

REED
COLLEGE

CAMPUS CLIMATE

SURVEY ENGAGEMENT GUIDE FOR FACULTY & STAFF

A guide for Reed College faculty and staff to understand, interpret, reflect on, and respond to findings from the 2022-23 HEDS Diversity & Equity Climate Survey



In this guide, you will find key insights, trends, and statistical analyses derived from the HEDS survey results. More importantly, you will discover practical strategies and actionable steps to cultivate a positive campus climate, enhance support systems, and create an environment where all individuals feel valued, respected, and empowered.

ACKNOWLEDGEMENTS

We extend our sincerest appreciation to all the survey respondents whose valuable insights and contributions have made this project possible. We are grateful for your time and dedication to fostering positive change and creating an inclusive environment.

Reed College & The Office for Institutional Diversity is committed to evidence-based decision making. This guide was inspired by the University of Massachusetts Amherst's Campus Climate Engagement Guide, and informed by the book *From Equity Talk to Equity Walk*, written by Dr. Tia Brown McNair

A LETTER FROM REED COLLEGE'S VICE-PRESIDENT & DEAN OF INSTITUTIONAL DIVERSITY



Dear Campus Community,

As valued academic community members, your perspectives and experiences are crucial in shaping our campus environment.

This toolkit is designed to guide you in understanding, interpreting, reflecting upon, and responding to the recent Higher Education Data Sharing Consortium (HEDS) survey results, providing valuable insights into our campus climate. We acknowledge that addressing complex issues requires a concerted effort from each of us. As we embark on this journey of growth and improvement, it is critical we come together to foster an atmosphere where every one of us can thrive professionally and personally.

It is essential to remember this journey is a collective endeavor, and we encourage open dialogue, active participation, and a commitment to meaningful change. We acknowledge that the voices of our Black, Indigenous, and People of Color colleagues may be underrepresented in the survey results. We are mindful of the relational barriers they may face in participating. We truly value their stories and experiences and are committed to actively working towards creating better access to participation in the future.

We sincerely appreciate each of you for your dedication and passion in making our institution a better place. Let us leverage the power of data to elevate our campus community. Let us forge a path toward a more inclusive, equitable, and vibrant campus representing our cherished ideals. Let us embark on this transformative journey, united in our pursuit of an enriched campus climate for all.

In community,

A handwritten signature in blue ink that reads "Phyllis Esposito".

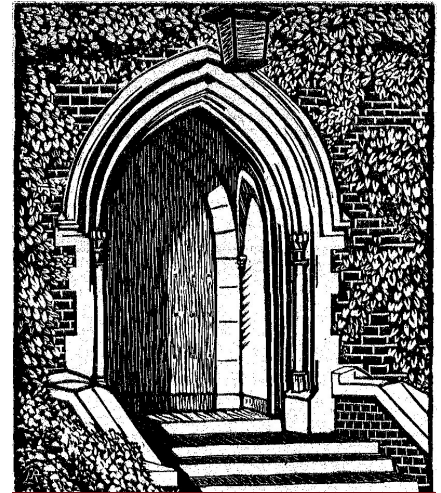
Phyllis Esposito, PhD
Vice-President/Dean for Institutional Diversity
Reed College

ABOUT THE SURVEY

In the Fall of 2022, Reed College partnered with the Higher Education Data Sharing Consortium (HEDS) to administer a Diversity and Equity Campus Climate Survey, which asked faculty and staff about their:

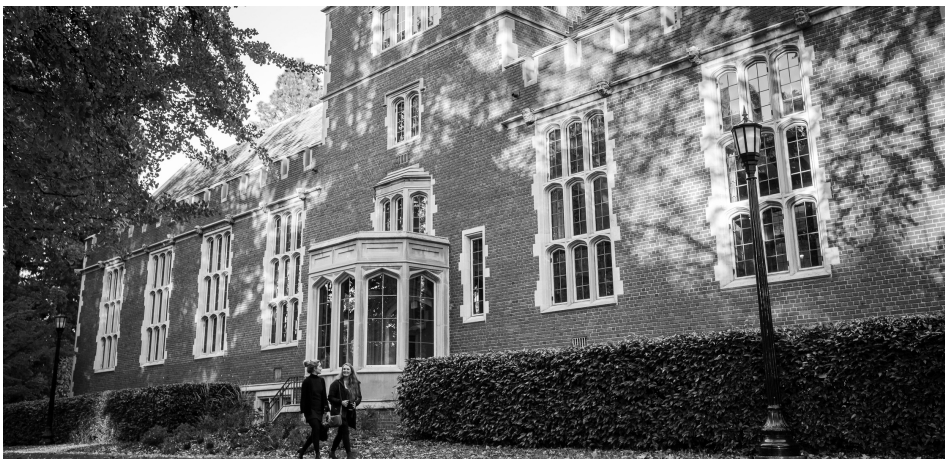
- perceptions of institutional climate
- perceptions of how their institution supports diversity and equity, and
- experiences with discrimination and harassment at their institution

