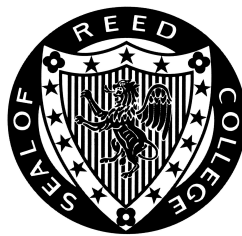




**Reed College  
Year Six Standard Two:  
Policies, Regulations, and  
Financial Review (PRFR)**

**August 29, 2024**

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



## **Table of Contents**

Institutional Report Certification	1
Mission Fulfillment Executive Summary	2
Standard Two	
2.A. Governance	3
2.B. Academic Freedom	6
2.C. Policies and Procedures	7
2.D. Institutional Integrity	12
2.E. Financial Resources	15
2.F. Human Resources	22
2.G. Student Support Resources	28
2.H. Library and Information Resources	38
2.I. Physical and Technology Infrastructure	42
Moving Forward	52

# Institutional Report Certification Form

## APPENDIX J: INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



### Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Reed College

\_\_\_\_\_  
(Name of Institution)

Audrey Bilger, President

\_\_\_\_\_  
(Name of Chief Executive Officer)

*Audrey Bilger*

\_\_\_\_\_  
(Signature of Chief Executive Officer)

8/29/2024

\_\_\_\_\_  
(Date)

## **Mission Fulfillment Executive Summary**

Mission fulfillment means that Reed students who attain the baccalaureate degree are able to demonstrate that they have achieved, and are capable of consistently demonstrating across a range of academic and intellectual pursuits, a very high level of rigor and independence in their habits of thought, inquiry, and expression. The fundamental aim is the development of broad faculties and attitudes that will facilitate creative and conceptual sophistication and autonomy. All students at Reed complete a challenging curriculum and conduct independent research. Reed seeks to provide an inclusive learning community in which all students are thriving in this pursuit of rigor and independence.

As presented in our 2021 Mid-Cycle Evaluation, Reed has articulated a set of meaningful goals, objectives, and indicators of our goals and categorized them into three core themes that represent institutional priorities we can use to evaluate our mission fulfillment: 1.) Rigorous, Challenging Curriculum (“Intellectual Rigor”), 2.) Excellent Undergraduate Research Program (“Independence of Thought, Inquiry, and Expression”), and 3.) Inclusive Learning Community. The first two core themes are explicitly contained within our mission statement and the third is a strong institutional priority.

A rigorous, challenging curriculum (“intellectual rigor”) is characterized by: all departments are externally validated; students study deeply in a field; students acquire a strong foundation in the liberal arts; students engage in small classes characterized by close interaction of students and full-time faculty; and there is excellent academic support and high-quality teaching.

An excellent undergraduate research program (“independence of thought, inquiry, and expression”) is characterized by: students conducting independent research; having access to PhD programs; significant opportunities to gain research, clinical, or workplace experience; research-active faculty that can support student research projects; and staff to support student and faculty research.

The third theme, an inclusive learning community, is a strong institutional priority emphasized in Reed’s recent diversity (2009) and anti-racism (2017) statements and our approach to student success. This third core theme is characterized by: equitable access, inclusive climate, faculty and staff diversity; student health and well-being; student physical self-awareness; and student sense of purpose.

### **Standard Two: Governance, Resources, and Capacity**

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning,

operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

## Governance

### Standard 2.A.1

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

The governance structure of the College is clearly described in various internal governing statutes and regulations below. In them, you see that Reed has an effective governance structure with clearly defined authority, roles, and responsibilities.

- The [Bylaws of the Reed Institute](#) and the [Articles of Incorporation](#)
- The [Community Constitution](#)
- The [Faculty Constitution](#) and [Bylaws](#)
- The [Faculty Code](#)
- The [Student Body Constitution](#)

A number of the institutional governance policies and procedures are gathered on [this governance webpage](#), an update since our last accreditation cycle.

The [Guidebook to Reed](#) describes the relationships between the various governing documents and different offices of the College.

The board of trustees is the governing authority for the Reed Institute, doing business as Reed College, a not-for-profit corporation chartered under the laws of Oregon. According to its current [Bylaws](#), the board consists of not fewer than 25 and no more than 40 members. The board includes four alumni members (elected by the Alumni Association) and appointed by the board to nonrenewable four-year terms, the president of the College (ex officio), and an additional number of members appointed by the board to renewable five-year terms.

The board has in place policies dealing with [whistle blowing](#) and [conflicts of](#)

[interest](#); members of the board may not vote on matters involving a personal or business relationship between a trustee or officer, or a member of the trustee's or officer's family, and the College that can be reasonably expected to cause the College to be vulnerable to criticism, embarrassment, litigation, or legal liability. In recent years, the board has approved a new [conflict of interest policy](#) and new [guidelines for ethical standards for trustee conduct](#).

At annual meetings of the board, the board elects from its own members the chair, vice chair, and secretary, who hold office for three years and until their successors are elected and take office. The board has twelve standing committees. The chair appoints the members and chairs of all standing committees except for the Executive Committee and the Appeals and Review Committee.

All actions requiring approval of the board must be approved by a vote of the full board, with the exception of that which the board has delegated to the executive committee; namely, authority to approve certain time-sensitive matters between board meetings. The board holds three regular meetings (typically in October, February, and April). These calendars provide information about the board's work throughout the year: [Audit calendar](#), [General Board Calendar](#).

As described in its [Bylaws](#) and [Statement of Board Responsibilities](#), the board appoints and reviews the performance of the president, adopts and reviews the College's mission statement, approves creation or termination of academic degree-granting programs, approves the awarding of degrees, approves appointment and promotion of faculty members, approves the annual operating budget based on a long-range fiscal plan, sets parameters for establishing annual tuition and fees, approves capital campaign priorities, goals and timelines, approves major construction projects and major real estate purchases, authorizes issuance and refinancing of debt, engages the outside auditor and reviews the annual audit, and periodically reviews the operation of academic and administrative programs.

In 2002 the board established an independent audit committee and gave it broad authority to review the College's operations. In 2005 the board instituted regular planning retreats to be held every third summer. In 2006 the board adopted the Statement of Board Responsibilities and reconstituted the nominating committee as a trusteeship committee, with a charge to develop and monitor procedures for board self-evaluation. In June 2022 the board established The Diversity, Equity, and Inclusion (DEI) Committee, which shall consist of one trustee from each of the standing committees.

Reed is not part of a complex system.

### **Standard 2.A.2**

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The president is the chief executive officer of the College. This is a full-time position whose duties and authority are fully described in the College's governing documents. The current president, Audrey Bilger, was inaugurated on October 4, 2019. The president is appointed by the board, serves at the pleasure of the board, and is directly responsible to the board. The president is a member of the board and of the executive committee. The president serves ex officio as a member of each standing committee and special committee other than the audit committee. The president is also a member and the presiding officer of the faculty and the representative of the faculty to the board.

The senior administrative leadership group consists of the president and six officers at the vice presidential rank (the dean of the faculty, the vice president/dean for institutional diversity, the vice president/dean of admission and financial aid, the vice president for advancement and college relations, the vice president for student life, and the vice president for finance and treasurer). The CVs of the vice presidents are available [here](#). The senior administrative leadership group meets regularly, usually once or twice per week, and reviews matters relating to the operation of the College and the fulfillment of its mission, its budget and finances, organizational, personnel, and human relations matters, physical plant and facilities, external communications, government and community relations, and the like.

In addition to the six vice presidents, the president's executive assistant reports to the president. All other administrative staff report directly or indirectly to one of the foregoing officers ([see organizational chart](#)).

### **Standard 2.A.3**

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

[Dr. Audrey Bilger](#) was unanimously appointed as the 16th president of Reed College in 2019. Bilger is the first woman to be selected for the post. She joined the Reed community from Pomona College, where she served as vice president for academic affairs and dean of the college and professor of English.

Bilger earned an MA and a PhD in English from the University of Virginia and a BA in philosophy from Oklahoma State University. She was a member of the

English faculty at Oberlin College and professor of literature at Claremont McKenna College. Bilger held several leadership positions during her 22-year tenure at Claremont McKenna, including founding faculty director for the Center for Writing and Public Discourse, literature department chair, coordinator of gender studies, and member of the board of trustees academic affairs committee. While at Claremont McKenna College, Bilger was selected to participate in the [American Council on Education Fellows](#) program, the nation's leading program for preparing academic leaders for presidencies.

As can be seen on her [CV](#), Bilger is a prolific author of scholarly books, articles, and chapters, as well as reviews, creative nonfiction, and journalism for the popular press. Her acclaimed work focuses on comedy, Jane Austen, the English novel, feminist theory, popular culture, and gender and sexuality. Her most recent book, [Here Come the Brides! Reflections on Lesbian Love and Marriage](#), co-edited with Michele Kort, was a 2013 Lambda Literary Award finalist. She is the author of [Laughing Feminism: Subversive Comedy in Frances Burney, Maria Edgeworth, and Jane Austen](#).

Dr. Bilger is an ex-officio member of the board of trustees but does not serve as chair. She participates fully in all board meetings.

#### **Standard 2.A.4**

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

As can be seen on our [Governance Documents website](#), decision-making structure and processes are documented and publicly available. The [community constitution](#) presents the roles of students, staff, and faculty within Reed's shared governance. The [Guidebook to Reed](#) describes the relationships between the various governing documents and different offices of the College. See also the specific governance documents noted under 2.A.1.

## **Academic Freedom**

#### **Standard 2.B.1**

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

#### **Standard 2.B.2**

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.



For 2.B.1 and 2.B.2, the importance of protecting academic freedom and nurturing academic responsibility within the faculty is described in [Article IV of the Faculty Constitution](#), and repeated and augmented in Sections 1.B, 1.C, and 1.D of the [Faculty Handbook](#). The preamble to the [Community Constitution](#) expresses the importance of academic freedom and responsibility for students and staff as well as faculty, Reed’s [Discriminatory Harassment and Misconduct Policy](#) stresses its commitment to “maintaining a free and diverse campus community in which students, faculty, and staff can live, learn, work and express themselves honorably” and the [operating principles of the College](#) stress that the free exchange of ideas is fundamental to the mission of the College.

These texts represent long-standing commitments of the institution about which the entire Reed community—faculty, administration, students, and trustees—is in full agreement. The protection of academic freedom for faculty and students alike is a fundamental principle of the College, and community members are encouraged to share their beliefs and arguments in a spirit of openness and shared inquiry.

In addition, Reed has a rigorous [academic misconduct policy](#), applicable to both students and faculty.

## **Policies and Procedures**

### **Standard 2.C.1**

The institution’s transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

The College seeks to provide clear transfer-of-credit policies and procedures for students to facilitate their successful navigation through their majors. Faculty committees and the faculty as a whole review the transfer policies and procedures to ensure that they maintain the integrity of its academic program.

Policies, procedures, and processes related to the admission of transfer students and the articulation of credit from other institutions and approved exams for transfer to Reed College reside in the [Reed College Catalog](#) and [Faculty Code](#), and on the [Office of the Registrar’s website](#), specifically:

- **Reed College Catalog**
  - [Academic Policies](#)
  - [Admission Policies](#)
- **Faculty Code**
  - [Section I.B.](#): Admission of Transfer Students
  - [Section IV.M.](#): Transfer Credit (undergraduate)

- [Section XII.B.3.:](#) Transfer Credit (graduate)
- **Registrar's website**
  - [Transferring Credit](#)
  - [Request for Transfer Credit form](#)

### **Standard 2.C.2**

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Reed establishes, through shared governance, policies and procedures related to student rights and responsibilities. These student policies and procedures are rooted in the [Honor Principle](#), and are grounded in expectations of student honesty, respect of others, and personal responsibility. The Honor Principle is the primary provision by which student rights and responsibilities are upheld. The [Student Judicial Board Code](#) details the procedures for addressing alleged violations of the Honor Principle, as well as other relevant College policy.

