



REED COLLEGE

**Portland, Oregon
March 15, 2012**

**Year One
Self-Evaluation Report**

**Prepared for the
Northwest Commission on Colleges and Universities**

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INSTITUTIONAL OVERVIEW

Introduction to the Year One Self-Evaluation

In preparing to write our year one self-evaluation, the faculty, the administration and the board of trustees formulated and discussed two core themes, which emanated directly from our mission statement. These core themes were: (1) intellectual rigor; (2) independence of thought, inquiry, and expression. We sent a draft of these core themes to William Beardsley, executive vice president of the Northwest Commission on Colleges and Universities (NWCCU). Based on his feedback and further reflection, we constructed a third core theme: support a learning environment. The body of this report articulates our interpretation of the mission and the translation of that mission into practice.

Reed College underwent a decennial comprehensive evaluation in the fall 2009. The NWCCU reaffirmed our accreditation in January 2010. At that time, the commission recommended that we take steps to address three issues. For two of these recommendations, we were in substantial compliance. In this report, we detail our response to those recommendations. For one of the recommendations, we submitted a progress report to the commission in the fall 2010. In this report, we provide an update on the status of our efforts to respond to the commission's original recommendation.

Introduction to the Institution

Reed offers a B.A. in 23 major fields and 12 interdisciplinary fields, and an M.A. in liberal studies. To graduate, each student must complete a year-long humanities course; distribution requirements to promote breadth of study; a junior year qualifying examination in the major; and a year-long senior thesis research project that includes an oral examination of the thesis with the adviser and other faculty members.

We attract a diverse group of outstanding students from 44 states and 46 foreign countries. In 2011-12, the college enrolls 1,474 undergraduate students. In the most recent cohort (class of 2015), 10 percent are high school valedictorians and 65 percent are in the top ten percent of their high school class. The combined mean SAT score is 2,076. Thirteen percent are the first generation in their families to attend college. Twenty-seven percent of current students have self-identified as Asian (12%), African-American (4%), Hispanic (8%), Native American (1%), Pacific Islander (<1%), or other/multiracial (2%). International students comprise seven percent of the student body. Reed provides need-based financial aid, and does not offer merit aid. Approximately fifty percent of students will receive need-based financial aid this year.

We have 139 faculty members in 2011-12. Reed maintains a 10:1 student to faculty ratio, the goal of which is to ensure a high level of personal interaction, which we consider to be a key contributor to student success.

Our academic program provides excellent preparation for graduate school as well as a wide range of other endeavors. We have had an especially strong impact in the fields of science and mathematics. According to the National Science Foundation's 2008 report on the baccalaureate origins of science and engineering doctorate recipients, Reed was the fourth largest undergraduate producer of science and engineering doctorates between 1997 and 2006, based on the number of science and engineering doctorates per hundred bachelor's awarded in all fields, after CalTech, Harvey Mudd College, and MIT. Ultimately, about 60 percent of Reed students pursue advanced degrees; many obtain positions in academe. Reed students and alumni regularly capture national awards, including 139 NSF fellowships, 25 Mellon grants, 79 Fulbrights, 64 Watsons, and 31 Rhodes Scholars to date.

Our 116-acre campus includes the 28-acre Reed Canyon, which serves as a living laboratory for faculty and student research and as valuable urban wildlife habitat.

Informational link: <http://www.reed.edu/ir/>

PREFACE

a) Institutional Changes Since Last Report

Reed's current president will retire in June 2012. We are conducting a search for his successor, and anticipate that we will have hired the new president by April or May 2012. In addition, our dean of the faculty has changed since we submitted our last report in November 2009. But the other three vice-presidential level positions continue to be held by the same people: vice president and treasurer Edwin McFarlane, vice president for college relations Hugh Porter, and vice president and dean of student services Michael Brody. We have added a new leadership position that reports to the president, the dean for institutional diversity, Crystal Williams. Two additional key director-level positions have changed since our last report: the director of institutional research and the dean of admission. The section below provides details on Reed's progress under President Diver and these institutional changes.