The survey was developed by HEDS, which allows Reed to compare data results with our peer institutions. The survey results provide Reed with a better understanding of campus climate, and its findings will help support informed policies and practices related to diversity, equity, and inclusion, including policies to mitigating or responding to discrimination and harassment.



The survey results was sent to 563 recipients. 304 respondents offered critical important feedback. Of those respondents, 87 faculty members and 182 staff/ administrators completed the survey.

To learn more about the demographics of respondents, and the comparison to other Baccalaureate Liberal Arts Institutions, and All Participating Institutions, please refer to Figures 1-7 of the HEDS Data Summary.



KEY FINDINGS



Campus Climate & Sense of Belonging

- 57% of respondents were generally or very satisfied with the overall campus climate at Reed College: this was compared to 67% for other baccalaureate liberal arts institutions. (Figure 8)
- 31% were generally or very satisfied that all community members experience a sense of belonging at Reed College. (Figure 8)

Tensions on Campus & Diversity

- Of all respondents from Reed, 15% agreed or strongly agreed that the campus was free from tensions (figure 9)
- 65% of Reed respondents indicated that they were somewhat or very comfortable sharing views of diversity and equity (figure 10)

Disparaging & Negative Remarks

- Respondents of color were more likely to indicate that they had heard negative remarks about racial/ethnic identity. All other Race/Ethnicities, International, African American/Black and Asian were more likely to indicate that they sometimes, often, or very often heard negative remarks about racial/ethnic identity. (Figure 13)

Discrimination & Harrassment

- 26% of respondents indicated they had experienced discrimination or harassment at some point in time at Reed College. 50% of those who had experienced discrimination or harassment indicated that this had occurred in the past year. (Figure 19, Figure 20).
- When asked about the source(s) of discrimination or harassment, 55% noted staff, 34% indicated administrators, 34% faculty, and 18% students. (Figure 21).

SENSE OF COMMUNITY & BELONGING

A strong sense of community promotes collaboration, empathy, and understanding among students, faculty, and staff. It creates opportunities for cross-cultural exchange, challenging biases, and expanding perspectives.

When we are successful, community is continuously reimagined as an interconnected web of individuals with diverse identities, backgrounds, and perspectives.

Diversity, Equity, Inclusion and Anti-Racism (DEIA) efforts foster spaces where all voices are heard, respected, and empowered, creating a sense of belonging based on authentic acceptance and equitable opportunities.

By intentionally building a DEIA-focused sense of community, we can dismantle systemic barriers, empower minoritized voices, and cultivate an environment that celebrates diversity and champions social justice. It becomes a foundation for collective growth, learning, and transformative change.

A truly inclusive community is not free from tensions and discomfort; rather, it embraces them as transformative tools. Respectfully acknowledging and embracing productive discomfort leads to a deeper sense of belonging.



BUILDING COMMUNITY & FOSTERING BELONGING

TENSIONS & PRODUCTIVE DISCOMFORT

While a "Tension-free" campus might seem desirable, acknowledging and honoring tensions is vital for fostering a DEIA-focused sense of community

Productive discomfort in DEIA work refers to a deliberate and purposeful state of tension experienced when engaging in challenging or unfamiliar topics. It involves stepping outside of one's comfort zone to confront and examine personal biases, assumptions, and privilege. Productive discomfort is a catalyst for growth, learning, and self-reflection. It encourages individuals to critically analyze their beliefs, attitudes, and behaviors. It pushes them to actively listen to and learn from diverse perspectives, challenging their existing worldview and fostering empathy. By embracing productive discomfort, individuals can enhance their understanding, expand their capacity for inclusivity, and contribute to meaningful and lasting change in DEIA efforts.



