



2022
ANNUAL
REPORT

REED Office for
Institutional Diversity

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Institutional Diversity

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W E L C O M E

As the Vice-President and Dean of Institutional Diversity, I am humbled by the privilege of serving this remarkable community, one that continuously exemplifies its dedication to equity, diversity, and inclusivity. In these pages, you will find a reflection of the promises OID makes to hold ourselves accountable, an expression of our enduring commitments to equity and diversity, and a testament to our shared equity leadership perspective.

Accountability is the foundation upon which any meaningful progress towards equity and diversity is built. At OID, we hold ourselves accountable, not as a mere administrative obligation but as a profound moral responsibility. Our annual report is a testament to our commitment to transparency and growth. As stewards of the institution, we believe that, to advance our community towards a more equitable future, we must first take stock of where we, as a division, stand today. Our report is a mirror reflecting our collective journey, highlighting the strides we've made and acknowledging the areas where progress remains to be achieved.

In my brief time here, I have come to see Reed College as a place that celebrates the beauty of human diversity in all its forms. Our commitment to equity and diversity is

Phyllis Esposito

VICE-PRESIDENT & DEAN FOR INSTITUTIONAL DIVERSITY

not a static promise but a dynamic process that calls for continuous learning, introspection, and action. It is a commitment that extends far beyond our classrooms and offices, permeating the very essence of our community.

We are committed to nurturing a culture where equity leadership is not confined to a few but is woven into the fabric of our community. Together, we aspire to empower every member of our community to be a leader in advancing equity and diversity. Together, we can provide the fertile ground where the seeds of knowledge, empathy, and compassion can flourish, enabling us all to grow into better versions of ourselves.

In closing, I want to express my gratitude to the Reed College community for your unwavering support and dedication to our shared mission. Together, we can create an environment where every individual feels valued, heard, and respected, where differences are not just tolerated but celebrated. I invite you to delve into the pages of this annual report, join us in our journey, and continue to be partners in building a community where we all belong, thrive, and flourish.

In community,

Phyllis Esposito

Phyllis Esposito
Vice-President & Dean for Institutional Diversity

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Meet the team

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ANNUAL REPORT 2022



Phyllis Esposito

Vice President & Dean for
Institutional Diversity



Jennifer Whetham

Associate Dean for Institutional
Diversity & Educational Developer
for Equity, Inclusion & Belonging



Jessika Chi

Associate Dean for Institutional
Diversity & Director of the
Multicultural Resource Center
(MRC)



Shishei Tsang

Program Director of Students
for Education, Equity, &
Direct Service (SEEDS)



Mary Ashburn Miller

Director of the Center for
Teaching & Learning (CTL)



Phu Nguyen

Associate to the Office for
Institutional Diversity

Our Mission

The Office for Institutional Diversity serves as a catalyst for transformative change, co-creating an environment where all individuals are valued, respected, and empowered. In collaboration and partnership with others, OID commits to fostering a diverse, equitable, inclusive, and antiracist environment that prepares students to thrive in a global society and create a more just and equitable world.



In pursuit of this mission, we commit to:

Promoting Equity

We celebrate the rich tapestry of backgrounds, cultures, identities, and perspectives that make up our campus community. We recognize that diversity fuels innovation, critical thinking, and creativity. By fostering an inclusive environment, we encourage collaboration, empathy, and mutual respect among all members of our community.

Embracing Diversity

We strive for a higher education landscape that is equitable, ensuring that every student, faculty member, and staff member has equal access to opportunities, resources, and support. We will address systemic barriers, eliminate disparities, and actively work towards creating a level playing field for all.

Advancing Antiracism

We are committed to dismantling systemic racism and creating an antiracist higher education system. We recognize the need for ongoing education, self-reflection, and action to challenge and change discriminatory structures and practices. We will actively work to create an environment that rejects all forms of racism and fosters an atmosphere of equity, justice, and accountability.