Accomplishments During the Tenure of President Colin Diver

In June 2011, President Colin Diver announced that he would retire at the end of the 2011-12 academic year. He has served as president since 2002, and overseen a number of changes including increased diversity of Reed's student body and increased selectivity in admission. He has also played a central role in the college's Centennial Campaign, now nearing a successful conclusion, with \$193 million raised toward its \$200 million goal. The campaign includes substantial investments in new academic programs, such as environmental studies, and a new state-of-the-art performing arts building, which will house the dance, music, and theatre programs.

Dean of the Faculty

In fall 2010, Ellen Keck Stauder, David Eddings Professor of English and Humanities, became the college's seventh dean of the faculty, and served in this role during 2010-11. Regrettably, Ellen had to take a medical leave for the 2011-12 academic year. She had indicated that she hoped to resume work as dean of the faculty in summer 2012. To fill this leadership position, President Diver selected Patrick G. McDougal, Howard Vollum Professor of Chemistry, to serve as acting dean of the faculty beginning in August 2011. Professor McDougal has been a member of Reed's chemistry department since 1990, and has a distinguished record of service and leadership at Reed. In February 2012, President Diver notified the Reed faculty that Professor Stauder's health had improved, but she intended to return to full-time teaching rather than resume the role of dean of the faculty. Dean McDougal has agreed to be considered for reappointment for a second year, pending a faculty review of his work during the past year.

Dean for Institutional Diversity

In July 2011, President Colin Diver named Crystal Williams, associate professor of creative writing, a renowned poet and faculty member since 2000, to be Reed's first dean for institutional diversity. Dean Williams' role is to create institutional vision and strategy supporting the college's commitment to creating a diverse and inclusive learning, teaching, and working environment; to implement systems and infrastructure to support, encourage, and promote those strategies and goals; to provide leadership by working with the president's cabinet and senior staff to ensure that all aspects of college life reflect the fundamental principles of intellectual pluralism espoused in the college's founding documents; to develop relationships in the broader Portland community which align with Reed's commitment to intellectual pluralism and which promote the college's dedication to academic rigor; to provide opportunities for Reed students, staff, faculty, and intersecting communities to deepen their understanding and knowledge of a diverse array of peoples, ideas, and areas of intellectual inquiry.

Director of Institutional Research

In June 2011, the college's long-time director of institutional research, Jon Rivenburg retired. Following a national search, the college hired Mike Tamada to this position. Tamada came to Reed from Occidental College, where he had worked in the office of institutional research since 1990. He became the director of that office in 1999. Tamada received a B.A. in economics at the University of Chicago, and continued his studies of economics as a graduate student at MIT. An active participant in the national institutional research community, Tamada has served for two terms on the board of directors of the Higher Education Data Sharing Consortium (HEDS), and has held various positions in, and consulted to, the Association for Institutional Research, National Center for Education Statistics, and California Association for Institutional Research.

Dean of Admission

Keith Todd joined Reed as its new dean of admission in April 2010. He replaced Paul Marthers, who after seven years with Reed took a new position as vice president for enrollment and dean of undergraduate and graduate admissions at Rensselaer Polytechnic University. Todd previously served as director of admission at Rice University, director of undergraduate admission at Northwestern University, executive director of the Institute of International Education in Houston Texas, associate director of admission and financial aid at Rice, and admission officer at Stanford University. At Rice and Northwestern, Todd oversaw dramatic increases in the total number of applications, yield, and diversity of student body, including impressive increases in the enrollment of international students and minority students. A first-generation college student himself, Todd received his B.A. *summa cum laude* from Southern Methodist University and completed his course work for a Ph.D. in British literature at Stanford. He was a Fulbright fellow in 20th-century German literature at the Universitat Augsburg, Germany.