In addition to the Honor Principle, students also have rights and responsibilities as enumerated in [community-wide policies](#). These policies include [student freedom of speech and expression](#), [freedom to dissent](#), [protection from discrimination and harassment](#), [prohibition of sexual harassment as defined under Title IX](#), [prohibition of hazing](#), [prohibition of the illegal use of alcohol and other drugs](#), and the [right to initiate a College grievance process](#).

Incoming students receive information and education on the policies and procedures through pre-orientation online modules, as well as during in-person orientation. All students are notified of the policies and procedures at the beginning of each academic year, and are directed to the permanent locations of the policies and procedures on the College's website. The policies and procedures are subject to change through the College's shared governance process, and any such changes are promptly communicated to the community.

### **Academic Conduct**

The College's [Academic Conduct Policy](#) underscores the importance of academic honesty within a community of scholars, such as Reed. The policy prohibits the representation of another's ideas as one's own. It also prohibits the falsification of data as well as the giving or receiving of unpermitted aid in all academic activities. The procedures for reporting academic misconduct, as well as the process by which reports are adjudicated are detailed in the Academic Conduct Policy and in the Student Judicial Board Code.

### **Appeals**

The Student Judicial Board Code and the [Title IX Grievance Procedures for Students](#) both include appeal opportunities for student respondents and

complainants. The appeals criteria, deadlines, and appellate procedures are outlined in these documents.

### **Grievances**

In addition to the rights and responsibilities outlined in the Student Judicial Board Code, which include the right to file a complaint regarding the actions of another student, students are also able to initiate grievance procedures regarding faculty and staff. The [Grievance Policy](#) outlines the various pathways for reporting of such grievances, based on the subject of the grievance's relationship with the College (student/faculty/staff).

### **Accommodations for persons with disabilities**

Reed College is committed to creating a non-discriminatory educational environment, wherein all otherwise qualified students have equal access to the College's education programs and activities. The office of [Disability and Accessibility Resources \(DAR\)](#) coordinates disability accommodations for students with documented disabilities.

Students are notified of DAR resources through orientation, Student Life communications, and information about DAR procedures are detailed on the DAR website. Additionally, the DAR website also contains the [Disability Grievance Procedure](#). The grievance procedure includes both informal and formal resolution processes for students to grieve decisions and/or the implementation of disability accommodations.

### **Standard 2.C.3**

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Policies and procedures related to undergraduate student academic standing reside in [Section VI. Faculty Academic Actions](#) of the [Reed College Faculty Code](#), specifically:

- **Academic actions, including Denial of Registration (Suspension) and Dismissal from the College**
  - [V.I.2. Disciplinary Actions](#)
  - [V.I.4. Range of Disciplinary Actions](#)
  - [V.I.7. Denial of Registration](#)
  - [V.I.8. Dismissal from the College](#)
  - [V.I.3. Appeals](#)
- **Academic actions, including Official Warning and Academic Probation**

- [V.I.4. Range of Disciplinary Actions](#)
- [V.I.5. Standards for Official Warning and Probation](#)
- [V.I.6. Force of Official Warning and Probation](#)

Policy related to readmission from Denial of Registration resides in [Section III.G. Readmission](#) of the [Reed College Faculty Code](#). The readmission procedure and application process, including deadlines, reside on the [Registrar's website](#).

For graduate student admission, there is information on the [Master of Arts in Liberal Studies \(MALS\) website](#), including information about materials to submit. The website describes that Reed welcomes applications from adults who wish to pursue interdisciplinary graduate work in a program that is both flexible and rigorous. Those applicants are accepted who, in the view of the Committee on Graduate Studies, are most likely to become successful members of and contribute positively to the MALS community. Admission decisions are based on many factors. We recognize that qualities of character—in particular, motivation, intellectual curiosity, and openness to constructive criticism—are important considerations in the selection process, in addition to a demonstrated commitment to academic excellence. MALS students are admitted initially to the program on a provisional basis. Students must apply for formal candidacy after successfully completing two successive or concurrent Reed courses—at least one of which should be a MALS Liberal Studies Core class. To continue in the program, the candidacy student must submit to the Committee on Graduate Studies within one term of completing the second provisional course a self-evaluation, outline of course progression and completion, and a class paper. The program director will solicit comments from the student's provisional course instructors, including an assessment of the applicant's ability to write a thesis. If the student's candidacy is accepted, credit for the provisional courses will be applied to the MALS degree requirements.

After candidacy acceptance, the student consults with the faculty adviser and program director to plan a program of study consistent with the goals of the program, leading to the completion of all requirements for the MALS degree.

#### **Standard 2.C.4**

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Records management at Reed comprises several critical areas, including,

- Accurate receiving and recording of student data.
- Secure maintenance of student records in many formats, including physical documents and the electronic student file (as maintained at Reed in Softdocs' E-trieve solution.)

- Storage and back-up of student data in the College database (as maintained at Reed in Ellucian's Banner Student Information System.)
- Institutional and departmental document retention guidelines and processes.
- Educating the Reed community on privacy rights and best practices, as well as responsibilities regarding the confidential management of student data resources.
- The secure transmission/release of student information.

### **Policies and Procedures**

Reed College adheres to the standards and guidelines for the secure management of student records as established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO):

Drueke, Timothy, et al. *AACRAO 2020 Academic Record and Transcript Guide*. Washington, DC, American Association of Collegiate Registrars and Admissions Officers, 2020.

Policies governing the use of Reed's technology resources - including the secure maintenance, access, and transmission/release of student records - are developed by the Chief Information Officer and approved by the College [Computing Planning and Policy Committee](#). The purpose of these policies and practices is to provide the Reed community with appropriate access to student records while simultaneously ensuring privacy, data security/fidelity, and making users aware of their rights and responsibilities. In addition, Reed College provides resources to [encrypt information in transit](#) in the event sharing is necessary between Reed College departments. Reed College also requires employees to participate in annual FERPA/GLBA and Cybersecurity training. Additional policies reside on the [Computing Planning and Policies](#) page.

Policies specific to the recording of grades on the academic transcript reside in the following sections of the [Reed College Faculty Code](#):

- [V.B. Authorized Grades](#)
- [V.C. Changes in Academic Program](#)
- [V.F. Recording of Grades, Transcripts](#)

Policies specific to the retention of records related to student academic misconduct reside in [Section VI.B.5. Recordkeeping](#) of the [Reed College Faculty Code](#).

### **Family Educational Rights and Privacy Act (FERPA)**

Reed College adheres to the standards and guidelines for the compliant administration of FERPA legislation as established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO):

Falkner, Tina & Rooker, Leroy, eds. *AACRAO 2012 FERPA Guide*. Washington, DC, American Association of Collegiate Registrars and Admissions Officers, 2012.

The Office of the Registrar maintains [a FERPA webpage](#) that includes:

- A list of the information that the College defines as [Directory Information](#), i.e. student information that may be released without the student's written consent.
- A [glossary](#) of FERPA terms and definitions.
- An [annual notice](#) of FERPA Policy and Student Privacy Rights, including instructions for requesting to inspect/review and amend educational records.

### **Cybersecurity and Incident Response Preparedness**

Reed's Office of Information Technology provides a [Cybersecurity and Incident Response Plan](#) page on its website. This page details the critical importance of data security at Reed College, the shared responsibility and best practices for securing Reed's data resources, and steps for responding to cybersecurity incidents.

## **Institutional Integrity**

### **Standard 2.D.1**

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its missions, programs, and services.

[Reed College's website](#) is the primary source of information about the institution. The Office of Public Affairs partners with [Hannon Hill](#) and their Cascade content management system to allow for simple updating for the website, which is hosted on Amazon Web Services to ensure the website is active and accessible at all times. Public Affairs provides [website tutorials and guidelines](#), which include [web accessibility guidelines](#), in addition to providing training to ensure web content editors are following best practices. In addition, large content and navigation changes must be run through the Public Affairs office to ensure content is accurate and user-friendly. The website also states the mission of Reed College and the goals of a Reed education.

The Office of Public Affairs tracks its publications and web content through our internal project management system to ensure accurate and timely updates. Offices across Reed have designated website editors who are trained to make updates on a regular basis to individual pages. For example, the Office of Admission ensures information is updated in time for upcoming

admissions cycles, and Institutional Research ensures newly available data or information is added to its [page](#) with publicly available data on topics such as enrollment, demographics, financial aid, graduation rates, outcomes, etc. The Office of the Registrar updates the course catalog each summer and between semesters as courses are approved and offered.

The Office of Public Affairs sends regular announcements, statements, and publications to inform the College community and the public about the institution. These communications include [a weekly email \(biweekly in the summer\) to students, faculty, and staff](#) during the academic year, a monthly email to parents and alumni, and *Reed Magazine*, which is published four times a year and distributed on campus and mailed to alumni and current students' parents. Additionally, Public Affairs maintains Reed's official social media channels, updating them regularly with content that shares stories about campus life, research, and events. As part of the publication process, several individuals review communications before they are published or emailed to ensure accuracy, clarity, and consistency.

The Office of Admission utilizes multiple channels to communicate with prospective students and their families, including content on Reed's [Admission and Aid website](#), Slate, and admissions-focused social media, as well as through multiple printed publications. Staff from both Admission and Public Affairs regularly review the College's webpages, publications, and social media channels to ensure accuracy and alignment with the [mission of the College and the goals of a Reed education](#). Recruitment materials are reviewed and updated annually for accuracy, including updated statistics from Institutional Research and any newly approved majors and minors. Reed College website content is updated regularly by Public Affairs staff along with web editors in academic and administrative departments across the College. *Reed Magazine* content goes through an extensive editing process that includes the Editorial Director and multiple copy editors. The magazine is also sent to Reed leadership and several key stakeholders in the College both during the early planning stages of each issue and again before going to print.

The [College catalog](#) is Reed's comprehensive resource for finding programs, courses, and policies and procedures. The catalog is reviewed and updated annually. Consistent procedures are followed to ensure that stakeholders, including faculty and Office of the Registrar staff, can modify or affirm the accuracy of catalog information.

General distribution requirements as well as the course requirements for each academic program can be found in the [catalog](#). This includes information on courses that students must complete to graduate, as well as learning goals. This information is reviewed and updated annually and is available online to any current or prospective student.

Reed College lists its accreditation by NWCCU and specialized accreditors in the [College catalog](#). The College accurately represents its current accreditation status and avoids speculating on future accreditation actions or statuses. Reed uses the terms “accreditation” and “candidacy” (and related terms) only when a legitimate accrediting agency confers such status.

### **Standard 2.D.2**

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Since its founding, Reed College has subscribed to an Honor Principle to govern its communal life. The Honor Principle obliges every member of the College—students, staff, and faculty—to act responsibly and ethically with regard to each other and to the College as a whole. Eschewing heavy reliance on codified rules of conduct, the Honor Principle is understood to require self-reflection, responsibility, consideration of others, discussion of differences, and avoidance of harm. The Honor Principle is an integral component of the College’s educational philosophy. It is premised on the view that this is a community of scholars collaboratively engaged in the search for truth through inquiry, discussion, debate, and critique of ideas, and that such an enterprise can succeed only in an atmosphere of mutual responsibility, respect, and trust.