Cultivating Inclusion

We are dedicated to creating a culture of belonging where every individual is welcomed, heard, and valued. We promote inclusive practices, policies, and programs that ensure that diverse voices are not only heard but actively engaged in decision-making processes. We prioritize dialogue, collaboration, and the creation of spaces where all individuals can thrive.

Empowering Transformation

Our division will be a catalyst for transformative change. We will provide training, resources, and support to empower individuals and institutions to actively engage in diversity, equity, inclusion, and antiracism initiatives. Through collaborative partnerships, research, and innovative practices, we will inspire lasting change at both the individual and systemic levels.

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Multicultural Resource Center

Founded in 1993 by a dedicated group of students, staff, and faculty, the Multicultural Resource Center (MRC) has evolved over the years to support and advocate for Reed's increasingly diverse student population.



Vision

All students - in particular students who have identities, cultures, and backgrounds that are underrepresented in U.S. higher education - thrive and flourish at Reed College.

Mission

To complement and enrich the academic experience, promote identity exploration, and enhance the cultural capital and leadership skills of students through programs, events, and direct student support.



PEER MENTOR PROGRAM

The Multicultural Resource Center's Peer Mentor Program (PMP) supports new students of diverse backgrounds in their transition to Reed College. PMP is designed to build community among students and introduce those in their first year at Reed to valuable campus resources and relationships. Since 2001, the Peer Mentor Program has offered a pre-Orientation experience and a yearlong peer mentor to first year students who have identities, cultures, and backgrounds that are underrepresented in U.S. higher education. Research shows transition/bridge programs, like PMP, positively impact students' academic skills, self-efficacy, and retention (Strayhorn, 2011; Cabrera, Milner, & Milem, 2013). In addition, peer mentorship programs are an effective approach for increasing college retention rates and promoting college student success (Collier, 2017). Students who work with mentors experience less stress, participate more, and perform better in classes. In addition, students gain leadership skills, such as communication, critical thinking, and collaboration skills, by serving as peer mentors (The Mentor Collective).

In 2022-23, 60 students participated in the Peer Mentor Program:

2 PMP Student Coordinators
18 Peer Mentors
40 First year student mentees

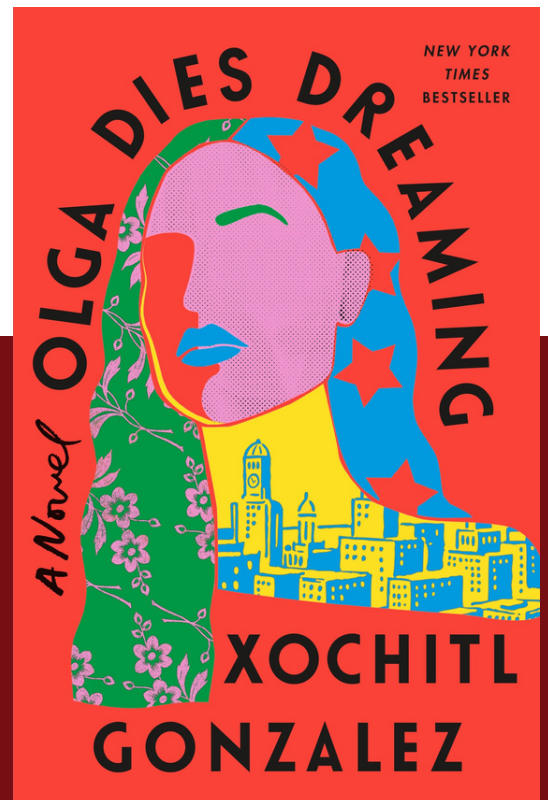
"Thank you so much for PMP this year, it really changed my life. I had such a positive first-year experience at Reed, and I attribute most of it to PMP. I am really so grateful for all the friends, experiences, and resources I've found through PMP. There were several challenges that every first-year student of color has to go through, but fortunately, I was able to find my community! My friends (met all of them through PMP!) and I are counting down the days until we return to Reed, only now as PMP mentors. :)"

Peer Mentee, 2022-2023

MRC BOOK CLUB

Since 2020, the Multicultural Resource Center and the Reed College Library have collaborated to select and distribute a book that is representative of multicultural and LGBTQ+ authors and perspectives to the campus community. The purpose of the MRC Book Club is to support students of color and LGBTQ+ students by creating equity of access to multicultural literature and exposing students to diverse literature, perspectives, and stories. Multicultural books help students deepen their understanding of their own culture and the culture of others. Additionally, the MRC Book Club program is an important partnership between the MRC and Reed Library, both with a shared mission of empowering students to feel equal ownership of academic spaces.