Informational link:http://www.reed.edu/officers_and_trustees.html

b) Response to November 2009 Recommendations

An evaluation committee visited Reed College in November 2009 for the purpose of conducting a comprehensive review of the college. This review resulted in three recommendations. We were in substantial compliance with recommendation one, ensuring that all of our students include quantitative reasoning in their course of study, and three, clarifying the criteria for tenure in the faculty evaluation process. We detail our response to these two recommendations below.

With regard to recommendation number two, ensuring security, storage and accessibility of academic records, we submitted a progress report in fall 2010. In this report, we provide an update on the status of our efforts to respond to the commission's original recommendation.

Recommendation One:

The committee recommends that the faculty be urged to persist in its quest to ensure that quantitative reasoning has a place in every student's academic course of study (Standard 2.C.3; Policy 2.1)

Response:

The faculty has not, in any formal way, returned to the issue of the issue of a quantitative reasoning requirement since the last accreditation review. As outlined in the college's 2009 comprehensive self-study, the Committee on Academic Policy and Planning had proposed a quantitative requirement that ultimately was not passed by the faculty. Institutional research has shown that, over the last four years, approximately 90% of Reed graduates would have satisfied the proposed requirement.

Recommendation Two:

The committee recommends that the college take the necessary steps to ensure the security and storage, as well as appropriate access to, academic records (Standard 3.C.5).

Response:

- **Security and Storage:** During the 2009-10 academic year, we implemented a college-wide document imaging system to assist departments with the management and storage of information. In summer 2010, the registrar's office began imaging those permanent academic records for which there is no reliable second copy in electronic or paper form. Approximately 70% of our archived records are now stored in the imaging system, 17% are in process of review, and 13% remain to be processed. These images are stored on a secure server on the administration sub-network, protected behind electronic firewalls. We anticipate having an electronic backup of every student's academic record no

later than July 1, 2012. Electronic student records are stored on secure servers (with regular backups) while paper records are stored in locked cabinets in Eliot Hall.

- **Appropriate Access:** We continue to provide all faculty members with electronic access to information in all current student records. We believe this access is optimal to allow faculty to make informed decisions about academic actions, eligibility for course enrollment, and progress toward graduation. FERPA section 99.31(a)(1) stipulates that records may be made available to school officials “whom the agency or institution has determined to have legitimate educational interests.” We believe this access is in compliance with FERPA regulations. Access by staff members to student non-directory information is restricted to those who need to know that information in order to do their work.

We eliminated the distribution of the summary report of all student grades and rely completely on viewing the electronic record during our faculty grade review. We provide grade summaries of juniors and seniors in each division to faculty members of the division for grade review, and encourage proper use and care of that report.

We have begun work to enhance our role-based security to restrict access to electronic records after a student leaves the college. We hope to have this in place by the end of the calendar year. We plan to limit access to the records of non-current students to only those faculty and staff who need to see the records in order to provide support to those students.

Recommendation Three:

The Committee recommends that the college clarify the criteria by which faculty members are evaluated for tenure, specifically in regard to peer-reviewed publication. (Standard 4.A.5; Policy 4.12)

Response:

The Committee for Advancement and Tenure (CAT) did make a change in the language that informs the interpretation of scholarship in the review process. The original language with the changes is shown below. The faculty passed the modified language on April 12, 2010. In the view of CAT, the new language—which is both simpler and broader than the current language—conveys the reality that tenure files will be evaluated by teacher/scholars from other institutions. It also avoids any appearance of prejudging the particular kinds of activities that might or, perhaps by implication, might not qualify as demonstrating superior scholarship.

“Reed is an intellectual community, in which the primary purpose of scholarship is the enrichment of the curriculum and the stimulation of the intellectual life of the community at large. One important indicator of scholarship is written material or, where appropriate, a performance or an exhibit that has been subjected to peer review. This includes both

substantive contributions to the field and pedagogical works, such as textbooks. However, publication is only one form of scholarship; superior scholarship can manifest itself in various ways. Externally reviewed publications, performances or exhibits are neither necessary nor sufficient for demonstrating scholarly excellence. In the absence of externally reviewed materials, **however, there must be some other compelling evidence of superior scholarship.** ~~There must be evidence from colleagues regarding knowledge and understanding of one's field and related fields, or evidence of other forms of professional engagement (for example, review of manuscripts, participation as a discussant or commentator at professional meetings, or development of effective teaching methods.~~ When appropriate—and always at the time of the tenure review—external peer review and evaluation of scholarship will be solicited by the Committee on Advancement and Tenure.”

CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

A) STANDARD 1.A MISSION

The Mission of Reed College

Reed College is an institution of higher education in the liberal arts devoted to the intrinsic value of intellectual pursuit and governed by the highest standards of scholarly practice, critical thought, and creativity. Its undergraduate program of study, leading to the degree of bachelor of arts, is demanding and intense and balances breadth of knowledge across the curriculum with depth of knowledge in a particular field of study. The goal of the Reed education is that students learn and demonstrate rigor and independence in their habits of thought, inquiry and expression.

Approved by the Reed board of trustees on June 22, 2008

Definition of Fulfillment of Mission

Fulfillment of the mission of Reed College is measured primarily by the set of attributes possessed by its students at the time of their completion of the baccalaureate degree, and by the degree to which the college's programs have enabled its students to strengthen and improve those attributes. Mission fulfillment means that students who attain the baccalaureate degree are able to demonstrate that they have achieved, and are capable of consistently demonstrating in the context of a wide range of academic and intellectual pursuits, a very high level of rigor and independence in their habits of thought, inquiry, and expression.

Interpretation of an Acceptable Threshold or Extent of Mission Fulfillment

As conditions for progressing toward attainment of the baccalaureate degree, each student must satisfactorily complete a series of specific curricular requirements, including Humanities 110, a group of multidisciplinary distribution requirements, a junior qualifying examination in the major field, the curricular requirements of the major field, and the senior thesis (including its oral defense). In order to enable each student to attain the high standards of rigor and independence defined by the college's mission, the college must, at a minimum, provide: 1) an instructional faculty that consistently meets the highest scholarly and pedagogical standards; 2) informational and physical resources necessary to support scholarly pursuit and attainment at the highest levels; and 3) an extracurricular and social environment that supports sustained and robust intellectual exchange among its students by fostering diversity of viewpoints, mutual trust and respect, and physical and emotional wellbeing.

B) STANDARD 1.B CORE THEMES

The final sentence in our mission statement is, “The goal of the Reed education is that students learn and demonstrate rigor and independence in their habits of thought, inquiry and expression” (emphasis added). Two of our identified core themes, intellectual rigor and independence of thought, inquiry, and expression, stem directly from this statement. Our third core theme, support a learning environment, grows out of some of the operating principles that inform our mission and our long term commitment to creating a vibrant residential student community.

Core Theme One: Intellectual Rigor

Description of Core Theme One

Reed College is an institution of higher education in the liberal arts devoted to the intrinsic value of intellectual pursuit. Reed is governed by the highest standards of scholarly practice and critical thought. Its undergraduate program of study, leading to the degree of bachelor of arts, is demanding and intense and balances breadth of knowledge across the curriculum with depth of knowledge in a particular field of study. The goal of the Reed education is for students to learn and demonstrate rigor in their habits of thought, inquiry, and expression.

Intellectual rigor is exemplified in at least three ways: 1) our first-year humanities core course; 2) our college-wide distribution requirements; and 3) the design of our programs for majors, including the junior qualifying exam and a year-long senior thesis. The Reed education has a distinctive year-long interdisciplinary humanities course, required for every first-year student. The course includes three hours of lectures and three hours of seminar discussion per week as well as one-on-one meetings between faculty members and students for every paper assignment (the course thus counts as one and a half courses or three course units, for both faculty and students).

College-wide distribution requirements provide a foundation for all students in the assumptions, basic theoretical frameworks, techniques, and current literature from a range of academic disciplines, both humanistic and scientific. All distribution requirements must be fulfilled through two courses in the same discipline, thus providing both introductory and advanced work in areas of knowledge outside of the major.