Workplace Belonging in Higher Education by Dr. Terrell Strayhorn



Higher Education Digest

Workplace Belonging in Higher Education

April 13, 2023

Dr. Terrell Strayhorn,

Professor of Higher Education;

Women's & Gender & Sexuality Studies

Illinois State University

DISPARAGING & NEGATIVE REMARKS

At Reed, all members have the right to work, learn, and live in an environment free of bias and discriminatory harassment.



Of faculty respondents, 64% reported being intimidated and bullied; 36% reported receiving derogatory remarks; and 36% reported receiving derogatory or unsolicited emails.

Of staff respondents, 40% reported being intimidated and bullied; 40% reported receiving derogatory remarks; and 24% reported receiving derogatory or unsolicited emails.

Bias incidents are acts or behaviors motivated by the offender's bias against an individual's identity and affinity with a protected class. These acts do not necessarily rise to the level of a crime or discriminatory harassment, yet still may contribute to creating an unsafe, negative, or unwelcoming climate.

Any Reed community member can report a bias incident and/or discriminatory harassment using the online form below:



Scan the QR Code to read more about the Bias Reporting process.

DISCRIMINATION & HARASSMENT

Respondents of the survey were asked about their experience with discrimination and harassment using the following definitions.

Discrimination: *the unfavorable treatment of a person based on that person's race, ethnicity, national origin, socioeconomic status, age, perceived or actual physical or mental disability, pregnancy, sex, sexual orientation, gender identity, marital status, creed, religion, or political beliefs.*

Harassment: *a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their race, ethnicity, national origin, socioeconomic status, age, perceived or actual physical or mental disability, pregnancy, sex, sexual orientation, gender identity, marital status, creed, religion, or political beliefs. Harassment occurs when the conduct is sufficiently severe and/or pervasive that it alters the terms or conditions of employment or substantially limits the ability of a student to participate in or benefit from the college's educational and/or social programs.*



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.

Discriminatory and Harassment Policies are in place that details and explicitly prohibits specific forms of harassment, sexual and relationship misconduct, and encourages the reporting of these prohibited behaviors and of any form of harassment.



Scan the QR Code to learn more about Reed College's Discriminatory, Harassment and Sexual Misconduct Policy

ADDRESSING DISPARAGING & NEGATIVE REMARKS

When you witness disparaging or negative remarks, you have the opportunity to be an active bystander and contribute to fostering a more inclusive and respectful environment. Here's what you can do:

ASSESS THE SITUATION

Assess the situation and the context in which the negative remarks were made. Consider whether immediate action is necessary. Is this a safe and appropriate moment to address the issue?

STAY SAFE

If the situation appears potentially unsafe, it may be best to remove yourself from the immediate vicinity and seek help from others or authorities if needed.

INTERRUPT & DIVERT

If you feel comfortable, interrupt the negative remarks by diverting the conversation or changing the topic.

EMPOWER

Show support to the person impacted by the disparaging remarks.

ASK OPEN-ENDED QUESTIONS

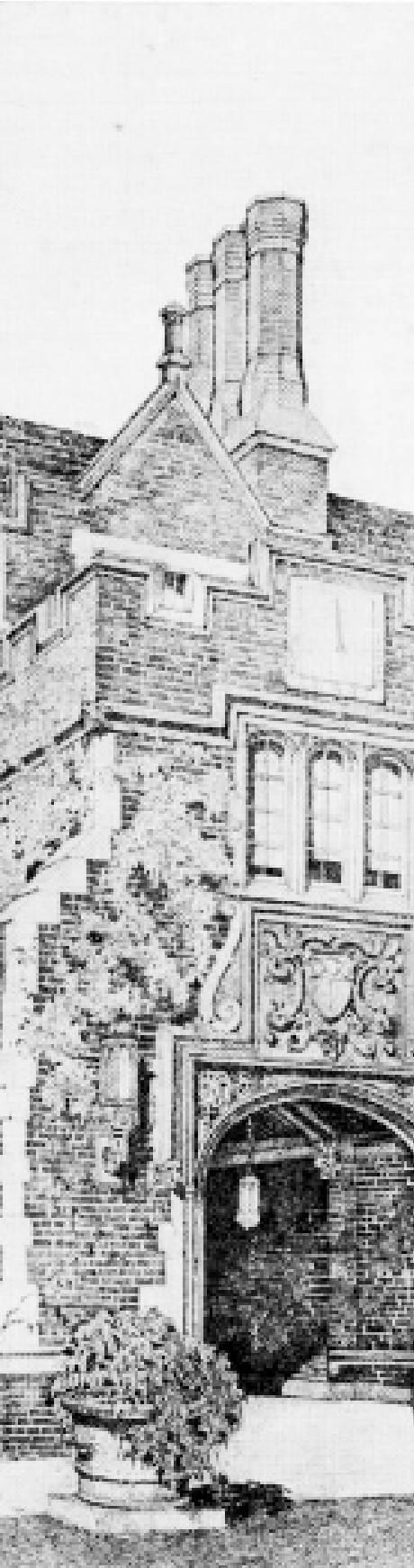
Encourage reflection by asking open-ended questions that prompt critical thinking about the impact of negative remarks.