Students nominate books and then vote on the book selection for that semester/year. In 2022-23, the MRC Book Club selection was *Olga Dies Dreaming* by Xochitl Gonzalez. 45 students, staff, and faculty participated by receiving and reading the book.



STUDENT AFFINITY GROUPS

The MRC provides direct support to multicultural student organizations through leadership development opportunities and supporting student events focused on cultural celebrations, identity and affinity, and community building.



In 2022-23, the MRC staff led two leadership retreats, one in the fall and one in the spring, for 9 multicultural student organizations. 20 representatives from the following multicultural student organizations participated in each retreat:

Asian Pacific Islander Student Union
Black Student Union
Chinese eHouse
Japanese Heritage Student Union
Latiné Student Union
South Asian Student Union
Southwest Asia & North Africa Student Union
Students of Color Union
Vietnamese Student Association

In addition, the MRC co-sponsored 12 events with the multicultural student groups:

Mid-Autumn Festival
September 9, 2022

BSU x MRC Slumber Party
September 30, 2022

Latiné Heritage Month Event:
El Grito
September 16, 2022

Miami Ball
October 15, 2022

Dia de los Muertos Ofrenda
October 31 - November 4, 2022

Black Panther Movie
November 11, 2022

bLack pARty concert
December 4, 2022

Winter Festival
December 9, 2022

Cloud Ball with APISU
March 3, 2023

Love Never Dies Ball with
Trans Inclusion Student
Interns and Elvira's Disciple
March 4, 2023

Latiné Film Festival: Güerro
March 10, 2023

APISU Mixer
April 22, 2023

CULTURAL & COMMUNITY EVENTS

The MRC coordinates campus-wide cultural events that enrich the academic experience, promotes identity and cultural exploration, and celebrates the diversity of the Reed community and broader intellectual community.

In 2022-23, the MRC hosted, collaborated and/or co-sponsored 12 events (not including the collaborative events with the Student Affinity Groups):

MRC Open House
August 23, 2022

Students of Color Orientation Lunch
August 26, 2022

MRC Welcome Back to School Event
September 1, 2023

MRC x CRES Welcome Back Mixer
September 8, 2022

The Origins of Indigenous
Constitutionalism
September 21, 2022

MRC & Senior Scholars Dinner
September 29, 2022

MRC Bey Ball
October 28, 2022

API Community Lunch
November 4, 2022

Kristina Wong's Sweatshop Overlord
December 10, 2022

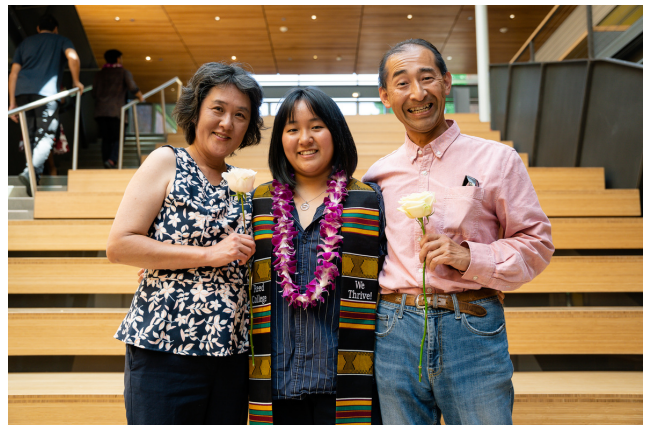
Nobuko Miyamoto and traci kato-kiriyama
January 21, 2023