The program in a student’s major area of study is an intensive examination of the objects, literature, theoretical concerns, and research models characteristic of an academic discipline. Among the requirements for the major is successful performance on a junior qualifying examination and completion of a year-long senior thesis that is defended in front of a faculty committee.

Objectives and Indicators of Achievement for Core Theme One:
Intellectual Rigor

Objectives	Indicators of Achievement
Introduce freshman students to rigorous discourse through shared core course	<ol style="list-style-type: none"> 1. Humanities 110 is a required interdisciplinary course that includes a rigorous writing requirement and is characterized by the highest intellectual standards. 2. Each freshmen student (and each transfer student lacking equivalent coursework elsewhere) must satisfactorily complete and pass Humanities 110.
Ensure breadth of study	<ol style="list-style-type: none"> 1. Each student must complete at least two semesters of work in the same department in at least four major disciplinary divisions. 2. Each student must satisfactorily complete divisional as well as college-wide distribution requirements in order to graduate.
Ensure depth of study	<ol style="list-style-type: none"> 1. Each major requires completion of at least eight units of courses in the field, distributed among introductory, intermediate, and advanced levels, all meeting the highest standards of intellectual rigor. 2. Each student has to declare a major and satisfactorily pass all of the major requirements as a condition for graduation. 3. Each student must complete a year-long senior thesis in their major.
Ensure students are prepared to write a senior thesis	<ol style="list-style-type: none"> 1. Each student must take and pass a junior qualifying exam in order to qualify to major in any given discipline or program. 2. The junior qualifying examination tests knowledge in the major and adequacy of preparation for thesis. 3. Departments use their evaluations of students' junior qualifying exams as an opportunity to assess the effectiveness of their curriculum and their teaching as it relates to instilling intellectual rigor in their students.

Ensure the quality of faculty	<ol style="list-style-type: none"> 1. We assess the quality of instruction and course materials through a universal system of student course evaluation. Results are given to course instructors and reviewed by the Committee on Advancement and Tenure (CAT) in their performance review of each faculty member. 2. We conduct regular reviews of the teaching performance, scholarship and service of every member of the faculty, providing feedback through the dean. The CAT assures that faculty meet agreed upon standards and takes corrective action when needed. 3. All junior faculty members meet with the dean after every biennial evaluation cycle to receive information about the CAT's evaluation of their teaching, scholarship and service.
Ensure the quality of the academic program	We conduct decennial reviews, including self-study and external evaluation, of major academic departments and programs. The Committee on Academic Policy and Planning (CAPP) oversees these reviews and assures uniformly high standard of programs and course offerings throughout the college.

Rationale for Indicators of Achievement: Core Theme One: Intellectual Rigor

For the most part the indicators of achievement represent benchmarks that have been in place since Reed was founded one hundred years ago. Over this time, the college has maintained strong disciplinary identities with well-defined majors and few formal interdisciplinary programs. We have added external review of major departments and programs to the indicators of achievement. In all cases, external review teams have praised the intellectual rigor of our programs.

Core Theme Two: Independence of Thought, Inquiry, and Expression

Description of Core Theme Two: Independence of Thought, Inquiry, and Expression

The goal of the Reed education is for students to learn and demonstrate independence in their habits of thought, inquiry and expression. Across the institution our teaching philosophy is characterized by close interaction between students and faculty in an atmosphere of shared intellectual and scholarly concern and active learning. Small conference and laboratory classes are the norm, providing students the opportunity to demonstrate intellectual initiative and creative engagement.

Among the requirements for the major is completion of a year-long senior thesis based on original research or artistic expression. In addition to completing a written document or a creative work (which includes a written critical section), each student must defend his or her completed thesis at an oral exam. The four member committee of examiners for the oral exam includes faculty members from within and outside of the student's discipline,

and may include a qualified Reed staff member or a professional from another organization.