The Honor Principle is central to daily life at the College. It is featured in descriptions of the College on its website and in its literature. Discussion of it occupies a lengthy session during first-year orientation. An honor council, consisting of students, faculty, and staff, conducts regular educational programs for the campus community during the year, and sponsors mediation of conflicts arising under the Honor Principle. See further [here](#), and [here](#).

In its communications to the public and to its internal constituencies, the College holds itself to the highest standards of accuracy and fairness. See response to 2.D.1 for additional details.

Reed College is a community governed by an honor principle and committed to fostering a [diverse and antiracist](#) living, learning, and working environment. In such a community, all members have the right to work, learn, and live in an environment free from discriminatory harassment and bias. As such, Reed is committed to addressing bias incidents and discriminatory harassment through active responsiveness, care, and education; incidents can be submitted using the [Bias Incident Reporting and Response Protocol](#).



The institution ensures that grievances are addressed in a fair, equitable, and timely manner. There are various [community-wide policies](#), including [protection from discrimination and harassment](#) and [prohibition of sexual harassment as defined under Title IX](#). The [Grievance](#) website outlines the various pathways for reporting of such grievances, based on the subject of the grievance's relationship with the College (student/faculty/staff).

### **Standard 2.D.3**

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

[Conflict of Interest statements](#) are solicited from Board of Trustee members and College officers annually. Disclosed conflicts are brought to the Audit Committee of the Board of Trustees for review and resolution, if required. The [Trustees and Officers Conflict of Interest Policies](#) were updated in Spring 2024.

Additionally, an annual notice is distributed to employees via email indicating the need to disclose any conflicts, with a link to the forms. Policy and form links here: [Staff COI Policy](#); [Staff COI Form](#); [Faculty COI Policy](#); [Faculty COI Form](#). There are often inquiries from faculty/staff about potential conflicts, but in most instances after review of the circumstances, a disclosure is not required.

## **Financial Resources**

### **Standard 2.E.1**

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

- *Policies/procedures that articulate the oversight and management of financial resources*

Section 1 of the College's bylaws state that the property and business of the College shall be managed and controlled by the Board of Trustees (BoT). The bylaws execute this charge through the use of standing committees with specific responsibilities related to the business of the College, in particular, the finances of the College. Those committees include:

- Budget Policy Committee (BPC)
- Investment Committee (IC)
- Audit Committee (AC)
- College Relations Committee (CR)
- Buildings and Grounds Committee (B&G)

Many of the committees have overlapping board members and with the exception of the AC, the president of the College is ex-officio for all committees. Additionally, there is overlap of senior management's participation (i.e. president's cabinet) of multiple committees. For instance, BPC, IC, AC, and B&G are all managed by the Vice President of Finance and Treasurer (VPT) and include participation from other members of management such as the Vice President of Advancement and College Relations. This structure ensures thoughtful and strategic allocation of resources.

The Budget Policy Committee — The duties of BPC are to consider, recommend and report to the BoT on the budget policies of the College and to ensure that a long-range financial plan is in place. From time-to-time, the BPC may initiate studies to inform recommendations or policies. The BPC utilizes a long-range model (LRM) to guide and inform its decisions and recommendations. The LRM provides the current fiscal year budget and models out the next five. The model focuses on the annual resources available for operations and use of those resources. The five-year outlook looks at key financial areas such as tuition revenue, endowment distribution, annual fund, salaries, benefits, capital renewal, non-salary expenses, and results of auxiliary services. The model is set up to incorporate relevant assumptions for the respective area. The LRM is reviewed with the BPC at each meeting and any changes to the assumptions are highlighted.

Investment Committee — The duties of the IC are to provide governance and oversight of the endowment. In this capacity, the committee formulates investment policies, objectives and procedures, approves the policy asset allocation of the portfolio as well as investment managers, and ensures the risk of the portfolio is in line with long-term expectations. The IC meets four times per year (three in person and one via Zoom). The meetings focus on performance reporting that highlights the following: historical performance, endowment value, and various risk and liquidity measurements. The meetings also include a consultant report on capital markets, review of portfolio construction, asset class performance, and any specific areas of interest/concern. The in-person meetings typically last about five hours. Specific performance metrics are reported to the committee on a periodic basis. Lastly, the IC is managed by the VPT in partnership with the Chief Investment Officer (CIO) and a third party investment advisor.

Audit Committee — The duties of the AC are to consider, recommend and report to the BoT on the formulation and administration of financial policies of the College. The AC charter further outlines responsibilities to include the investigation of any matter or activity

involving financial accounting and financial reporting, as well as the College's internal control, risk management, and compliance matters. The AC is required to meet at least twice annually, but more often meets three times per year with standing agenda items that include:

- Litigation and regulatory updates; and
- Whistleblower claims

Additionally, the AC reviews the results of the enterprise risk management program on a biannual basis and does a deep-dive into one of the topics annually.

- *Latest external financial audit including management letter*

The College undergoes an annual audit that is performed by KPMG LLP. The audited financial statements (including the report on compliance with Uniform Guidance for Federal Awards) are posted on the College's website ([link](#)). The most recent audited financial statements are for the fiscal year ended June 30, 2023.

The College has not received a management letter in the last seven years.

- *Cash flow balance sheets*

Given the cyclical nature of the College's business, the College does not prepare a complete set of interim financial statements. Accrued financial statements are only prepared at fiscal year-end. As such, an interim balance sheet and statement of cash flows is not available. The most recent balance sheet and statement of cash flows is from the June 30, 2023 financial statement audit. Ad hoc and informal analysis are done as needed.

The College utilizes an annual operating budget to manage its annual resources; the operating budget is maintained on a modified cash basis approach. The operating budget incorporates the significant revenues streams for the fiscal year that will either be in the form of cash or converted to cash within 90 days of fiscal year end. The operating budget allocates those revenues to various budget owners for the fiscal year. Given the upfront billing of tuition, the quarterly distribution of endowment, and the cash reserves, the College has sufficient cash to accommodate any fluctuations of timing in the allocated spend.

The budget is loaded into the Banner ERP system. It is loaded at the level of accountability (i.e. at the budget manager level). Budget managers have access to the budget versus actual activity for the current and past years and are expected to track activity and ensure

there are no overages. The College has a published policy outlining the fiscal responsibility for budget managers ([link](#)). Additionally, the VPT reviews the operating results with the BPC at each meeting providing annual forecasts.

Investments and property, plant, and equipment (net) make up approximately 97% of the College's balance sheet. Property, plant, and equipment, which makes up approximately 16% of total assets, is relatively stable, with few material additions. Most annual additions relate to remodels or maintenance that extends the life of the building. Any significant changes are discussed with the B&G committee and then BPC.

Investments, which consists mostly of the endowment, makes up approximately 81% of total assets. Investments are marked-to-market on a quarterly basis in Banner based on valuation reports received from the Investment Office. The VPT reviews the investment balances with the IC at each meeting.

- *Audited financial statements*

The audited financial statements (including the report on compliance with Uniform Guidance for Federal Awards) are posted on the College's website ([link](#)). The most recent audited financial statements are for the fiscal year ended June 30, 2023.

The audit results, along with the draft audited financial statements, are presented by KPMG at the fall AC meeting. The auditors provide an overview of their obligation under auditing standards, review of their audit approach, including areas with more inherent risk, and findings. The auditors also meet with the AC without the President, VPT or other members of management in order to have a candid conversation.

- *Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments*

Setting tuition is the responsibility of the BoT, informed by data and analysis provided by the VPT. Annually, the VPT discusses a general range for the tuition increase and models it along with other key financial areas, adjusting assumptions as needed. The modeling is informed by the president and other members of senior management. The VPT models for a modest surplus, which is needed to build and maintain sufficient reserves to address future market fluctuations, strategic investments and unforeseen financial emergencies. This overall strategy lends to the College being able to fulfill its academic mission for the long-term.

Auxiliary services primarily include room and board, bookstore, and faculty housing. Fees for auxiliary services are set by management and reviewed with BPC in context of the LRM. Auxiliary services are managed to be self-sustaining as a whole.

- *Significant contracts/grants*

The College administers a [risk management program](#), which includes policies, guidelines, templates and signing authority for contracting with external organizations. This structure provides the necessary foundation to reduce/mitigate the risk of an adverse outcome as a result of contracting with a 3rd party.

- *Endowment and giving reports*

The investment office produces an annual report on the endowment. The annual reports are posted on the College's website and can be located with the following link: [endowment reports](#).

The College also generates various internal giving reports, including dashboards, which are used to track and monitor the progress of fundraising.

- *Investment revenue*

Investment performance and balances are closely tracked, analyzed, and reported to the IC at each meeting. The VPT and CIO meet regularly to discuss investment performance. Also, see the endowment report (above).

## **Standard 2.E.2**

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

- *Policies/procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds*

The financial planning process is largely a culmination of the following activities/structures:

- Bylaws that provide governing structure over the finances of the College through established committees and policies (see 2.E.3)

- Overlap of membership/participation between committee members (both trustees and senior management)
  - Use of an LRM to forecast long-term availability/allocation of resources and financial sustainability
  - Use of an annual operating budget to ensure proper execution of current year resource allocation
  - Faculty committees (Committee on Academic Policy and Planning Budget Advisory Subcommittee or CBAS)
  - Staff committees (Gift Acceptance Committee)
  - Implementation of an enterprise risk management program to identify significant risks and mitigating controls
- *Sample of meeting agendas, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders*

The College maintains committee meeting materials and notes for each meeting, which will demonstrate the BoT's participation in the financial process (materials and meeting notes are available from the President's or Treasurer's office).

The following are other ways the College engages stakeholders in the financial planning process:

- President's cabinet — Meets on a recurring basis to discuss various aspects of operating the College: strategy, needs, allocation of resources, resolution of issues, etc. Meetings provide an opportunity for all divisions at the VP/Dean level to engage.
- Budgeting process — The College has a bottoms-up budget process that engages all budget managers in the annual budgeting process. All budget managers receive the annual budget memo articulating College's short-term and long-term financial priorities. The budget managers also receive the templates to submit new funding and/or equipment requests. These are submitted to their respective VP who prioritizes the requests and moves them along accordingly.
- CBAS — The President and VPT meet at least three times per year with CBAS and present the LRM and the current budget. The VPT discusses financial opportunities and pressures and how they are impacting the overall finances of the College.
- Faculty/staff meetings — The VPT presents periodically to the faculty and staff regarding the overall finances of

the College. The presentations take various forms; sometimes they are for large audiences and other times they are smaller sessions to facilitate discussion.

### **Standard 2.E.3**

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

- *Description of internal financial controls*

The College maintains an internal control structure to ensure the accuracy of financial reporting and safeguarding of financial assets. The structure is largely based on assessed risk and the necessary controls to properly mitigate them through a combination of preventative and detective controls.

The College has implemented segregation of duties as a key preventative control. Roles with a treasury function (i.e. those that have access to financial resources through banks, investment custodians, etc.) are separate from accounting functions such as authoring/approving journals and reconciling accounts. The College leverages the Banner Enterprise Resource Planning software to ensure access is appropriate and provides the proper segregation of duties.

Due to the size of the organization, there are limited situations where segregation of duties is not feasible. In these instances, the College has developed a series of detection controls to properly mitigate the risk.

- *Board approved financial policies, state financial policies, or system financial policies*

In addition to the governance structure outlined in the bylaws, the College has the following policies to guide managing financial resources:

- [Investment Policies](#)
- [Short Term Investments](#)
- [Fund Disbursement Authority](#)
- [Debt](#)
- [Procurement for Federal Grants](#)
- [Internal Amortization Plan](#)

## Human Resources

### Standard 2.F.1

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

All faculty and staff are apprised of general conditions of employment as they begin the online application process through our Applicant Tracking System. These conditions include agreeing to meet position qualifications, signing a job offer and, once hired, adhering to policies and procedures.

