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

The following information was compiled by the 2012–13 Committee on Diversity, in partnership with 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’re delighted you’re here.

Best,
Crystal A. Williams
Dean for Institutional Diversity
and Associate Professor of Creative Writing.
### Students

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3%</td>
</tr>
<tr>
<td>Asian</td>
<td>9%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>60%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8%</td>
</tr>
<tr>
<td>International</td>
<td>6%</td>
</tr>
<tr>
<td>Native American</td>
<td>2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>11.5%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>54%</td>
</tr>
<tr>
<td>Male</td>
<td>46%</td>
</tr>
</tbody>
</table>

12% of students are full pay. 51% students are on financial aid. 19% students on Pell grants. 75% students with part-time jobs. $36,625 average financial aid package at Reed. 356 students on Federal Work-Study 2012–13.

### Socioeconomic Status and Working Life of Reedies

- 49% students are full pay
- 51% students are on financial aid
- 19% students on Pell grants
- 75% students with part-time jobs

### Academic Support and Engagement

- 44% of the student body (600 students) received tutoring in 2011–12.
- 55% of the students who received academic support over the last four years had a GPA over 3.0, making them eligible to be tutors themselves.

### International Students

- 37 countries of which international students and scholars at Reed are citizens.
- 25 students at Reed who identify as “international” are also citizens of the U.S. or are permanent U.S. residents.
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

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 email address at www.lists.reed.edu/mailman/listinfo/juniorfaculty.

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 email about this program from the Dean of the Faculty’s office in August.

Pedagogy Workshops
The Office for Institutional Diversity hosts faculty-led workshops related to diversity and inclusion in the classroom, so stay tuned. Examples from the 2012–13 series included “Psychiatric Conditions within the Collegiate Population: Supporting Student Success,” led by Kris Anderson (Psychology), and “Race, Gender, and Digital Worlds: Pedagogical Implications,” led by Charlene Makley (Anthropology) and Kris Cohen (Art History).

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 email address at www.lists.reed.edu/mailman/listinfo/genderstudiesconsortium.

Teaching Race and Ethnicity @ Reed
Occasionally, a group of faculty members who teach courses on race and ethnicity gather to discuss pedagogical approaches, share course 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 email address at www.lists.reed.edu/mailman/listinfo/teaching-race.

Office for Institutional Diversity’s Reading Resources Moodle
The Office for Institutional Diversity has a reading resources Moodle that hosts information on faculty searches; articles for First Friday Conversations; critical articles on the impact of diversity in the classroom and the impact of diversity on academic excellence; and materials from past diversity and pedagogy workshops and public presentations. You can find the OID reading resources Moodle at moodle.reed.edu/course/view.php?id=1147.

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 inclusivity and diversity. Topics in 2012–13 included socioeconomic class and academics, citizenship status and access to education, the achievement gap in selective colleges, fair housing, gender identity, and gender in business.

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. The series is sponsored by the Office for Institutional Diversity (OID).

Community Reading Project
On occasion the Office for Institutional Diversity hosts a major scholar or 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 welcome to provide suggestions for a Community Reading Project. The first event was focused on Claude Steele’s seminal work on stereotype threat.
New Scholars Series
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. It is a secondary hope that this program will help Reed’s extraordinary academic program become better known among the nation’s 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.

Multicultural Resources Center (MRC)
www.reed.edu/multicultural_affairs

The Multicultural Resource Center provides all students with the opportunity to explore their multiple identities through peer dialogue, campus events, leadership opportunities, and an alternative break program. In collaboration with the Health and Counseling Center (HCC), the MRC hosts Let’s Talk, which provides drop-in consultation services for students (staffed by a counselor from the HCC).

Santi Alston
(Assistant Dean for Inclusion, Engagement, & Success, alstons@reed.edu)
Dayspring Mattole
(Program Coordinator, MRC, mattoled@reed.edu)

Peer Mentor Program (PMP)
www.reed.edu/multicultural_affairs/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 Peer Mentor Program begins with a weekend Odyssey before new student orientation.

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 provide a great diversity of resources for students on campus. This includes 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.

Julie Maxfield
(Assistant Dean for Academic Support Services, maxfielj@reed.edu)

The Dorothy Johansen House (DoJo)
www.reed.edu/academic_support
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.

Julie Maxfield
(Director, Academic Support Services, maxfielj@reed.edu)

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)
Career Services  
www.reed.edu/career

Career Services strives to guide students and new alumni, with the help of a community of partners, to take ownership of their personal and career development as they pursue and develop creative, fulfilling, socially responsible lives at Reed and after graduation. Career assessments, information about internships, job shadowing, research and fellowship opportunities, advice on graduate and professional school applications, access to an alumni and parent network, and job search assistance are among the services provided.

Ron Albertson  
(Director, albertsr@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 help 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 college community.

Dana Bays  
(Assistant Dean for International Student Services, baysd@reed.edu)
Student Organizations
Student groups at Reed work differently from how they work at many schools in that they are organized, administered, and funded by students. In a given year, any number of the following student organizations may be active. It is always wise to check in with Student Activities or the Multicultural Resource Center to ascertain a group’s status.

Blue Heron Infoshop—social justice activism
Black & Caribbean Student Association
DIY ALANA Studies (Do-it-yourself African-American, Latino/a, Asian, and Native American)—curricular diversity
Feminist Student Union (FSU)
Native American Students at Reed (NASAR)
Oh For Christ’s Sake (OFCS)
Praxis—social justice newsletter
Queer Alliance (QA)
Reed Association for South Asia (RASA)
Reed College Gnostic Society
Women’s Center
Men of Color (check with the MRC)
Women of Color (check with the MRC)
Gay and Bi Men’s Group (check with the MRC)
DSS peer support group (check with the MRC or DSS)

Off-campus Resources
There are numerous organizations (in Portland and at the state and national level) that may provide information and support for students from diverse backgrounds. Many of them are listed on the website through the MRC (www.reed.edu/multicultural_affairs/mrc/resources.html).
Faculty Diversity

Reed’s faculty, students, and board are committed to attracting the best and brightest faculty from various groups, including those who have historically experienced discrimination and prejudice. The college’s continuing efforts to further the diversity of its 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.

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
The college has a target of opportunity program that is meant to attract “candidates who are deemed to bring extraordinary value to the college.” The Dean of the Faculty’s office or the Office for Institutional Diversity can provide more information to interested faculty.

New Scholars Series
The New Scholars Series, overseen by the Office for Institutional Diversity, introduces Reed students and faculty to newly-minted PhD and ABD scholars from underrepresented groups, while also introducing Reed’s extraordinary academic program to a diverse cross-section of new scholars. Complementing their curricular offerings, host departments bring to campus some of the country’s most exciting, thought-provoking emerging scholars for public talks and other activities.
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. Please query the Dean for Institutional Diversity for information.