To ensure the highest quality education for its students, the college supports and encourages scholarly research by the faculty and the development of such scholarship throughout the teaching program.

Objectives and Indicators of Achievement for Core Theme Two: Independence of Thought, Inquiry, and Expression

Objectives	Indicators of Achievement
Model intellectual thought, inquiry and expression	<ol style="list-style-type: none"> 1. We maintain an appropriate size of the institution and classes in order to foster and model independent learning. Our goal is to maintain an overall student/faculty ratio of 10/1; the maximum ratio (in the absence of unusual exigencies) is 11/1. 2. Conference style teaching and active learning are the pedagogical norms. 3. The normative size of Humanities 110 conferences is 16-17 students. 4. All other conference courses have a normative maximum of 24. 5. We accompany large lecture courses in the sciences with small laboratory sections and/or conferences.
Provide the tools for independent learning	<ol style="list-style-type: none"> 1. Each department and program includes instruction in research methods and models as part of the requirements for the major. 2. The college, under the auspices of the undergraduate research committee, provides financial support for collaborative student/faculty research in summers, as appropriate to particular disciplines. Faculty and students report on the research outcomes.
Enable students to demonstrate intellectual independence	<ol style="list-style-type: none"> 1. Each student must satisfactorily complete a year-long senior thesis, including satisfactory performance on the concluding oral examination. 2. The oral examination includes four readers, at least three of whom are faculty members from both within and outside the department, assuring that each student can articulate and defend his or her ideas both within and beyond his or her discipline. 3. Our students have earned a number of external recognitions and awards.

Maintain a faculty of scholar teachers	<ol style="list-style-type: none"> 1. We provide substantial financial support for sabbatical leaves, professional development and collaborative research with students. 2. We verify, through faculty reviews, that faculty members are professionally engaged and that scholarship is supporting instruction to the extent appropriate to each discipline and specialty. 3. Six to eight external reviewers who are experts in the field evaluate the candidate's scholarship at the time of the tenure review, 4. The department, the CAPP and external reviewers ascertain that the quantity and quality of faculty scholarship in each department and program is appropriate to maintain the quality of instruction.
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Rationale for Indicators of Achievement: Core Theme Two: Independence of Thought, Inquiry, and Expression

We believe that independence of thought, inquiry and expression is learned best by close interaction with faculty who themselves model such behavior. Some of the indicators of achievement are directly measurable via institutional metrics such as student/faculty ratio and average class size. Others, such as the ability of faculty members to model intellectual independence, are demonstrated by the quality of faculty scholarship, as evaluated internally and externally, and by direct interaction of faculty with student scholarship through the senior thesis and other collaborative research.

Core Theme Three: Support a Learning Environment

Description of Core Theme Three: Support a Learning Environment

A list of operating principles follows our mission statement (see appendix I). This list includes a number of principles directed at providing a teaching/learning environment that fosters the achievement of our academic mission. These principles include:

- All members of the college community, including students, faculty, and staff, are governed by an Honor Principle, which emphasizes personal responsibility and mutual respect in the conduct of one's affairs.
- The college believes that pursuit of its academic goals is advanced by actively seeking a student body, a faculty, and a staff that reflect a diversity of social, racial, and ethnic backgrounds.
- In service of its educational mission, the college provides a broad array of counseling and health-related programs, cultural events, extracurricular and

community service activities, and recreational sports to support the academic growth and physical and emotional health of its students.

We have a number of offices and committees staffed by faculty and staff members whose main function is to help support a learning environment, and thereby support our core academic mission, as outlined in core themes one and two. In helping our students become independent learners, we also ask that they become independent and responsible adults, and honorable members of a diverse community (see appendix II for a brief description of the Honor Principle).