### Staff and Administrators

The College aspires to maintain job descriptions for all full-time staff. Supervisors are expected to regularly meet with new and existing employees to review their job descriptions, cover work assignments and responsibilities, and update job descriptions when work assignments change. The College is still writing and creating job descriptions for all full-time staff and administration positions as job descriptions did not exist prior to January 2021.

Several policies and procedures outline the conditions of employment for staff positions. These include [Staff Compensation](#), [Pay Decision Procedure](#), [DHSM](#), [Grievance Policy](#), [Staff Hiring](#), [Time Off Policy](#), [Reporting On-the-Job-Injuries/illnesses](#), and [Ending Employment/Termination Procedure](#).

During staff onboarding, eligible staff attend a Benefits and Compensation orientation where they review Reed benefits and receive a list of policies and procedures to review online. Staff are also assigned a variety of trainings, including Harassment and Discrimination, Unconscious Bias, Title IX and Safety training.

Supervisors meet at least once annually with each staff member to review and evaluate the employee's job performance. The Supervisor Guidebook outlines the expectations for management to follow when managing performance. Supervisors use the Goal Development Review to review staff performance, set goals for the coming year and provide feedback on performance. Additional coaching is provided as needed. The supervisor uses Conduct Management forms along with the Performance Improvement Plan, as needed, to evaluate and document performance and to identify ways to improve and set expectations for ongoing development and retention.

### Faculty

As discussed more fully in sections 2.F.2 and 2.F.4, faculty are onboarded in a number of ways (e.g., new faculty orientation, new faculty seminar) and are



evaluated on their teaching, their scholarship, and their service to the College and the profession. The criteria for evaluation of faculty are listed in [Article 4 of the Constitution](#) and in section II.H of the [Faculty Handbook](#). Faculty termination is presented in section II. D of the [Faculty Handbook](#).

### **Standard 2.F.2**

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

#### **Staff and Administrators**

As part of the annual performance review, supervisors and employees identify a development plan. The College provides employees with multiple opportunities to achieve their development goals. [Professional development](#) is available for all staff throughout the year and through a variety of options listed on the Human Resources website.

Full-time staff may apply for [staff education assistance](#) to help pay for non-Reed College courses. Staff may audit or enroll in Reed courses without paying tuition. There is a wide range of classroom and online training offered through Human Resources, in which all staff are encouraged to participate. Finally, the College provides funding for administrative employees to attend professional conferences and pursue professional certifications in their fields.

#### **Faculty**

The [Center for Teaching and Learning](#) and the Dean of the Faculty Office provide a compelling set of opportunities for faculty [teaching](#), [research](#) and broader [professional development](#). This support for professional development begins with robust [new faculty orientation](#), [junior faculty mentoring](#), and a [new faculty seminar](#). There are a range of opportunities for junior, mid-level, and senior faculty throughout their career, including [training for department chairs](#), [monthly department chair meetings](#), [training for academic advisors](#) and [monthly advising workshops](#), and [opportunities to partner with students and faculty peers to develop their teaching](#).

### **Standard 2.F.3**

Consistent with its mission, programs, and services, the college employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

#### **Staff and Administrators**

As of fall semester 2024, the College employs 514 full-time staff and faculty. Part-time employees include 57 staff and 1109 student workers. The College is an equal opportunity employer and encourages and works toward employing a diverse workforce.

The College posts position vacancies on its [hiring website](#) and on a variety of external recruiting sites. The postings include summary, desired qualifications, procedures for applying, employment eligibility to apply, jobs position and/or working title, minimum qualifications, essential functions, approximate starting salary range, job pay grade, and job posting closing date.

The College maintains a written job description for each position that outlines the essential duties, minimum qualifications, and job classification. As jobs change and as jobs become vacant, Human Resources reviews and updates job descriptions as needed. Human Resources also performs a review of all job descriptions every three years.

For full-time staff, the College frequently reviews and compares job descriptions and compensation with the College and University Professional Association for Human Resources (CUPA-HR) Salary Surveys, PayScale's Peer and Human Resources Market Analysis data, and Salary.com.

### **Faculty**

As of fall semester 2024, the College employs 178 faculty (107 tenured, 34 tenure-track, and 37 visiting). The College is an equal opportunity employer and encourages and works toward employing a diverse workforce.

We have a low [student faculty ratio \(10:1 teaching student/faculty ratio; 9: 1 total student/faculty ratio\)](#) and [small class sizes](#). Every student has an individual advisor for the senior thesis.

Faculty recruitment is carefully controlled in order to ensure quality. For a department, division, or program to request a position, it petitions the Committee on Academic Planning and Policy (CAPP). Each petition contains a description of the proposed position, a justification, an analysis of what would happen if the position were not filled, and a suggested job description. CAPP reviews the petition in the light of overall staffing parameters and the curricular needs of the institution. The approval of a position is tantamount to approval of a search, and the proposal of a search committee is forwarded to the Committee on Advancement and Tenure for its approval.

All faculty positions at Reed College—whether tenure-track or visiting—are filled on the basis of national searches, except in two cases: targets of opportunity, where we identify a candidate who can bring something extraordinary to the College, and emergency situations created by unexpected medical leaves or parental leaves. Faculty search procedures are outlined in detail [here](#).

The faculty are committed to maintaining the rigor of the search process, even if this means that the ongoing workload burden for searches will be high. The

extraordinary quality of our younger faculty suggests that we are, indeed, identifying and attracting the right candidates.

#### **Standard 2.F.4**

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

#### **Staff and Administrators**

Supervisors evaluate full-time staff performance once per year. They use the Goal and Development Review tool available campus-wide on the Human Resources website. The process is a collaborative exercise and includes input from the staff member and a formal review meeting is held to provide an opportunity for each of them to sign the document. The document is then uploaded into the central Human Resources system (Etrieve).

Each employee is assessed according to their specific work duties and goals and how they support the College's mission and values. The evaluation is divided into three sections. The first section focuses on results from the previous year's goals. In this section, the supervisor provides specific feedback on key responsibilities performed well. The second section includes ways to improve performance. The final section establishes a development action plan wherein the supervisor provides specific feedback and outlines specific steps and actions intended to help the employee reach future goals or meet improvement needs, including any College values they need to demonstrate.

A variety of training resources are available to supervisors including performance and conduct management training and access to the Supervisor Guidebook. As well, Human Resources provides individual coaching as needed.

#### **Faculty**

The faculty evaluation process at Reed College is designed to combine the very highest standards of rigor and fairness. The goal is to develop and maintain as fine an undergraduate teaching faculty as any in the country. Every faculty member at Reed regularly undergoes a complete institutional evaluation, for tenured faculty every four years, and for visitors and tenure-track faculty every two years. For junior faculty, this generally means two full evaluations prior to the tenure decision. The schedule for evaluation is listed in section II.H of the [Faculty Handbook](#).

Faculty are evaluated on their teaching, their scholarship, and their service to the College and the profession. The criteria for evaluation of faculty are listed in [Article 4 of the Constitution](#) and in section II.H of the [Faculty Handbook](#).

Evaluations are carried out by a faculty committee, the Committee on Advancement and Tenure (CAT). The committee is composed of seven faculty members elected by the entire faculty. The president of the College chairs the committee but is not a voting member. The dean of the faculty is a non-voting, ex-officio member. The faculty representatives are elected for two-year overlapping terms, and election rules are written so that no single department or division has disproportionate representation.

Every faculty evaluation file is discussed by CAT in detail. Every such discussion culminates in a decision by vote. CAT decisions are understood to be recommendations to the president, who in turn passes recommendations on for final ratification by the board of trustees. The committee's discussions are strictly limited to the faculty member's evaluation file; the personal judgments of committee members are considered irrelevant. The file consists of the following: the faculty member's CV; the faculty member's self-evaluation, which lists courses and numbers of students taught, thesis and academic advisees, publications, public appearances, lectures, committee work, etc., as well as a narrative evaluation of the faculty member's performance over the evaluation period; quantitative student feedback from each class taught by the faculty member; qualitative student feedback from each class taught by the faculty member; letters from faculty colleagues, and, in some cases, staff members or professional colleagues from outside of Reed.

In the case of a tenure dossier, the College solicits evaluations from six to eight senior outside reviewers in the tenure candidate's field, drawn in equal parts from two lists, one generated by the candidate and the other generated by the candidate's department. External reviewers are sent the full tenure dossier, along with a letter explaining the criteria for advancement at Reed.

The tenure dossier takes within its view the candidate's whole career at Reed, not just the recent evaluation period. The candidate also includes books, article reprints, manuscripts, syllabi, and testimonials. In the case of performing arts faculty, we have recently begun the practice of soliciting testimonials about live performances in order to have a better record of those in the tenure files. Moreover, for tenure cases, student opinions are actively solicited beyond the usual channels. The dean of faculty individually requests letters of evaluation from every thesis student that each tenure candidate has had at the College, and letters are also individually solicited from current juniors and seniors majoring in the tenure candidate's department. Finally, the entire student body is provided with a list of all faculty being evaluated in a given semester, and are asked to provide candid evaluations. In tenure cases student responses are usually substantial.

CAT neither solicits nor accepts departmental recommendations for tenure, and department chairs, as chairs, do not provide letters, nor does the dean. Every faculty member is invited to write about any colleague currently being evaluated, but faculty who are known to have worked with a particular candidate in an academic department, program, or committee may be individually asked to write. Faculty letters of evaluation are understood to be confidential and are not routinely shared with candidates. However, state law—as interpreted by College counsel—does give candidates access to the entire evaluation file (except for student letters, which counsel believes to be protected by federal law). There has been, and continues to be, concern that this has affected in some way the candor and completeness with which faculty letters are written.

Once the evaluations are completed, the dean of the faculty meets individually with each tenure-track faculty member to discuss in detail the nature of CAT's deliberations and findings. The goal is to describe strengths and weaknesses with clarity and candor so that each candidate has a sense of what needs to be improved and, ultimately, can arrive at the tenure decision in as strong a position as possible. The dean shares a written summary of the conversation with the candidate, who is asked to return a signed copy together with any updates that they think appropriate. These items are then placed in the candidate's evaluation file.

Feedback for senior colleagues is less routinized, although any faculty member may request a meeting with the dean to discuss an evaluation. In all cases—i.e., for both junior and senior candidates—CAT produces, in addition to the dean's report, a written summary of its analysis of the case; this summary becomes a permanent part of the evaluation file, and is available for consultation during subsequent evaluations.

The dean of the faculty follows up on student evaluations that raise issues of concern, if they are of sufficient weight, and, as with concerns that are identified as part of the regular evaluation process, helps the faculty member develop strategies for dealing with issues.

The criterion of teaching excellence is primary in faculty evaluations, followed by scholarship, and then service to the College and the profession more generally. For definitions of scholarship and service, see Section II.H.3, section 2, of the [Faculty Handbook](#). In the spring, the CAT presented a proposal to the faculty to update the definition of scholarship; it will be voted on in fall 2024. It is designed to make the criteria more transparent to faculty.

At Reed College, tenure cannot be granted prior to the third year of full-time teaching at Reed. The rationale for this policy is widely accepted: since Reed is a teaching institution and also presents a unique environment for teaching,

the achievement of a tenured appointment should require substantial evidence of teaching excellence in that particular environment.

The precise policy for determining the length of a tenure clock, given prior experience, whether of full-time teaching or full-time postdoctoral work, junior sabbatical, and any parental or professional leaves, is given in detail in [Article 4 of the Constitution](#) and section II.C of the [Handbook](#). The dean of faculty takes care to discuss these rules with junior faculty members.