Vine Deloria Lecture: Jamaica Osorio with Sex,
Gender, Sexuality Symposium
February 16, 2023

Black Lives Masquerade Performance & Banquet
April 2, 2023



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ANNUAL REPORT 2022



MULTICULTURAL GRADUATION

Multicultural Graduations is an annual commencement celebration hosted by cultural centers on college campuses that celebrates and honors diversity and cultural traditions within an inclusive space, with a focus on student success and community support. During Multicultural Graduation, graduating seniors at Reed who identify as a student of color and/or one of the first in their families to graduate from college are celebrated and given a special stole for their commencement regalia. During the ceremony, we also recognize the faculty, staff, family members, and/or friends who have supported our graduates during their journey at Reed.



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Students for Education, Equity, and Direct Service



SEEDS (Students for Education, Equity, and Direct Service) is Reed's community engagement program. SEEDS' mission is to build mutually beneficial relationships within the Portland community to foster sustainable and positive change. SEEDS is committed to enhancing the academic mission and supporting Reed students in developing tools for self-reflection and passion for lifelong community engagement. Through weekly, bi-weekly, monthly, and one-time programs focused in a range of issue areas, support for faculty to incorporate community-based learning into the curriculum, and opportunities to engage both on and on-campus, SEEDS fosters a campus culture in which Reed community members strive to be in solidarity with each other and members of the broader Portland community.

COMMUNITY ENGAGEMENT INTERNSHIP PROGRAM

The Community Engagement (CE) Internship Program offers valuable opportunities for students to connect with the local Portland community and gain hands-on experience by supporting local non-profit organizations focused on social change and community engagement. SEEDS partners with various local non-profit organizations to provide these community engagement opportunities. Students can participate in the CE Internship Program in two ways through the Off-Campus Federal Work-Study (FWS) Program and/or the Community Engagement (CE) Credit Program.

- Total number of application for the Community Engagement Internship Program in the 2022-2023 academic year: 128
- Total number of community partner host sites in the 2022-2023 academic year: 47



Off-Campus Federal Work-Study Program

Reed College subsidizes the Off-Campus Federal Work-Study (OCFWS) program in an effort to promote connections between the college and the Portland Community. This opportunity supports students in finding meaningful work off-campus.

- Total number of students hired for an Off-Campus Federal Work-Study position in the 2022-2023 academic year: 28

Community Engagement Credit Program

Students at Reed College are required to complete six-units of Physical Education and Community Engagement credits as part of their graduation requirement. SEEDS provides opportunities for students to participate in community engagement opportunity to receive up to two units of community engagement credits towards this requirement.

- Total number of student received CE/PE credit in the 2022-2023 academic year: 16



Community Cycling Program

The community cycling program is both a physical education class and a volunteer opportunity. Students sign up for the PE class “Cycling to Service” through SOLAR and spend a quarter term biking to and volunteering at the Community Cycling Center, a local nonprofit organization that aims to broaden access to bicycling and its benefits. (Note: The Community Cycling Program is transitioned to the PE department after the 2022-2023 academic year.)

- Number of programs hosted in the 2022-2023 academic year: 1
- Number of participants engaged in the 2022-2023 academic year: 3



One-time Community Engagement Events

SEEDS offers volunteer opportunities at local non-profit organizations periodically for students to attend as a group. The Reed community can also participate in one-time community Engagement Events such as Martin Luther King Jr. Day of Service, and blood drives throughout the year.



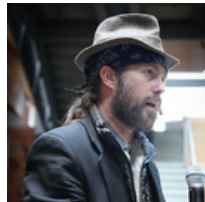
Orientation Community Engagement Experience

SEEDS offers post-orientation program to expose student participants to community engagement off-campus during the summer.

COLLECTIVE VOICES

Collective Voices is a speaker series that brings local organizers, activists, and speakers to campus to talk about their social change work; discuss pressing local, national, and international issues; and invite members of the Reed community to become involved.

