty
• Lack of overlap of needs of various minority groups
• Academic culture not open to change...e.g. how research is done
• Un-willingness of some faculty and administration to recognize differences
• Attitude that diversity is not relevant to everyone
• Double standards
• May rule number enable minority points of view
• Political correctness
• Lack of support for diverse faculty and staff (What if EOO and union don’t solve problems?)

Visibility/Integration

• Invisible
• Alienation in home department
• Individualist culture
• Transgender issues not yet on the radar screen
• Invisibility of some minorities
• No social interaction
• Color blindness equals color muteness
• Faculty isolation in departments
• Low visibility of existing diversity
• Leadership resistance to minorities gathering
• Segregated groups
• Administration does not want to hear bad news
• Barriers to collaboration
• Resources not well known or understood
• Lack of proactive collaboration invitations
• Publicity of resources available people aren’t aware
• Difficulty in resisting the colonizing element of institutions
• Existing minorities invested in assimilating into the majority

Low Numbers

• Limited pool of applicants
• Students are not as diverse
• Lack of African American community
• Lack of diverse faculty
• Existing numbers of diverse students/faculty
• Lack of faculty diversity
• WWU does not currently have a diverse workforce
• Faculty are not as diverse
• Quality of recruited students decreasing over time

Institutional Support

• Lack of broad support within units
• Need better early attention and support of new faculty
• Support of administration for student programming (diversity program)
• United mentorship opportunities
• Number of gay faculty taking advantage of DCA policy?
• Lack of training among faculty and staff to understand and work with diversity
• No training for chairs on retention
• No mentoring
• Lack of leadership opportunities
• Student advising
• Limited mentoring
• Lack of mentoring
• No mentoring on diversity to faculty, workforce and student body
• Assistance for international faculty

Intentions vs. Inaction

• Covert enforcement of past gender codes in evaluation student/faculty
• Rhetoric of supporting “Diversity” rather than actively practicing social justice
• Mentality i.e. we are so much more diverse than in the past so we don’t need to do too much more
• Willingness vs. Action
• WWU stating it supports multiple ways of being/learning but consistently representing Western or dominant culture
• Talk the talk without walk the walk
• Turning abstract support into concrete action
• Disconnect between abstract support for Diversity and lack of social equipment to retain people
• Over-emphasis on numbers; less attention on the experience of diversity
• Seems to be an all-or-nothing attitude in courses and other programs
• “Liberal” campus appears to be more open-minded than it is
• Diversity here is tokenized
• Talk about diversity – need more actions!
• We want diverse bodies but not always minds
• Unsuccessful outreach to community
• Limited success on recruiting a diverse workforce and student body
• Few or none nationally-recognized minority chapters or diversity offices

Resources

• Food on campus
• Salaries
• Economy
• Not enough number and amount of scholarships to students
• Reliance on external funding (including state funds)
• Low salaries
• Limited library resources
• Accessible bathrooms and buildings at Western are scarce
• Low salaries make it difficult to recruit
• Limited funding and resources to allocate
• Budget limits spousal accommodation
• Low salaries
• Limited research support
• Diminishing academic resources
• Lack of professional incentives (e.g. funding)
• WWU cannot pay for top talent
• Research not well funded
• Over-reliance on the attractiveness of the region; which may not appeal broadly

Workload/Research

• Large classes are less appealing to teach
• Highly qualitative rather than quantitative
• Similar expectations of faculty (research) without benefits
• Difficult to conduct globally – interesting research that is attractive to more students
• “Diverse” faculty and staff double the expectations to support students of diverse backgrounds and maintain own identity
• Returning students of color and minorities that fail because of burden of school and politics or those that leave
• Time
• Heavy workload

Family

• Limited maternity leave – no paternity leave
• Limited resources for partner accommodation
• Work family balance
• Limited childcare space
• Spousal hire policy still new
• Trailing spouses can’t get jobs at WWU or in Bellingham
• Evaluation during DCA 1 year appointment?
• Same rules apply for senior admin as faculty/staff

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Opportunities: (Group 1)

Quality of Life

• Mountains, dog parks, water for reflection
• Three NPR stations
• Recreational opportunities
• Close to large cities
• Diversity community in Washington State
• Local growth
• Canada close range
• Diverse community in Whatcom and Skagit Counties
• Public transportation
• Liberal pacific northwest around WWU
• Proximity to international city

Generational Shift

• New (young) faculty come with higher expectations for diversity
• Local population is more diverse