Faculty may request that CAT conduct a [reconsideration](#) of a decision that they have made.

## **Student Support Resources**

### **Standard 2.G.1**

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

### **The Division of Student Life**

Student Life at Reed College facilitates numerous programs and services that are intentionally designed to create and maintain effective learning environments. The division also collaborates closely with the Office for Institutional Diversity and the Office of Institutional Research in order to identify equity gaps and develop strategies to support student achievement in these areas, specifically.

#### *Academic Support*

Under the direction of the Associate Dean for Academic Life, the offices of [Academic Support](#), [Disability and Accessibility Resources \(DAR\)](#), and [International Student Services](#) all have a direct focus on programs and services that are intended to support effective student learning. Programs and services of these offices include:

- [InterConnect Peer Mentor Program](#)
- [Peer Tutoring](#)
- [Academic Coaching](#)
- [Academic Support Workshops](#)
- [Spring Symposium](#)

#### *Student Support and CARE Team*

Under the direction of the Associate Dean for Student and Campus Life, the Director of Student Support coordinates the [CARE team](#). The CARE team is an interdisciplinary group of staff and faculty who meet weekly to respond to proactive concerns regarding student wellbeing and success. The team triage reported concerns to match students with support and resources that will

best meet their individualized needs. In addition to individual case management and response, the Director of Student support also collaborates with the Office for Institutional Diversity to interrogate the existence of potential equity gaps that appear across campus outreach for CARE team intervention and support.

### **Standard 2.G.2**

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The [Institutional Mission](#) is on Reed's website and also found within the [Catalog](#).

### **Catalog or Other Publication** **[Reed College Catalog](#)**

The Catalog is the primary repository for the College's information regarding:

- [Admission Requirements and Procedures](#)
- [Academic Divisions, Departments, and Committees](#), including learning outcomes, required course sequences
- [The Educational Program](#) (i.e. [degree/core requirements](#)), including [PE](#),
- [Major, Minor, Dual Degree, and Graduate programs of study/requirements](#)
- [Courses](#), including individual course student learning outcomes
- [Listing of Trustees, Faculty, and Staff](#)
  - Lists include:
    - [Trustees](#) (including emeriti): along with their titles and city of residence
    - [Faculty](#) (including emeriti): along with their titles, degrees held and conferring institutions
    - [Librarians](#): along with their titles, degrees held and conferring institutions
    - [Staff](#): along with their titles, degrees held and conferring institutions
- Tuition, Fees, and Other Program [Costs](#), and [Financial Aid](#)
- [International and Off-Campus Study opportunities](#)

All undergraduate degree and program requirements are designed to be completed within eight semesters.

**The Grading Policy** is presented on the website as part of the Faculty Code.

### **Undergraduate Grading Policy**

From the [Faculty Code V.B.](#):

The standard grade recorded for most courses is a letter grade: A+, A, A-, B+, B, B-, C+, C, C-, D, or F.

Letter grades are strongly recommended for all instructor grade reports. The grade of "S" (Satisfactory) may be assigned at the first grade report in a semester or year course to students whose work is "C" level or higher. In 470 and 481 courses, instructors may assign the grade of "S" for any except the final grade. "S" is not allowed as a final grade in any course.

A temporary grade of Incomplete ("IN") indicates that not all the work of a course has been completed by the time of grade submission, for reasons of illness or extreme emergency, and for no other reason. "IN" is permitted in a course where the level of work done up to the point of the "IN" is passing.

The notation "UW" is to be recorded in those instances in which the instructor is unable to evaluate a student's performance. (This notation is to be distinguished from the grade of "F", which indicates a serious deficiency in academic performance.) The notation may be used at the first grade report for a student who is officially registered for a course but who has not been attending classes. If the notation "UW" is assigned at the first grade report, it may be assigned as the end-of-semester grade on the presumption that the student has failed to file the official course withdrawal form.

During the junior or senior year a student may exercise the option of taking for credit and as part of their regular academic load a total of 2 units in the form of one full year course or two semester courses on a Credit-No Credit basis. The grade in this course(s) will be reported either as CR (Credit) if the work is judged to be of C quality or better, or as NC (No Credit) if the work is below C (including C-). Such a course may not be used to meet either the College distribution requirements or the requirements for the division, major, or minor, and may not be taken in the student's major department.

### **Graduate Grading Policy**

From the [Faculty Code XII.B.1.](#):

The grading policy for graduate students is:

A+, A, A-, B+, B, B-, C, F, Inc.



The grade of Incomplete shall be subject to the provisions of Chapter V.B, 4 of the Faculty Code. In the case of summer courses (excluding thesis), the deadline for completing required work is determined by the instructor and may not extend beyond Friday of the fourth week of fall classes.

A grade of “C” indicates work not satisfactory for a graduate degree candidate.

For the graduate thesis, “B-” is the lowest passing grade.

### **Graduate Learning Outcomes**

[Master of Arts in Liberal Studies \(MALS\) program learning outcomes](#) are found on the MALS website. These include learning outcomes for the completion of the MALS degree, the liberal studies core courses, and the master of arts thesis.

The [Governance Documents](#) website includes our Rules and Regulations for Conduct, Rights, and Responsibilities.

These documents are the primary repositories for institutional policy and detail the College’s decision-making procedures/processes. This body of documents include:

- The [Faculty Code](#) which is the primary repository for the College’s academic policy.
- The [Judicial Board Code](#) which is the primary repository for the College’s student conduct policy. (See standard 2.C.2.)

The [Adjudication Page of the Honor Principle](#) provides a higher level view of student conduct overall

### **Tuition, fees, and other program costs**

The annual increase in tuition is proposed by the VP of Finance and Treasurer (VPT) to the Budget Policy Committee (BPC). It is presented at the Fall meetings as part of the Long Range Model and discussed by the committee and management in context of the College’s current and future finances. The committee will make a recommendation to the Board of Trustees (BoT) who then vote. This usually occurs at the Fall meetings, which allows the College to preliminarily set the tuition and estimate financial aid packages for early decisions. Typically, the increase is presented as a range (e.g. 3.25% - 4.0%) to allow the VPT some flexibility for events that may occur after the Fall meeting and finalizing/posting tuition rates in late March/early April.

Room and board, which are part of auxiliary services, are set by management and approved by BPC and the BoT as part of the overall budget approval process. Rates are set with the intention that auxiliary services break-even (i.e. self sustaining).

In addition to being included in the catalog ([costs](#) and [financial aid](#)), information about tuition, room and board, fees and other program costs are posted on the College's website, including on the [admission and financial aid](#) and [general](#) and [student account](#) pages for the business office. The information is included in the annual catalog and provided in the mailer that is sent to all students eligible to enroll.

### **Refund policies and procedures for students who withdraw from enrollment**

For students who need to take a leave of absence, or withdrawal, the College has a dedicated [page](#) under the Student Life website that outlines the different types of leaves with links to the respective processes. The College also publishes its [refund policy](#) on the business office student accounts website. Information regarding [leaves](#), [withdrawals](#), and [refunds](#) can also be located in the annual catalog.

### **Opportunities and requirements for financial aid**

To help students understand the types of aid available, how to apply for financial aid, and the financial aid eligibility requirements, Reed publishes this information annually on the College website:

- [Types of available aid opportunities](#)
- [Application requirements for prospective students](#)
- [Application requirements for current students](#)
- [Eligibility requirements](#)

[Academic Calendar](#) is generated by the Registrar of the College and approved annually by the faculty Committee on Academic Policy and Planning (CAPP). It resides within the [Reed College Catalog](#) and includes:

- The current academic year calendar, including final exam schedules
- [A five-year calendar of key dates](#)
- [An archive of previous academic year calendars](#)

### **Standard 2.G.3**

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

We do not have such programs.

### **Standard 2.G.4-5**

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

### **Published financial aid policies/procedures including information about categories of financial assistance**

The College's catalog contains [published financial aid policies/procedures](#). Also, the [financial aid](#) section of the website includes additional information for students regarding policies and procedures, aid application instructions, dates and deadlines, aid programs, eligibility requirements, etc.

### **Information to students regarding repayment obligations**

First-time student loan borrowers must complete federally mandated [student loan entrance counseling](#) where they are informed of their rights and responsibilities as federal student loan borrowers.

When student or parent loan funds are received from the federal government and are disbursed onto the student account, the student or parent (in the case of federal Parent PLUS loans) receives a Right to Cancel notification informing them of the amount of loan proceeds received as well as instructions on how to request all or a portion of the loan be returned on their behalf.

[General loan repayment information](#) is provided to students on the College website.

Students are notified of loan repayment sessions and opportunities to meet with their financial aid counselor to learn more about repayment obligations.

### **Policies/procedures for monitoring student loan programs**

The College follows all federal, state, and institutional regulations for administering and monitoring student loan programs, including student eligibility, school eligibility, packaging, and processing and disbursing loan proceeds.

Federal student loan programs are subject to the requirements outlined in the [Federal Student Aid Handbook](#). The requirements are monitored throughout the academic year, are subject to a monthly reconciliation process, as well as review during the A-133 annual audit process.

### **Loan default rate published on website:**

In the financial aid section of the website on [loan repayment](#) under "Loan Terms" and "Default".

### **Standard 2.G.6**

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for

advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Advising (academic and senior thesis) is at the core of Reed's [teaching responsibilities](#) and the [mission](#) of the College.

Our advising aims to empower students to discover their purpose, achieve their potential, and make the most of the rich liberal arts education and collaborative intellectual endeavor we offer.

Faculty advisers are at the center of Reed's holistic advising network that supports students in their academic journey and progress toward a degree at the College. The network includes the Division of Student Life, Center for Life Beyond Reed, and the offices of the Dean of the Faculty, Registrar, Institutional Diversity, International Programs, and Financial Aid. The Associate Dean of the Faculty oversees advising.

As articulated in the [Academic Advising Handbook](#), faculty advisers help students understand the what and why of a Reed liberal arts education, and support students to make responsible, informed decisions about their intellectual development. They help students identify and navigate a path through the curriculum in a way that most closely aligns with their interests; they offer suggestions, resources, and information about course selection, degree requirements, and opportunities to pursue individual interests within and beyond the academic program. Faculty advisers identify and support students struggling to achieve their goals and/or progress toward graduation. Academic advisers fulfill this mission in collaboration with staff, students, and other faculty across campus.

Reed College's holistic, student-centered approach to advising helps students to develop the following knowledge, skills, and abilities:

- Explore and articulate interests and goals, and craft a coherent educational plan that facilitates academic success, timely graduation, and pursuit of individual interests and goals
  - Articulate what a Reed education means to them as a student.
  - Understand what majors and minors are available.
  - Understand the degree requirements of the College and the major.
  - Develop long-term plans to meet their educational goals.
  - Understand department/College policies (e.g., late withdrawal from courses, grade replacement, late adding of a course).
- Seek out and use information from diverse sources to achieve articulated educational goals:

- Understand where and how to access resources on campus (e.g., tutoring, career services, financial assistance).
- Engage with appropriate resources to meet individual needs for academic success.
- Proactively communicate with faculty adviser and articulate needs (e.g. prepare questions for an advising appointment)
- Demonstrate effective decision-making skills.
- Take responsibility for meeting academic program requirements
  - Develop a plan for progress toward timely degree completion.
  - Use the online registration system to enroll in classes.
  - Use on-line course planner for educational planning.
  - Track academic calendar and deadlines

In addition to the academic advising that students receive, in 2021, the Center for Life Beyond Reed (CLBR, non-academic advising team) created the [CLBR Advising Curriculum](#), designed to provide students and alumni with a pathway toward clarifying their purpose, articulating their strengths, using their resources and networks, and using transitional skills to successfully launch into their post-Reed lives, including work, graduate school, national fellowships, etc. In the CLBR Advising Curriculum, four key areas of development are posted online for CLBR professional advisors and their advisees (Reed students and alumni) to discuss, evaluate, and make a plan for moving through the learning outcomes and goals.