ADDRESS PRIVATELY

Have a private conversation with the person who made the negative remarks. Share your observations, express your concerns, and encourage them to reflect on the impact of their words.

ENGAGE OTHERS

Seek support from other witnesses who share your commitment to promoting a respectful environment.



Common reactions to this type of information may include...

Members of minoritized groups most directly impacted might feel...

- affirmed to see their experiences reflected
- frustrated that this is not already common knowledge
- cautious/skeptical about the potential for change
- vigilant to see how others will respond

Those not directly impacted but who strive towards allyship might feel...

- surprised to learn the experiences of many community members have not always been positive
- sadness that things are "worse than you realized"
- a sense of urgency to act immediately and fix everything

Those who have not yet had an opportunity (or obligation) to consider these topics might feel...

- disengaged, "what does this have to do with me?"
- confused, impatient, or irritated by others' strong reactions
- embarrassed by a lack of knowledge or awareness

QUESTIONS FOR INDIVIDUAL REFLECTION



SELF REFLECTION

What feels familiar about these findings and/or the emotions that accompany them? Are you reminded of other experiences you've had at Reed?

What aspects of my identity and background have contributed or played a role in fostering our current campus climate?

Consider a time you felt tension and how it contributed to your growth, learning, and self-reflection. Has this process challenged any of your existing beliefs, attitudes, or behaviors? How did it foster a deeper appreciation for the importance of acknowledging and honoring tensions in pursuit of belonging?

TAKING ACTION

What actions can you take as an individual to contribute to an improved campus climate through intentionally focusing on belonging?

What questions do you still have after considering this data? What else would you like to know or understand more deeply?

QUESTIONS FOR GROUP, TEAM, AND/OR DEPARTMENT CONVERSATION



"There is always enough time for the right work. There is a conversation in the room that only these people at this moment can have. Find it."

-adrienne maree brown, Emergent Strategy,

- Does this data feel accurate to your experience in your role, unit, or department? Why or why not?
- If the issues in this data set were effectively addressed and transformed, how would we know? What would be the evidence?
- How would your group, team, or department look, feel, and function if *everyone* experienced a deeper sense of belonging? How can your team foster a more positive sense of belonging for all?
- How might your team embrace tensions, resolve conflict, and sit with productive discomfort?

ADDITIONAL RESOURCES

At Reed, we deeply value the importance of fostering a diverse and inclusive environment, and we are committed to providing the necessary tools and assistance. To ensure that we support your specific needs, we invite you to complete a brief Google Form to request support or suggest areas of focus related to:

Productive Discourse: We provide training and workshops focused on productive conversations, ensuring that all team members feel heard and respected, fostering a positive and collaborative atmosphere.

Mitigating Microaggressions: We offer educational sessions to raise awareness about microaggressions and their impact. These sessions equip individuals with the knowledge to recognize and address these subtle biases in our interactions.

Bias Education & Response: We have established a confidential reporting system for bias incidents. This allows anyone to report incidents, ensuring they are addressed with sensitivity and swift action.

Implicit Bias Training: Our comprehensive training aims to uncover and challenge implicit biases that may influence decision-making and behavior. By promoting awareness, we strive for a fair and unbiased workplace.

We encourage everyone to take advantage of these resources to actively contribute to a more inclusive and equitable environment. Together, we can build a stronger and more empathetic community.

If your team is interested in participating in one of these opportunities, please complete the Google Form linked on the OID website at reed.edu/institutional_diversity/campus_climate. If there are opportunities you would like to see, please reach out to us at institutional.diversity@reed.edu.

Thank you for your participation in making Reed an inclusive and supportive workplace.