

Reed College
**Faculty
Diversity
Resource
Guide**



Reed College Office for Institutional Diversity
ENGAGING PLURALISM

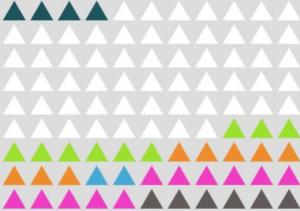
Welcome to Reed College
We're excited to have you among us.

The following information was compiled by the Office for Institutional Diversity and is meant to provide new faculty members with a broad overview of the kinds of endeavors undertaken at Reed to promote diversity and inclusion. Ours is a small community, the care for which each of us is charged. Creating a more diverse and inclusive living, learning, and working environment is, we believe, everyone's responsibility. We hope you will engage with us over the course of your time at Reed by putting your passions and expertise to work in this capacity. Every action that moves the college's goal forward is important and counts. Again, welcome to this community. We are delighted you are here.

Best,
Mary B. James
Dean for Institutional Diversity &
A.A. Knowlton Professor of Physics

Reed College 2014-2015 Student and Faculty Demographics and Information

Students Race/Ethnicity

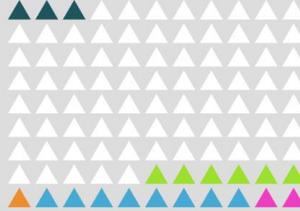


African American: 4.5%; Caucasian: 59%; Hispanic: 9%;
International: 8%; Native American: 2%; Asian/Pacific
Islander: 11%; Unknown: 8%

Gender
Female: 53%; Male: 47%



Faculty Race/Ethnicity



African American: 3%; Caucasian: 80%; Hispanic: 6%;
Native American: 1%; Asian: 8%; Unknown: 2%

Gender
Female: 40%; Male: 60%



Total Number of Faculty

169

Student to Faculty Ratio

9:1

Average Class Size

16

International Students

115

students at Reed who identify as an international student or a "Third Culture Kid."

18%

of international students identify as a "Third Culture Kid" or TCK. A TCK is a person who has spent a significant part of their developmental years outside of their parents' culture.

41

countries of which international students and scholars at Reed are citizens. This does not include additional countries where students have lived or call home.



Financial Aid

50%

students are full pay

50%

students are on financial aid



\$47,147

average financial aid package

First-Generation College Students

8%

students who are one of the first in their families to attend and are forecasted to graduate from a 4 year college.

Reed College Diversity Statement

Reed College is a community dedicated to serious and open intellectual inquiry, one in which students, faculty, and staff can fully participate, regardless of ethnicity, race, religion, age, gender identity, sexual orientation, nationality, socio-economic status, or disabilities. Reed embraces the inherent value of diversity. It is committed to attracting the best and brightest from every group, including those who have historically experienced discrimination and prejudice, for it recognizes that dialogue between people with different perspectives, values, and backgrounds enhances the possibilities for serious intellectual inquiry. The College is also committed to creating an environment that respects the dignity and civil rights of all persons, particularly those from groups that have experienced discrimination and persecution, for it recognizes that intolerance and prejudice diminish those possibilities.

Reed is dedicated to the honor principle, which expects that each of us actively maintains an open mind and generous heart in order to create a community that welcomes and supports all of its members. When the honor principle is realized, every member of the community is respected, and can speak, work, teach, and learn free from intolerance or harassment.

Every member of the Reed community benefits from the talents and experiences of our peers, from the mutual respect we exercise, and from the responsibilities we take for our actions. Each of us deserves equal opportunity to teach, to learn, and to grow.

(Adopted November 28, 2009).

Resources for Faculty

Center for Teaching and Learning

The goal of the Center for Teaching and Learning (CTL) is to aid in the development and refinement of teaching at Reed by fostering the development of effective teaching, promoting productive feedback about one's teaching, and developing strategies for improving one's teaching through the exchange of ideas and best pedagogical approaches.

Inclusive Pedagogy Workshops

The Office for Institutional Diversity and the Center for Teaching and Learning host a series of workshops to help faculty build successful advising and teaching strategies for working with students from groups historically marginalized in higher education including students of color, LGBTQ students, first-generation college students, students from low socio-economic backgrounds, students with disabilities, and international students.

Faculty Mentor Program

Reed has an informal mentorship program for first-year tenure-track faculty that connects new faculty members with more senior colleagues. Most mentors invite new faculty to lunch or coffee and aim for open relationships where new faculty can ask questions and share concerns, however small. You should receive an e-mail about this program from the Dean of the Faculty's office in August.

Committee on Diversity

The Committee on Diversity consists of faculty and staff members who work in collaboration to support and promote intellectual, cultural, and social pluralism at Reed. As an advisory group, the committee monitors the programs and policies adopted by the college in pursuing its commitment to diversity and also presents recommendations to units of the college with the intention of facilitating and guaranteeing the recruitment and retention of faculty, staff, and students from underrepresented ethnic and racial groups.