In 2023, we initiated a four year pilot to test and refine a holistic system of advising assessment that consists of three pieces:

- A. [Advising mission and learning outcomes](#)
- B. Institutional assessment
- C. Individual assessment

A. Advising Mission and Learning Outcomes.

Building on conversations with faculty, [existing expectations](#), and scholarship on advising, we developed this [advising mission and set of student learning outcomes](#).

The advising mission and learning outcomes are guides for action and assessment. Faculty can use them to shape their advising practices. Students are prompted to reflect on what they can do and how their advising network has and might support them towards the successful degree completion.

B. Institution-Level Assessment: Triennial Survey

The College now collects two sets of data on a regular basis to support on-going, institution- and individual-level improvements.

First, we use the [NSSE Academic Advising](#) module survey as part of the first and senior year surveys, every three years. In conjunction with the NSSE core survey question about the quality of a student’s interaction with academic advisers (i.e. “Indicate the quality of your interactions with the following people at your institution: academic advisers.” On a 7-point scale, poor to excellent), this module gets at student behavior, cognitive learning, and experience.

These data are not linked to particular faculty. They provide Reed with a comparison to other institutions and ability to see how different groups of students are *doing*, *learning*, and *experiencing* advising. The benefit of this range of questions, combined with both institutional and national comparative data is that they can help us tease out how different groups of students, e.g. by demographic behave, learn, and experience advising. Also, the NSSE survey could also help us refine the current models of advising and assessment with peer institutions.

These data are reviewed every three years by the Academic Success Committee, under the guidance of Institutional Research and the Associate Dean of the Faculty. The committees and offices use these data as a tool for on-going improvement of our advising program.

### C. Individual-Level Assessment: Annual Registration Survey

Second, starting in spring of 2024, we administer [this survey](#) to second- and third-year students as they register for the next year’s classes. The survey focuses on what students do, what they know, how they experience interactions with their faculty advisor, and who else in the advising network they are engaging. In the context of the pilot, after two years, individual faculty will see results from their advisees—without names attached and aggregated over two years, to protect the identity of their advisees—for purposes of self-reflection and assessment, and to help strengthen the survey. In addition, after two years, we will share the results of the annual survey aggregated across all respondents disaggregated by department (and, to the extent possible, by demographic measures) with the faculty as a whole, institutional research, and key faculty committees. We will use this information in tandem with information from the triennial NSSE survey to help individuals and the institution improve our advising practices and systems.

### **Professional development policies/procedures for advisors**

Since 2019, the Academic Success Committee—in collaboration with the Offices of the Dean of Faculty, Registrar, Student Life, and Admission—has led

efforts to improve the quality of advising on campus. In 2021, the newly-inaugurated Associate Dean of the Faculty role was tasked with assisting them in their efforts. Since then the College has made significant advances in three key areas related to professional development policies/procedures for advisers.

First, improved communication. The [Academic Advising Handbook](#) holds essential information about policies and procedures related to academic advising. The Offices of the Registrar and Academic Support communicate basic logistic information on an as-needed basis. The Associate Dean of the Faculty has supplemented this with communication about adviser training, support, and expectation, tips, explanation of the place and power of advising in supporting student success and the challenges we face in making the most of it.

Second, improved online resources. In the last 5 years, the Academic Success Committee and other players in the wider advising network have made key improvements, including the addition of [Advising Mission and Learning Outcomes](#), [Responsibilities of Advisors and Advisees](#), and a chronologically organized [advising checklist](#) with links to email templates to ease communication.

Third, since 2021, in service of improving training for advisers, the Director of the Center for Teaching and Learning refined and facilitated a yearlong training workshop aimed at new advisers but open to all. In addition, to ameliorate challenges related to misalignment between the number of incoming students and faculty available to advise in their areas of expressed interest, the Associate Dean of the Faculty led efforts to improve training and support for “super advisers” (who advise incoming students with interests outside of their area of expertise).

Fourth, the Center for Life Beyond Reed (CLBR) professional advising team (non-academic advising for internships, career, workplace navigation, as well as future outcomes for graduate school, and national fellowships) are attending, learning, and speaking at regional and national conferences such as NASPA, NAFA, NCORE, NACE, and fellowship conferences such as Fulbright and Watson. The CLBR advisors are in regular communication with the faculty, academic departments, International Student Services, and Disability Accessibility Resource team to provide the best integrated academic and non-academic advising possible for our student population. The CLBR advisors are evaluated by post-appointment surveys as well as advising hours and notes, which are reviewed monthly by the CLBR Associate Director of Data and Systems and the CLBR Director.

### **Standard 2.G.7**

The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Standard 2.G.7 is not applicable to Reed.

## **Library and Information Resources**

### **Standard 2.H.1**

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The Reed College Library provides students and faculty with collections and information resources that support Reed's rigorous academic program, from print and electronic course reserves supporting courses from Humanities 110 through advanced courses, the junior qualifying examination, and the senior thesis. The [library mission statement](#) clarifies how the library supports the mission of Reed College by providing collections and information resources, facilities for study and research, and knowledgeable staff.

Collections owned or licensed by Reed include 537,461 printed volumes, 36,566 audiovisual items, 3,849,378 licensed e-books, ejournals, and databases, and 309,226 electronic audiovisual titles available through streaming databases or services. Reed's Visual Resource Center builds and provides access to a collection of 146,366 art images that directly support teaching in visual arts and the humanities. Special Collections and Archives collects, preserves, and provides access to rare books, manuscripts, College archival records, and other primary source materials with enduring historical value in both original and digital formats. In partnership with Instructional Technology, the library's Performing Arts Resource Center provides scores, audiovisual collections, playscripts, and technology resources supporting teaching and research in dance, music, and theatre.

Reed's membership in the Orbis Cascade Alliance, a consortium of 38 academic libraries in Oregon, Washington, and Idaho with over 22.4 million circulating items, enables students and faculty to borrow print and physical media titles directly from the Alliance's shared integrated library system. A dedicated courier service between libraries delivers most items to Reed's main service desk within three days of a patron request. The interlibrary loan service provided through OCLC's Iliad software enables students and faculty to request journal articles and other items by completing a request form or by



populating the form through one of the library's databases. RapidILL interlibrary loan software enables members of the Orbis Cascade Alliance to prioritize interlibrary loan requests within the consortium, giving libraries the ability to supply articles within 24 hours in most cases. Additionally, the Orbis Cascade Alliance makes an estimated 289,000 e-book titles and 88,000 streaming videos available to Reed students and faculty through consortial database agreements.

The library staff includes 24 individuals, or 23.5 FTE. Fifteen staff members hold a master's degree in library and information science or the equivalent from a program accredited by the American Library Association. All staff members hold a bachelor's degree or higher from accredited higher education institutions. Staff experience in libraries or other experience relevant to their current positions ranges from 6 to 36 years. The library staff's organizational structure is reflected in the [library organization chart](#).

### **Procedures for assessing adequacy of library collections**

The library's collection development, assessment, and maintenance activities are informed by the [Collection Development Policy](#), drafted in 2024 and pending approval by the Library Board. This document conveys the library's commitment to supporting faculty teaching and student research at the advanced undergraduate level required by the College's rigorous academic requirements, including the requirement for all students to complete a senior thesis entailing original research in the students' major disciplines.

Quantitative assessment of library collections is based on use, as reflected by circulation of physical collections, or electronic resource usage as measured by COUNTER usage statistics and web activity of electronic resources.

Qualitative assessment by faculty occurs through direct communication and resulting targeted projects with academic departments and individual faculty members. In recent years the library has been responsive to changing collection needs due to faculty retirements and new hires with different teaching practices and areas of interest, and the creation of interdisciplinary programs such as Environmental Studies and Comparative Race and Ethnicity Studies, and Film and Media Studies. The library's collection development procedures reflect a strong commitment to supporting faculty decision-making, enabling faculty participation in collection development, assessment, and maintenance processes.

Procedures for assessing adequacy of library collections include:

- Serials review. Library staff prepare usage reports on available journal subscriptions to academic departments for faculty review on a three-year cycle. Subject librarians work closely with faculty and collection development staff to answer questions and review options for possible changes in each department's portfolio. The serials review process enables library staff to improve relevance and currency of

subscriptions. Additionally, librarians review general and multidisciplinary database subscriptions every one to two years. These reviews ensure effective use of financial resources and offset escalating database subscription costs.

- Print weeding procedure. Library staff identify print books and journals for possible deselection using quantitative measures of usage and currency in order to optimize library shelf capacity. Faculty have the opportunity to make qualitative assessments of titles and editions before volumes are deselected from the collection.
- Participation in decennial reviews of academic departments. Subject librarians assist academic departments in reviewing the relevance of library collections and resources for their disciplinary interests. Library staff may meet with external reviewers during their Reed visits.

### **Library planning committee and procedures for planning and collection development**

The Library Board is the policy and planning committee for the library. It is composed of four members of the faculty, appointed by the dean of faculty based on the approval of faculty leadership committees, representing the five academic divisions and up to three student senators designated by the student body president. The Library Board is chaired by the College librarian. Reed's Faculty By-Laws empower the Library Board with reviewing and approving library policies as well as the College librarian's annual operating budget request. Members of the Library Board raise issues of concern, review and advise on plans for the library's facilities, staffing, and other areas of library resources and operations. Loan periods, library hours, reviews of the library's journal collection, and policies governing collection development, weeding, and gifts are all subject to approval of the Library Board.

### **Library instruction plan; policies/procedures related to the use of library and information resources**

The library's [Research Competencies document](#) details the library's plan for scaffolding information literacy knowledge and skills as students move through Reed's academic program. The Research Competencies document serves as a starting point for discussions between library staff and faculty about how librarians support students as they develop the information and research skills needed to become knowledgeable information users, researchers, and writers in their major field of study and ultimately to help them complete the senior thesis that Reed requires of all students for graduation.

Research Services librarians have developed a [Humanities 110 lesson plan template](#) for use by librarians delivering instruction sessions for Reed's foundational course required of all first year students. [Research guides](#) created for individual academic departments, programs, and topics, as well as

specific library collections and materials are available to students from multiple access points.

[Library locations and hours](#) are displayed prominently on the library web site. The library's [Get Books quick guide](#) helps Reed library users navigate the options and policies for borrowing library materials from the Reed library, Summit (Orbis Cascade Alliance libraries), or interlibrary loan. [Fines and lost item replacement fees](#) for library materials are explained on the library web site.

**Library staffing information; policies/procedures that explain faculty/library partnership for assuring library and information resources are integrated into the learning process**

The library reports to the dean of the faculty through the College librarian, who holds administrative faculty status, attends faculty meetings, and has access to reports and procedural documents of faculty committees. The College librarian is also a member of the President's Senior Staff, a group that provides important connections to other areas of Reed's organizational structure.