SOLIDARITY SERIES





REED COMMUNITY PANTRY

The Reed Community Pantry (RCP) is part of Reed College's Basic Needs Initiative. The RCP provides nonperishable food items, toiletries, hygiene products, clothing, books, and more at no cost to members of the Reed community. This resource is open to Reed students, faculty, and staff.

- Total amount of food distributed (up to 8/11/2023): 8125 lbs.*
- Total number of visits: 1259*
- Total number of unique guests: 434*
- Total amount of donations received (up to 8/11/2023): 866 lbs.*
- **Numbers are round to the nearest one. Actual number should be more than numbers presented as some guest may not have completed the waiver/reported weight accurately.*



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Center for Teaching & Learning

The Center for Teaching & Learning (CTL) seeks to be a partner for student success initiatives such as improving advising, working to improve retention and supporting inclusive pedagogy, and strives to provide a space for cross-college conversation, collaboration, and celebration around the shared practice of teaching.



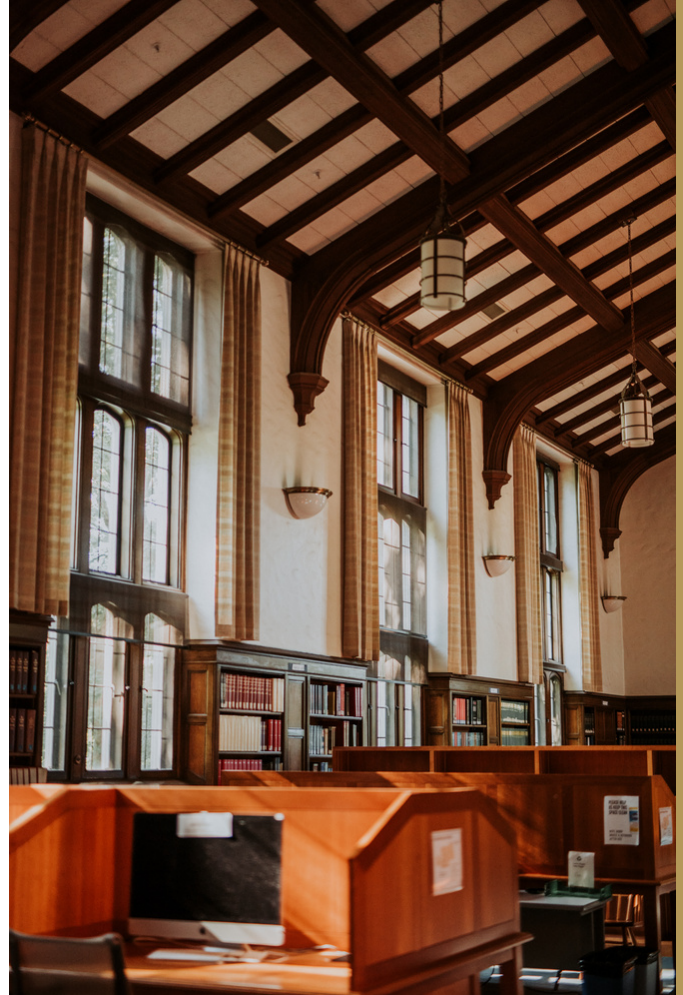
Founded in 2014 with funding from a Mellon Foundation Planning Grant and a generous contribution by Daniel Kemp, a 1958 Reed alumnus and retired Chemistry professor at MIT, the Center aids in the development and refinement of teaching by providing:

- opportunities for collaboration and exchange of ideas among faculty and staff
- events designed to explore and disseminate best pedagogical practices
- programs that foster productive feedback about all aspects of teaching
- support for new faculty in their work as teacher/scholars at Reed
- initiatives that dovetail with efforts of other on-campus programs to support faculty development

ADVISING WORKSHOPS

This workshop series focuses on training new advisers to think about advising as a form of teaching, with a goal of improving the quality and the equity of academic advising at Reed. Second-year faculty at Reed meet seven times over the course of the year to discuss how best to advise first-year students; practicing inclusive advising; working with students at 4- and 8-week comments; supporting students facing financial challenges; identifying resources for students facing health and mental health challenges; mentoring for life beyond Reed, and guiding students in and toward the major.