Objectives and Indicators of Achievement for Core Theme Three:
Support a Learning Environment

Objectives	Indicators of Achievement
Promote learning through the development of interpersonal trust and mutual respect necessary for successful, sustained intellectual exchange	<ol style="list-style-type: none"> 1. We create and offer programs and resources to promote understanding, internalization and application of the Honor Principle. 2. We provide opportunities for learning through interaction in residential living and extracurricular activities.
Promote learning through exposure to diverse perspectives and ideas	<ol style="list-style-type: none"> 1. We track the number and percentage of students, faculty, and staff from historically underrepresented ethnic and racial groups; number and percentage of students from foreign countries; socioeconomic diversity of student body. 2. We evaluate the number and quality of academic courses/programs dealing with cultural difference, ideological variety, and intercultural awareness. 3. We review the number and quality of extracurricular programs and support services to encourage inclusiveness, tolerance, and multicultural awareness.
Promote learning through the development of wellness necessary for successful, sustained intellectual engagement	We develop and offer programming and resources to promote student wellbeing and combat isolation, anxiety, and stress.

Rationale for Indicators of Achievement: Core Theme Three: Support a Learning Environment

While Reed has always been known for its intellectual rigor, we have historically lagged behind our peers in student retention. Over the past decade, we have increased support for student services, increased the percentage of students who live on campus, and expanded our programs for student activities. Over the past five years, we have observed a dramatic increase in student retention and graduation rates.

We have actively sought to increase the diversity of our students, faculty and staff, with mixed results. We continue to see diversity as a critical element of Reed's academic goals. To this end, we recently hired a dean for institutional diversity who will work with all of our constituencies to assist with and measure achievement in this area.

CONCLUSION

Throughout our history, we have been steadfast in our commitment to provide a rigorous and well-balanced education in the liberal arts. In the process of preparing the 2008 decennial comprehensive evaluation, the accreditation steering committee spearheaded the reformulation of Reed's official mission statement. The new mission statement was, for the most part, a reaffirmation of long-held principles and established practices. It is this interpretation of our mission statement that informed the core themes found in this report. We feel confident that these core themes will successfully guide the accreditation cycle moving forward, including the expansion of this year one report to include a response to standard two: resources and capacity.

In contemplating the continued transition to the NWCCU's new accreditation standards and cycle, it is apparent that we will need to constitute a standing accreditation committee. In addition to overseeing the actual accreditation process, this committee may also assist with long-term strategic planning, as well as institutional assessment.

APPENDIXES

Appendix I

Mission Statement: Characteristics of the Reed Education and Operating Principles

The Reed education is further defined by the following characteristics:

The Reed Education

1. The Reed education balances broad study in the various areas of human knowledge and a structured, in-depth study in an academic discipline through degree requirements established by the faculty.
2. The educational program's pedagogies are characterized by close interaction of students and faculty in an atmosphere of shared intellectual and scholarly concern and active learning. Small conference and laboratory classes are the norm, providing students the opportunity to demonstrate intellectual initiative and creative engagement.
3. College-wide distribution requirements provide a foundation for all students in the assumptions, basic theoretical frameworks, techniques, and current literature of a range of academic disciplines, both humanistic and scientific.
4. The program in a student's major area of study is an intensive examination of the objects, literature, theoretical concerns, and research models characteristic of an academic discipline. Among the requirements for the major are successful performance on a junior qualifying examination, completion of a yearlong senior thesis based on original research or artistic expression, and a successful oral defense of the thesis before an interdisciplinary faculty board.
5. The Reed education is distinguished by a yearlong interdisciplinary humanities course, required for every first-year student. The college further encourages interdisciplinary study through upper-division humanities courses, as well as established interdisciplinary majors representing areas of research and scholarship that span traditional disciplines.
6. To ensure the highest quality education for its students, the college supports and encourages scholarly research by the faculty and the application of such scholarship throughout the teaching program.

Finally the characteristics of the college community that help support and nurture the Reed education are outlined in the following series of operating principles:

Operating Principles of the College

1. The educational mission of the college requires the freest exchange and most open discussion of ideas. The use of censorship or intimidation is intolerable in such a community.