Eight librarians act as the library's liaisons to assigned academic departments and programs. These staff are known as subject librarians, reflecting the multifaceted role they play in ensuring the adequacy and currency of library collections supporting each department, providing library and information literacy instruction to students from first year courses through the senior thesis, and supporting students' individual research needs as they progress through Reed's academic program. Subject librarians work with faculty in their assigned academic departments to ensure that in-class instruction, workshops, and library guides are available that enable students to acquire and practice information literacy knowledge and skills needed to successfully advance through their academic coursework at Reed. Subject librarians are critical to communicating the needs of their academic departments to the library, helping the library to prioritize needed collection materials, evaluate collections as part of Reed's departmental peer review process or on request, and carry out library processes such as serials reviews and weeding or replacement of outdated materials from the library's collections. Special Collections and Archives librarians and the Visual Resources Curator play similar roles in ensuring that primary resources and visual images are acquired and made available to courses and for individual student research. These specialized librarians provide instruction on the scholarly use of items and images as well as research support for individual students working with their collections.

The library's course reserves services provide extensive support for individual courses. Through a partnership with Reed's bookstore, faculty may request print copies of required books, including textbooks, to be ordered and placed

in the library reserves area for short-term circulation to students. Readings for courses are requested by faculty, then digitized and uploaded directly to course Moodle pages by library staff. The Reed Digital Collections site securely provides access to galleries of art images, created on faculty request by the visual resources curator and a staff of student workers, so that they can be accessed by students enrolled in specific courses. Streaming audio and video from media databases or streaming services such as Kanopy are requested by faculty, acquired or licensed by library staff, and delivered to course Moodle pages. For physical media unavailable through databases or streaming services, content is licensed through copyright holders, converted to streaming formats, and streamed through the campus media server.

## **Physical and Technology Infrastructure**

### **Standard 2.I.1**

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

### **[Facilities master plan](#)**

#### **Physical facilities replacement plan**

The physical facilities replacement plan outlines responsibilities and procedures to be followed for the replacement of physical equipment, finishes, and structural elements. For the current purposes, physical equipment includes, but is not limited to, the following:

- HVAC equipment
- electrical equipment
- lighting
- plumbing fixtures and infrastructure
- paint
- flooring
- roofing, doors, and windows
- common area furniture
- kitchen equipment
- fire/life safety equipment
- roads
- walkways and other hardscapes
- fleet vehicles

Excluded items from this process would be anything that is not considered integrated into campus building envelopes, infrastructures, landscapes, or hardscapes. Examples of excluded equipment include, but are not limited to, the following:

- stand-alone laboratory equipment
- office furniture
- computer equipment
- software
- peripherals

Computer equipment is managed by Information Technology. All other equipment is expensed, repaired, and replaced via departmental processes.

### **Processes for replacement considerations**

Facilities Services maintains a running log of deferred maintenance and replacement items that is updated annually as part of the capital improvement process. Campus stakeholders are prompted in December of each year to present any capital requests they may have for the upcoming fiscal year to be considered for priority installation with funds from the annual capital budget managed by the director of facilities. The Facilities leadership team considers requests based on transparent interviews with requesters and campus stakeholders, factoring in deferred maintenance items and future programming needs to build a budget of applicable projects that meet campus needs, budget constraints, procurement, and timing for completion.

Facilities takes into consideration competing priorities using the tools at their disposal to navigate these considerations with stakeholders. These considerations include:

- fire/life safety equipment, procedures and compliancy
- previously deferred maintenance items from the deferred maintenance list
- information in the facilities conditions assessment database
- the accessibility barriers survey report
- capital improvement requests
- support for new or changes to academic and student services programming

### **Consultation, reports, and database**

Facilities enlisted support from a consultant to produce an accessibility barriers survey for all major campus buildings. This report identifies numerous potential barriers as defined by the Americans with Disabilities Act. While the contents of this report confirm Reed's ADA compliancy, they do identify a number of opportunities for improvement. This report was completed in 2022 and is used to identify potential barrier improvements across campus.

Facilities also hired a consultant in 2023 to conduct a campus-wide facilities condition assessment (FCA). This resulted in a living document (database) that Facilities uses to manage replacement/repair projects for all equipment and structures across campus. The database helps Facilities Services keep our facilities condition index (FCI) at a manageable level as we monitor deferred maintenance, as well as facilities upgrades and repairs. This database is updated annually to reflect changes, improvements and priority adjustments

based on equipment longevity. The 2023 report rated the College as “good”, the best possible rating.

Facilities also maintains numerous service contracts with specialized vendors, contractors, and suppliers to maintain a high level of confidence in the operations and identification of equipment replacement priority. These relationships include, but are not limited to, the following:

- elevator service, testing, and inspection (state mandated compliance)
- fire life safety testing, service, and inspections (mandated AHJ compliance)
- alarm monitoring, service, testing, and inspection (mandated AHJ compliance)
- electrical equipment and lighting service and inspection
- emergency generation equipment service and inspection

### **Decision-making**

Decisions for replacement of equipment on campus are made by the Facilities strategic planning team based on the use of the aforementioned tool set, FCA/FCI, ADA barriers survey, deferred maintenance, and the capital improvement request process. Using these tools, a project list is generated based on what the annual improvement budget can bear, focusing on government compliance, safety, programming to meet mission needs, and deferred maintenance. This project list is then shared throughout the following groups of stakeholders to inform and ensure that all immediate mission needs are met:

- stakeholders and requesters
- senior staff
- campus Physical Plant committee
- board of trustees buildings and grounds committee

Once items from the project list are fully funded and found to be compliant with the needs of the College, they are scheduled for implementation during the appropriate fiscal year.

### **Sufficiency of physical facilities**

Reed College Facilities Services operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. The Reed College campus spans 125 acres, 26 of which are maintained as a natural landscape of upland woods and wetlands. Supporting approximately 45 major academic and residential buildings, adjoining landscapes and campus fleet vehicles.

## **Routine and preventative maintenance of physical facilities**

The Facilities Services department consists of 71 full-time staff and various student workers (student worker numbers are dependent on interest and seasonal needs). Responsibilities are divided into six divisions: environmental health and safety/risk management, sustainability, building maintenance, building services, grounds maintenance, and administration and support. The [facilities organizational chart](#) is provided here for reference.

Building Services consists of one manager, three shift supervisors, three shift leads, three shift event setup/drivers, and 36 custodial/combo workers. This team is responsible for cleaning and sanitation of campus building interior common/public spaces and event support.

Daily attention is concentrated on public spaces such as classrooms, lecture halls, theaters, laboratories, library, offices, halls, stairwells, and elevators, as well as cleaning and restocking building restrooms. The department also has daily cleaning responsibilities for student housing including all common areas, offices, kitchens, restrooms/shower rooms, and laundry rooms. Student living spaces are scheduled to be cleaned only when unoccupied twice per year: between move out and summer programs and again before fall semester move in.

Building Maintenance consists of 12 personnel, including a lead technician, plumber, electrician, locksmith, carpenter, stationary engineer, and painter, as well as craftspersons and corrective and preventive maintenance technicians. These employees provide repairs to all existing buildings and their corresponding infrastructure. They also provide first-level maintenance to buildings and campus fleet vehicles and serve as first responders providing limited electrical, plumbing, mechanical, and structural work.

Preventive maintenance measures are identified monthly, quarterly, or annually and assigned to the appropriate personnel based on industry and manufacturing recommendations.

All maintenance staff rotate through a weekly “on-call support” service, providing emergency call-back support for all urgent after-hours maintenance needs for campus. When a task exceeds the capabilities for the department level tradespersons, specialist trades personnel may be called in for assistance. Alternatively, contracted services may be hired to assist with difficult or time-sensitive repairs via service contracts or a single procurement.

Grounds Maintenance consists of one lead and four landscape technicians. They are responsible for all landscape maintenance on campus, including a 26-acre green space and support of 23 campus-adjacent residences. The campus landscape esthetic is supported by these staff utilizing a zone

maintenance approach. Daily tasks include trash/debris removal, mowing, mulching, planting bed maintenance, and weed control (utilizing the Facilities [integrated pest management plan](#) (IPM)).

The environmental health, safety, risk, and sustainability department employs three full-time staff members: one director, one environmental health and safety (EHS) specialist, and one sustainability coordinator. This team is responsible for ensuring the occupational health and safety of students, faculty, staff, and visitors by developing and implementing programs and policies designed to minimize the College's environmental impact.

#### Key Responsibilities of the Department:

**Occupational Health and Safety:** Ensuring a safe and healthy environment for all campus community members through rigorous safety protocols, training sessions, and emergency-preparedness plans.

**Environmental Impact Reduction:** Developing strategies and initiatives aimed at reducing the College's carbon footprint, waste, and resource consumption.

**Regulatory Compliance:** Upholding state and federal regulatory requirements and ensuring that the College adheres to all relevant environmental, health, and safety laws and standards.

**STARS Reporting:** Compiling and reporting data for the Sustainability Tracking, Assessment and Rating System (STARS), which measures and encourages sustainability in all aspects of higher education.

**Educational Collaboration:** Engaging in co-curricular activities within the classroom and offering expertise and support for sustainability-related coursework and projects.

**Promoting a Culture of Safety and Sustainability:** Advocating for sustainable practices across campus and fostering a culture that prioritizes safety and environmental stewardship among the College community.

By combined efforts of EHS, building services and building maintenance, campus water quality is monitored and ensured safe according to the campus water management plan (WMP)

Facilities operations, strategic planning, construction, and renovation development are led by four staff who manage daily operations, as well as construction and renovation projects for the campus. The director, assistant director, operations manager, Facilities administration manager, and the administration coordinator work together with contracted



services—architects, engineers, consultants, contractors, and authorities having jurisdiction (AHJ)—to implement and complete capital improvements, renovations, new constructions, deferred maintenance projects, and key distribution for all of campus. This team provides impactful support to the campus community and helps Facilities meet the campus mission for programming, community access, safety, and comfort.

Daily operations and requests for repairs or improved conditions are managed through the online Facilities [work request system](#). Work requests are collected and managed by the Facilities operations manager. The manager prioritizes requests based on urgency and availability of staff or service providers. Once these requests are prioritized, the manager assigns the work to the appropriate individual(s). Upon completion, the work order is closed out, which initiates a closed loop message to the original requestor about the status of their request.

### **Accessible, safe, and secure facilities**

We seek to maintain accessible, safe, and secure facilities. After-hours emergency requests are dispatched via 24/7 community safety dispatcher. When a request comes in, the dispatcher contacts the appropriate on-call technician, custodian, or management to respond immediately to the need. On-call technicians and custodians are required to be available and able to respond to campus needs within one hour.

*Keys.* The administration of campus keys resides with Facilities Services. Facilities Services maintains and manages keys from a strict, internal [key process policy](#). Students and employees are issued appropriate keys or access upon request for keys initiated by their supervisor, department chair or student services. Any key request must have the proper approval.

*Card Access.* Card access is used for the entry to all campus facilities and “one card” service administers user authentications and access. Community Safety issues access/ID cards upon authorized request.

### **Policies/procedures for the use, storage, and disposal of hazardous waste**

The College has an environmental health and safety department that regularly reviews the College’s facilities, including laboratories and equipment, and recommends new or revised safety and health policies, including policies regarding the safe use, storage, and disposal of hazardous or toxic materials as described within the [Hazardous Materials Communication Plan](#), [Chemical Hygiene Plan](#), and [Waste Management Plan](#).