This initiative grew out of research from the Student Success Committee at Reed, which highlighted advising as a key area for growth to support better retention at the College. The advising workshop also provided a space for second-year faculty to build community, get to know staff who support our students, and discuss challenges and successes in their classrooms.



INCLUSIVE PEDAGOGY TEACHING CIRCLE



The inclusive pedagogy teaching circle is a peer-to-peer observation program that was created to deepen faculty engagement with practices of inclusive pedagogy.

The program had two parts: in the fall semester, participants read Tracie Addy's *What Inclusive Instructors Do*, as well as supplemental readings. Participants met every three weeks to discuss the reading and to reflect on inclusive practices. In the spring semester, participants engaged in paired observations, with each participant observing two partners' classes twice. Participants met three times as a group in the spring, in addition to optional social checkins, which were largely designed to build trust and community.

In the 2022-2023 academic year, 8 faculty from 5 departments participated and conducted a total of 40 peer-to-peer observations.

STUDENT TEACHING CONSULTANT

A Hallmark of the Center for Teaching & Learning since its creation, the Student Teaching Consultant Program pairs interested faculty with student partners. STCs attend their classes and meet weekly to discuss their observations as it relates to pedagogical goals and strategies. All STCs meet weekly, and all faculty partners met three times over the course of the semester.

This year, the program supported eight faculty student partnerships.



STC FELLOWSHIP

Every summer, a select number of former STCs are invited to pursue research of their own design with a goal of producing a toolkit to support pedagogy at Reed.

In the summer of 2022, students created a handbook on facilitating classroom discussions (which was presented at the New Faculty Lunch), a handbook on upperclass student mentorship in first-year classrooms, and a prose piece on pedagogy of the enslaved (both of which were presented to the HUM STC faculty and students).

HUM 110 STUDENT TEACHING CONSULTANTS

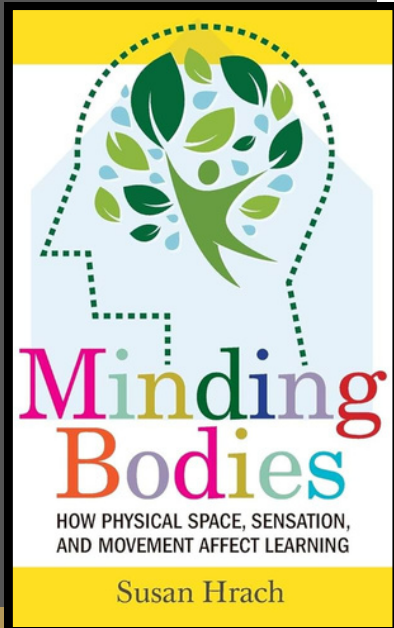
The HUM STC Program is an expanded version of the Student Teaching Consultant program that is focused on supporting equity and inclusion in the first-year classroom. In this program, students serve as observers in a Hum 110 classroom, meet with faculty partners each week to discuss their observations, and receive weekly training on inclusive pedagogy. Faculty in the program meet regularly throughout the semester to discuss their pedagogical approaches, monthly joint faculty-student training sessions foster collaboration around shared goals including cultivating a supportive classroom environment and working through difficult material.

In the 2022-2023 academic year, there were 5 student-faculty partnerships in the HUM STC Program.