Professional Societies/Organizations

• Pride foundation membership
• Community programs geared to minorities
• School programs geared to minorities
• Federal programs geared to underrepresented groups
• Professional societies offer funding to involve minority students in summer research
• National networks on how to develop curriculum
• Conferences on teaching and pedagogy
• Professional societies publish best practices
• Advertising in queer publications and others...
• Go to: CAA1 National
• National professional organizations geared towards underrepresented groups
Economic Trends

- Diverse job opportunities for spouses
- Job market sucks
- Broader recruitment pool due to weak economy

State Professional Opportunities

- Archives present diverse experience in driving distance
- Invite speakers from other schools
- Regional scientific opportunities UW Library access
- Government agency networking
- Cross-institution initiatives
- Share speakers with UW/UBC/ Simon Fraser...
- Networking with colleagues at regional universities

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Opportunities: (Group 2)

Bellingham

- Safe environment
- Natural resources for personal and professional use
- Haggen’s
- WTA
- Community Food Co-op
- Local agriculture
• Famer's markets
• “Good” school system
• Food bank
• Fresh produce – organic – eating locally

National Trends
• Surrounded by the arts
• Changing demographics
• More diverse students are obtaining PhDs
• Rising interest in online class (Disclaimer – I am opposed!)
• Growth of western US cities

WWU – Community Connections
• Service learning and community involvement opportunities
• Lots of non-profits focused on social justice in Whatcom county
• Alumni student connection/mentorship
• Bellingham is small so better efficiency in reaching out to community
• Possible connections with community colleges
• High school/middle school mentorship
• NOAA?
• Politically active community
• Organizations based elsewhere in PNW may have an interest in opening offices in Bellingham
• Port redevelopment

Seattle/Vancouver
• Being near Canada
• Being located on the Pacific Rim
• Proximity to Canada attracts Canadian faculty
• Halfway between 2 great R1 University libraries
• Potential access to two major metropolitan areas (Seattle and Vancouver)
Local Diversity Focused Opportunities

- Diversity is on the radar of many employers, businesses, etc.
- B.A.S.O.W. – Brothers and Sisters of Whatcom County
- Relationships with Indian Nations/Tribes
- Opportunities to diversity if we make connections with local Latino/a and Native communities
- Proximity to Native Culture

State Government

- No state income tax
- Domestic partnership and benefits to partners recognized by state
- Sexual orientation is a legally protected category in Washington state

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Threats: (Group 1)

Constitution of the Community

- Intolerant clusters of people in region
- Local and state gentrification along diversity lines
- Homogenous clusters of people surrounding WWU
- Violence against women queers and men of color
- Lack of diversity in Bellingham
- Coupled community
- Lack of diversity in the community
- Lack of Bellingham diversity
• Single people (queer) need to live in Seattle or Vancouver

**Community (Mis) Perception**

• Desire to label and dismiss ideas
• Red public anger against university employees
• WWU does not recognize that the external community isn’t welcoming
• Distrust of local community towards WWU

**National Stage**

• WWU struggles to remain innovative
• Long term lack of funds Higher Ed have fewer diverse faculty
• What are we trying to be?
• Loss of support for minority programs by professional organizations

**Lack of State Support**

• Community College growth
• State funds
• State legislature
• Reduced state support for public education
• Emphasis community college and technical education
• Budget cut
• Privatization of public education
• Tax system
• Loss of public transportation
• State finances
• Bad initiative to control higher ed
• Definite competition among state universities

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<th>First Round</th>
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</thead>
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Threats: (Group 2)

Lack of Jobs

- Jobs for spouses
- Job decline in Bellingham
- Spouse joblessness
- Bellingham is resistant to growth
- Limited local job opportunities

Local Prejudice

- Perception of racism in Blaine and Lynden area
- White supremacy presence in inland PNW
- Security guards follow minority shoppers
- Border patrol
- Elitism – organized elitism

Lack of Diverse City & State

- Bellingham is so homogenous
- Bellingham is a small town
- SES Segregation
- Lack of diversity in Pacific NW overall
- Lack of diversity in community
- Limited black or ethnic products (both food and otherwise)
- Limited faith communities – Muslim/etc.
- Seattle and Vancouver attracts away talent from Bellingham
- Distance from large cities with black population
- Larger cities have a more diverse population
- Low state minority population
Local Coolness (Not Welcoming)

- Terrible town to be single in
- Bellingham is not a very welcoming community
- Lack of live music and spoken word poetry

Environmental

- Water quality
- Crappy winter weather
- Cancer rate in Bellingham
- Earthquakes

Financial Burdens

- Bus service on Sunday – potentially being cut
- Cost of living
- Budget cuts
- Lack of convenient, affordable public transportation to metropolitan areas

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