Conference and Meeting Support for Faculty and Staff

The Office for Institutional Diversity has a small fund that supports faculty attendance at meetings not normally supported by the Dean of the Faculty's office and which support professional or intellectual development related to the college's diversity and inclusion agenda. To submit a proposal or for more information, e-mail institutional.diversity@reed.edu.

Discriminatory Harassment and Sexual Misconduct Policy

www.reed.edu/academic/gbook/comm_pol_dhsm_policy.html

Reed College is committed to maintaining a free and diverse campus community in which students, faculty, and staff can live learn, work, and express themselves honorably. Membership in the Reed community, as governed by the Honor Principle, imposes obligations on students, faculty, and staff to respect the dignity and autonomy of others and to treat one another civilly and without regard to factors irrelevant to participation in the life of the College. We encourage all faculty to become familiar with the DHSM policy and report any violations of the policy in a timely manner.

Reed College Resource Guide

The Reed College Resource Guide to multicultural Portland is designed to provide Reedies with a starting point for beginning the exploration of this great city – from cultural organizations to food markets and grocery stores to cuisine to barber shops, and so much more! The Resource Guide can be found on Reed's Diversity webpage: www.reed.edu/diversity.

Institutional Diversity Lunches for Staff and Faculty of Color

Every month, OID hosts a lunch for staff and faculty of color. This is an informal space to network, connect, and welcome new members to the Reed community. For more information, e-mail institutional.diversity@reed.edu.

Programs

Sponsored by the Office for Institutional Diversity

ALoud! at Reed

ALoud! at Reed is a lecture and performance series that brings the nation's best scholars, thinkers, and artists to our community for faculty-led cross-disciplinary programming. The goal of the series is to support faculty interests in providing major programming that is tied to the academic program and promotes cultural and social pluralism and diversity.

Community Reading Project

Every year, the OID hosts a major scholar of public intellectual whose work we believe will benefit the entire community. Such visits include a reading component, a public lecture, and when appropriate, a workshop led by the special guest with targeted members of the community. Faculty members are involved in the Community Reading Project, and we invite all faculty members to participate in and attend the Community Reading Project. Past CRP scholars include Claude Steele, Rebecca Skloot, and Junot Diaz.

First Friday Conversations

These conversations aim to engage all members of the Reed community in congenial dialogue that can spark new ways of thinking about diversity and inclusion. Past topics have included socioeconomic class and academics, citizenship status and access to education, the achievement gap in selective colleges, fair housing, gender identity, etc.

New Scholar Series

The OID provides departments the funds and opportunity to bring newly-minted PhD and ABD scholars from underrepresented groups to campus. This program introduces Reed students and faculty to emerging scholars while also introducing Reed's extraordinary academic program to a diverse cross-section of new scholars. The goal of this program is to complement an academic department's curricular offerings, introduce Reed students to distinctive ideas and scholarship in their fields of study, and bring to Reed some of the country's most exciting, thought-provoking emerging scholars.

Vine Deloria Lecture Series

Vine Deloria Jr., a preeminent intellectual of the 20th century, brought attention to the importance of place and traditions within the Native American communities. He was the author of more than 20 works and was an active leader for numerous Native American institutions. Inaugurated in 2007, this lecture series recognizes the work of Native American scholars whose intellectual pursuits reflect the spirit and commitment of Deloria.

Listservs

Diversity at Reed Listserv

This listserv is for the entire Reed community – faculty, students, staff, alumni, and emeriti – and is meant to be a resource related to issues of diversity and inclusion. Here we post events, announcements, and notices of upcoming conferences, lectures, and performances. To post a message to all the list members, send an e-mail to diversityatreed@lists.reed.edu. Sign up with your Reed e-mail address at: www.lists.reed.edu/mailman/listinfo/diversityatreed.

Faculty Consortium on Sex, Gender, and Sexuality

The Faculty Consortium on Sex, Gender, and Sexuality is a group of faculty who teach courses related to sex, gender, and sexuality. They meet regularly and have a listserv. Sign up with your Reed e-mail address at: www.lists.reed.edu/mailman/listinfo/genderstudiesconsortium.

Junior Faculty Listserv

Junior faculty communicate through a listserv, primarily to organize social events like a monthly pizza night and Welcome Back party. Sign up with your Reed e-mail address at: www.lists.reed.edu/mailman/listinfo/juniorfaculty.

Teaching Race and Ethnicity @ Reed

Occasionally, a group of faculty members who teach courses on race and ethnicity gather to discuss pedagogical approaches, share information, and talk generally about their intellectual interests. In addition to those meetings, any faculty member can join the teaching-race@reed.edu listserv, which provides faculty with a way to immediately pose pedagogical questions to or engage in conversation with other faculty members. Sign up with your Reed e-mail address at: www.lists.reed.edu/mailman/listinfo/teaching-race.