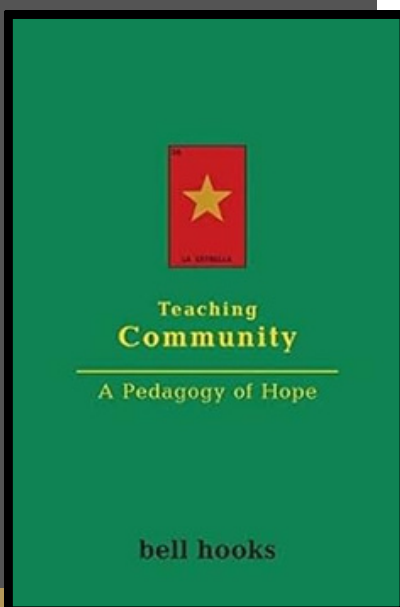


CTL READS

This program brought together faculty each semester to discuss recent works on pedagogy.



In Fall 2022, faculty read Susan Hrach's *Minding Bodies*. Hrach asks us to move away from the paradigm of thinking of students as 'brains on sticks' and instead to consider how our students' embodiment – their physical presence, their movements, and their positions in space – might influence their learning experience. Faculty discussed if and how we might consider space and movement in our teaching, and reflect on embodied pedagogy.



In Spring 2023, faculty read bell hooks' *Teaching Community*. In this collection of essays, hooks challenges us to consider "what we can do... to make the classroom a place that is life-sustaining and mind-expanding, a place of liberating mutuality where teacher and student work together in partnership." (hooks, xv). Faculty reflected on how and why we teach, power and race in the classroom, and how to build and expand our teaching communities.

Syllabus Exchange

An opportunity for faculty to exchange syllabuses, get new ideas for policy language, and reflect on how best to use your syllabus to communicate course goals and expectations.

Community Building in the Classroom

Establishing a community of trust and collaboration allows students to take intellectual risks and work together. This workshop modeled and explored approaches for fostering a strong classroom dynamic, including using the Circle Method for community-building conversations.

Design Thinking in the SLAC Classroom

This workshop introduced participants to design thinking, an approach to teaching and learning that supports the development of creative confidence in students. This approach can also provide helpful structures for dismantling systems of oppression and designing more equitable solutions for all people, including those who are traditionally underrepresented.

Effective and Efficient Feedback

Faculty panelists and staff from Instructional Technology discussed how technology could assist in grading and feedback practices, allowing faculty to grade more efficiently, transparently, and effectively.

Supporting Neurodiverse Students in the Classroom

Participants learned ways in which neurodivergence may impact students' learning experiences, and explored strategies to best support their neurodivergent students' experience.

CTL WORKSHOPS

Embodied Pedagogy

Faculty participants in the fall 2022 CTL Reads program, which read and discussed *Minding Bodies* by Susan Hrach shared what they learned and offer ideas about how to integrate movement, physical space, and the senses into our lesson planning, assignments, and course objectives.

Fostering Real Intelligence in an AI World

This two-part workshop series explored both short-term and long-term implications of new artificial intelligence tools like Chat GPT. Participants learned about ChatGPT, explored how these emerging technologies might change what, how, and why we teach, and reflected on policy statements for classes and designing ChatGPT-proof (or ChatGPT-resistant) assignments.

Thesis Orals Boards: Defining and Supporting Student Success

The thesis orals board is the culmination of our students' academic journeys at Reed. In this workshop, we will consider our approaches to the orals board: What makes for a "successful" orals board? How do we evaluate and assess the orals boards and the thesis in general? How can we best prepare students for the conversation? Gather at the CTL over lunch to discuss strategies for making the orals board both a teaching space and a fitting capstone to our students' Reed careers.

Syllabus Revision

This was a space that allowed faculty to revise class syllabi them while the class is still fresh in your mind. Participants reflected on what worked and what didn't this semester, review and reframe course objectives, and assess the effectiveness of our assignments.

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REED Office for Institutional Diversity

It is essential to remember this journey is a collective endeavor. Our shared equity leadership perspective acknowledges that achieving equity and diversity is a collective endeavor. It recognizes that the responsibility for creating an inclusive campus does not rest solely with OID but with every member of the Reed College family.

The Office for Institutional Diversity extends our heartfelt gratitude to the dedicated members of the Reed Community. It has been through your commitment to meaningful change that we can, together, create an environment where every person can...

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