2. All members of the college community, including students, faculty, and staff, are governed by an Honor Principle, which emphasizes personal responsibility and mutual respect in the conduct of one's affairs.
3. Because the college fosters and defends academic freedom, it avoids taking positions on political issues that do not directly affect the fulfillment of its educational mission.
4. The college has no religious affiliation and maintains neutrality regarding religions and religious practices.
5. Any postbaccalaureate educational program that the college chooses to offer must be consistent with and supportive of the college's central educational mission.
6. Reed is by design a small college that values opportunities for in-depth and sustained academic exploration and the development of close professional relationships among students, faculty, and staff.
7. The activities of the staff are essential to the well-being of the institution, and, in areas related to the educational program, the staff supports and advances the pursuit of the college's academic goals.
8. Students are not divided by academic ability or promise, and there are neither "honors" degrees nor other such programs.
9. Each student works with a faculty adviser, who helps plan a course of study that is consistent with the student's academic goals and that meets the distribution and major requirements. Faculty advisers also provide evaluation and advice related to the student's performance.
10. Instructors provide students with frequent and substantive evaluation of their performance in order to promote student intellectual growth. Although grades are recorded for all classes, they are not routinely reported to students.
11. The affairs of the college are conducted under constitutional government that accords primary governing responsibility to faculty, students, and staff within their appropriate spheres, and encourages collaboration and cooperation among all constituents in the development of policies of general concern. Matters concerning the curriculum are ultimately decided by the faculty.
12. Reed is a residential college that provides on-campus housing in small residential communities for a majority of its students in order to sustain vibrant social and intellectual exchange outside of the classroom and laboratory.
13. The college believes that pursuit of its academic goals is advanced by actively seeking a student body, a faculty, and a staff that reflect a diversity of social, racial, and ethnic backgrounds.
14. The college seeks to attract and enroll students solely on the basis of their suitability for the academic program, and, to the degree possible, without regard to financial need or other disadvantages unconnected with academic performance or ability.
15. In service of its educational mission, the college provides a broad array of counseling and health-related programs, cultural events, extracurricular and community service activities, and recreational sports to support the academic growth and physical and emotional health of its students.

Approved by the Reed College board of trustees on June 22, 2008

Appendix II

The Honor Principle: Excerpt from the Current Reed College Catalog

Since the college's founding, members of the Reed community have described the Honor Principle as one of the most important and distinctive features of the college. Its origins can be traced to the first class of Reed students, who "voted to relieve the faculty of the burden of enforcing honesty in . . . tests, and agreed to make it a 'point of honor' not to cheat in examinations." In 1973 the faculty adopted a more explicit statement about the Honor Principle that reconfirmed the community's responsibility for "maintaining standards of honesty and mutual trust in their academic and social lives. . . . The Honor Principle also demands the respectful concern of each person for the other, and exercise of conscientious judgment in all actions toward individuals and their property." This statement continues, "Although the college does not call upon its members to sign a pledge of honor, it does recognize the necessity for tacit agreement of all its members to support the Honor Principle by governing their own conduct in accordance with its spirit, [and] by respecting regulations which the community has established."

The preamble to the current community constitution applies to all students, faculty members, and staff members. It states, "We declare our commitment to responsible and honorable conduct in academic and community affairs, and we reaffirm one another's rights to freedom of inquiry and expression in coursework, scholarship, and the day-to-day life of the Reed community. Since such freedom requires an atmosphere of trust and mutual confidence, we further declare that dishonesty, intimidation, harassment, exploitation, and the use or threat of force are incompatible with the preservation of this freedom."

An honor council composed of equal numbers of students and members of the faculty and staff is responsible for educating members of the Reed community about the meaning and importance of the Honor Principle. Members of the various subcommittees of the honor council provide advice to those seeking resolution of grievances. The mediation subcommittee of the honor council oversees the process of formal mediation, including the provision of neutral third-party mediators. The community rights subcommittee may bring honor cases on behalf of the community when the community's rights have been violated. A student judicial board has primary responsibility for adjudicating formal complaints against students.