Faculty Diversity

Reed is committed to attracting the best and brightest faculty from various groups, including those who have historically experienced discrimination or prejudice. The college's continuing efforts to further the diversity of the faculty and curriculum is pursued through the following endeavors:

Faculty Searches

The cornerstone of diversifying Reed's faculty is the process through which tenure-track and visiting professorships are filled. The success of this process relies upon active and ongoing recruitment of promising candidates from historically underrepresented groups both by departments and by individual faculty members. The OID works closely with faculty search committees to recruit diverse candidates to Reed.

Consortium for Faculty Diversity

Reed College is part of a 40-member school consortium committed to increasing the diversity of faculty members and curricular offerings at liberal arts colleges. Appointments to the fellowships are made by the member institutions according to local needs and program guidelines under the general framework for dissertation fellowships and postdoctoral fellowships described by the consortium.

Target of Opportunity Program

Reed College has a target of opportunity program that is meant to attract "candidates who are deemed to bring extraordinary value to the college" and who diversify our faculty. The Dean of the Faculty's office or the Office for Institutional Diversity can provide more information to interested faculty.

New Scholars Series

The OID provides departments the funds and opportunity to bring newly-minted PhD and ABD scholars from underrepresented groups to campus. This program introduces Reed students and faculty to emerging scholars while also introducing Reed's extraordinary academic program to a diverse cross-section of new scholars.

Resources for Students

There are many resources on campus for students – below are a subset that may be especially helpful to students coming to Reed from diverse backgrounds.

Office for Inclusive Community

www.reed.edu/inclusive-community

The Office for Inclusive Community (OIC) seeks to create and sustain an inclusive campus environment that meets the needs of all members through campus programming, facilitating constructive dialogues, engaging in community service, and supporting all students as they explore the intersection of identities.

Dayspring Mattole

(Director, Office for Inclusive Community; mattoled@reed.edu)

Multicultural Resource Center (MRC)

www.reed.edu/inclusive-community/mrc

The MRC is housed in the Student Center, and throughout the year, the MRC coordinates and sponsors a wide variety of programs and events. The MRC provides programs that enhance leadership skills, enrich the academic experience, explore social & cultural issues, and celebrate cultural traditions.

Peer Mentor Program (PMP)

www.reed.edu/inclusive-community/peer_mentor_program

The Peer Mentor Program assists first year and transfer students with their academic transition by pairing them with a peer mentor who provides guidance and support throughout the first year at Reed. The program begins with a four day pre-orientation Odyssey and continues with social and academic activities throughout the year.

Registrar

www.reed.edu/registrar

The Registrar's Office is happy to help with questions whenever they come up. Contact them with questions about advising, grading, deadlines, graduation requirements, individual petitions, and the academic calendar. This can be especially helpful when advising international students, transfer students, or students returning from medical or academic leave.

Academic Support Services

www.reed.edu/academic_support

The staff in Academic Support Services provides a great diversity of resources for students on campus including peer tutoring, one-on-one support, a drop-in writing center, and disability support. Contact these folks if you have a student who needs help strengthening their study skills, writing skills, time management skills, etc.

David Gruber

(Assistant Dean of Students for Academic Support; gruberd@reed.edu)

The Dorothy Johansen House (DoJo)

www.reed.edu/academic_support/tutor_schedule

The Dorothy Johansen House is open to students from 9 a.m. to 11 p.m. when classes are in session and during reading weeks. Tutors are available at the DoJo in biology, chemistry, economics, political science, physics, quantitative skills, statistics, and writing. Tutors are scheduled most afternoons and evenings to help with homework or problem sets, analysis of lab data, writing lab reports or papers, questions about course material, and clarification of concepts throughout the semester.

Disability Support Services (DSS)

www.reed.edu/disability_services

Disability Support Services provides services and resources intended to facilitate equal access for students with disabilities to college programs, activities, and services. All Reed students, including students with disabilities, are required to meet the same academic requirements, with or without the use of reasonable accommodations.

Theresa Lowrie

(Director of Disability Support Services; thlowrie@reed.edu)

International Student Services (ISS)

www.reed.edu/iss

International Student Services supports the academic and personal well-being of international students and language scholars at Reed College. ISS collaborates with other campus departments to provide resources and programs that support international students and scholars acclimate to life in the U.S. and thrive at Reed, while also facilitating their ability to share their diverse cultures with the rest of the Reed community.

Dana Lawson

(Assistant Dean for International Student Services; dlawson@reed.edu)

REED COLLEGE

3203 SE Woodstock Blvd., Portland, Oregon 97202