## Information Technology

Reed's Information Technology (IT) provides computing, web communications, technology infrastructure services and technology support for students, faculty, and administrative staff. IT services aligns its mission, priorities, and planning with Reed's overall College [mission](#) and [strategic planning](#) efforts that include:

- Service and support to students, faculty and administrative staff through the use of technology
- IT Governance, providing long term partnerships to address IT initiatives in support of our students, faculty, staff
- On-going, continuous improvement of our IT physical systems, services, and business processes
- IT provides secure, risk-averse, fiscally responsible and sustainable systems and practices
- five-year strategic planning efforts that ensure current technology needs are met

Reed College's 38 IT employees are segmented into departments that provide specialty functional and administrative services in all given areas of IT in support of Reed College's overall mission defined as:

[Infrastructure Services](#) — responsible for support services related to Reed College's physical cabling support, voice, data and wireless network, enterprise servers, private cloud services, physical data center components and provides network operation center (NOC) monitoring functions.

The core campus network is 100% fiber optic fed between all campus buildings with copper horizontal cabling throughout building interiors to all physical endpoints. Reed provides high-speed access, both wired and wireless to all campus buildings, classrooms, offices, and residence halls. Internet bandwidth has kept pace with demand and is now at 5-Gig. Wireless network access is available in all campus classroom, administrative, dormitory buildings and it also services many open in and outdoor community spaces around campus for students, faculty and staff use. Both wired and wireless networks are currently and continually undergoing upgrades to provide secure, encrypted access to administrative systems and to simplify student, faculty, staff guest access to network services. IT provides a hybrid approach to system administration providing both internal server hosting and third-party cloud-based access for IT application needs. To support its infrastructure there are multi-layered backup systems and storage to ensure availability and reliable uninterrupted access to IT services. Critical data is also backed up on campus through physical tapes in addition to cloud (Amazon) and third party out of state remote backup and storage services.

Reed College provides financial support for a robust equipment replacement plan. This plan, currently in year two of seven, funds all physical infrastructure assets (firewall, router, switch, and wireless equipment).

[Application Services](#) — the Administrative Computing Services (ACS) department provides College wide enterprise application support services and applications systems development.

Numerous other core systems directly contribute to the campus' ability to operate and students' abilities to take full advantage of campus life. Reed's technology strategy is to integrate commercial systems with open source systems that at times also include internal application development. This approach enables Reed to customize, adapt, and extend technology systems to meet diverse academic and operational needs. Enterprise systems, that support the broadest array of users across campus, include: Ellucian Banner, our system of record and central administrative system, encompassing Admission, Advancement, Financial Aid, Finance, Human Resources, Payroll, Student Records and other administrative functions. Reed College also supports third party software for administrative offices and is responsible for contract management, information security assessments of third-party applications and for accessibility testing.

[Client Services](#) and [Media Services](#) — the Computer User Services (CUS) department is responsible for College wide IT Helpdesk support, campus-based desktop technical support, technology training for Reed College's IT services, and technical consulting services for IT purchases for individual departments, faculty and students. In addition, through its AV media services department Reed provides classroom and auditorium technology support that includes technology support for podium, projector, event services for all audio and visual presentation support. Computer user services also provides support for multiple computer labs open for student use providing internet access and software specific to coursework requested by faculty.

[Instructional Technology Services](#) — provides direct faculty and student support with requested instructional technologies including Reed's learning management system (Moodle), lecture capture video and online teaching environments. Instructional technology services provide a variety of services in support of curricular uses of technology including:

- Software instruction, training, and troubleshooting, including regularly scheduled Moodle workshops and ongoing one-on-one training for faculty; instruction for faculty and students in the use of specialized software for foreign language learning, the performing arts, and data analysis; consultations on the use of statistical and analytical software in student and faculty research.

- Software customization and development, including customization and expansion of Moodle to make it a more effective teaching tool in the liberal arts environment, as well as development of new applications for faculty research and teaching.
- Content design - Instructional Technology staff work with faculty members to develop assignments and projects that incorporate analysis, multimedia project creation, social network data analysis, and other technologies.
- Technology hardware selection and support. Instructional Technology works closely with faculty members who are interested in deploying tools that are appropriate to meet Reed's pedagogical goals and work well with the College's technology infrastructure.

[Cyber Security Services](#) — identifies vulnerabilities, monitors for breaches, responds to incidents, and ensures compliance with regulatory standards. The cyber team resources also include an on-premise Security Operations Center (SOC) responsible for active real-time monitoring and response abilities needed to protect Reed's information assets from cyber threats.

By continuously analyzing data and implementing security measures, the cyber team is responsible for safeguarding the integrity, confidentiality, and availability of Reed's data and critical information, thus enabling the organization to operate securely and efficiently. The Cyber team is also responsible for cybersecurity compliance training and in providing and proposing IT security policy changes including best practice recommendations. In conjunction with the IT Helpdesk services also include ensuring employee computers are backed up continuously, in real-time, via an online cloud-based service ([CrashPlan](#)). Whole disk encryption is standard for all College-owned laptops and desktops, ensuring that confidential data is protected in the event of any device theft or loss.

[Web Support Services](#) — In collaboration with Reed's Office of Public Affairs, our web support services team implements the overall website design. The web team are administrators for its content management system [Hannon Hill](#) and its support services for Reed College's content editors ([Cascade](#)). In addition, Web support services is also responsible for developing custom interactive web-database programs.

Reed's public website recently underwent a complete redesign to better meet the needs of the College, in support of mobile device use, accessibility, and to incorporate best practice web site navigation. In addition, as part of Reed's [Technology Adoption](#) policy and process the web support team is responsible for product testing of new technology that enters into our IT ecosystem. This assessment includes ensuring new software technology meets the [Americans with Disabilities Act standards](#) by requiring [VPATs](#) be produced and reviewed.

This review includes product accessibility testing for all new technology deployments at Reed.

[IT Administration](#) — Responsible for overall strategic planning and IT budget management that includes resource allocation and contract administration for all College IT requests. This includes providing IT purchase consulting services for College wide departments when required. In addition, the IT administrative office provides IT project and portfolio management and oversees structured processes for technology intake and prioritization, project status reviews and stakeholder relationship management.

[Position of the CIO/CISO](#) — In 2022 a new Chief Information Officer was hired as GLBA safeguards compliance requirements evolved to require colleges to make adjustments to their information security plans. The new CIO title and responsibilities were elevated to include Chief Information Security Officer (CISO) functions. This move kicked off elevated information security awareness and a program that includes annual security assessments for the College President and Board of Trustees. In addition, a complete policy review kicked off for all IT policies to ensure practices align with local, state and federal compliance requirements. Requirements include: Providing an overall cybersecurity strategy that includes assessing and auditing all IT service physical and cloud-based systems.; providing cybersecurity awareness through campus wide training; and facilitating cyber tabletop exercises, incident response planning, and risk management. Measures executed from the CIO/CISO office ensure confidentiality, integrity and availability of the College's IT assets, services and data.

### **IT technology master plan and strategic planning process**

Every five years, Information Technology (IT) undertakes a planning exercise to identify opportunities, problems, and new directions to ensure that the College's investments in information technology resources are as well placed as possible in support of our curricular, research, and administrative goals aligning with the Colleges overall [strategic plan](#). Planning and investments at Reed College are driven by institutional need. The development and planning are facilitated by the technology support staff, the [Computing Planning and Policy Committee \(CPPC\)](#) with student representation and the constituencies of the College.

Reed's current IT 5-year strategic plan will expire in December 2024. IT strategic planning efforts are a priority and ongoing. The CIO/CISO set on a path to conduct a thorough and comprehensive IT needs assessment. In addition, the IT governance group (CPPC) kicked off its process and engagement in [December 2023](#) to discuss a College wide approach. These activities will culminate in the setting of broad goals and associated outcome measures in order to create a Reed College [IT Strategic Plan](#). Additional

planning input is provided by student CPPC participation and through College wide student survey results. The [IT Computing Planning and Policy Committee](#) includes student representatives serving in a planning perspective.

### **Technology equipment update and replacement plan**

Reed is committed to maintaining a robust and up-to-date technological infrastructure. To this end, IT services has developed a comprehensive seven-year technology upgrade and replacement plan. This plan is reviewed quarterly and implemented regularly to ensure all endpoint technology is current and fully capable of supporting our operations, programs and services. By adhering to this plan, we ensure that our infrastructure meets the evolving needs of our institution and provides a reliable foundation for our ongoing IT support services. All employee computers are standardized in a way that lowers the costs of maintenance and provides maximum purchasing power to ensure costs remain adequate to sustain a five to seven year replacement cycle. Classroom technology replacement intervals vary depending on equipment type.

Reed College provides the financial support for its equipment replacement plan. This project and plan, currently in year two of seven, funds all physical infrastructure assets (firewall, router, switch, and wireless equipment). In addition, the IT organization utilizes its recurring operational funding for all endpoint computer replacements and for its server, its software and data center environmental spaces. Replacement plans are reviewed quarterly by the IT organization, the IT Governance Committee (CPPC), the Dean of the Faculty and by the College VP/Treasurer.

## **Moving Forward**

Below we reflect on additional efforts or initiatives we are undertaking in preparation for our Year Seven Evaluation of Institutional Effectiveness Report.

We begin by describing our strategic plan that was developed during the year after submitting our mid-cycle report. Our strategic plan aligns with our three core themes of a rigorous, challenging curriculum (“intellectual rigor”), an excellent undergraduate research program (“independence of thought, inquiry, and expression”), and an inclusive learning community.

### **Strategic plan**

In June 2022, Reed finalized its [Strategic Plan](#) designed to inspire discovery. The plan is squarely focused on Reed’s mission, seeking to build on Reed’s strengths and suggesting 5 areas in our commitment to discovery (see Strategic Plan, p. 6):

1. Increase Reed’s capacity for growth and change in the academic program as we seek to engage each new generation of students with the important challenges of the day. Students and faculty will participate together in research, performance, and discovery characterized by community outreach and engagement in and beyond the academic program.
2. Invest in areas of growing intellectual interest and excellence in the form of new staffing and facilities.
3. Develop new competencies in supporting students’ development. We will make an enhanced set of commitments that will equip almost all students to complete their undergraduate educations in their expected timeline, generally four years. These commitments include completing the work of creating a vibrant residential community on campus. This is an aspiration that Reed has worked steadily to achieve over the past five decades.
4. Deepen our commitment to belonging in order to encourage and support the college’s growing diversity. Inspiring discovery requires that we enable students to welcome and engage with professors and peers with different views, backgrounds, and perspectives in an environment of belonging, equity, and trust.
5. Extend our promise to prepare students for careers in a wide variety of fields where Reed graduates have long made important contributions: from finance to health, from the academy to public policy, and from research to leadership.

**Core theme 1: A rigorous, challenging curriculum (“intellectual rigor”)**

We are currently considering and implementing a number of enhancements and updates to the curriculum.

First, in fall 2022, the Committee on Academic Planning and Policy (CAPP) created the Ad Hoc Committee on Distribution Requirements to assess the impact of the new group requirements established in 2019. The Ad Hoc Committee has spent the last two years gathering data, seeking input from academic departments, and writing reports. There is a special faculty meeting scheduled for September, 2024 to discuss the Ad Hoc Committee’s most recent report and consider next steps.

Second, as discussed earlier under 2.G.6, we are seeking to improve our holistic advising. We will have additional advising assessment data for our Year Seven Evaluation of Institutional Effectiveness Report.

Third, as described in our mid-cycle report, we have implemented a new system of assessing learning outcomes for our distribution requirements. For the Year Seven Report, we will reflect on our first full cycle of implementation of our new system.

Fourth, as articulated in our strategic plan, we are seeking to create a rigorous, challenging curriculum in ways that extend beyond the classroom, studio, or lab. In collaboration with the Northwest 5 Consortium (including Lewis and Clark College, University of Puget Sound, Whitman College, and Willamette University), we have sought to infuse community-engaged learning into our curriculum.

Fifth, while interdisciplinarity has always been a fundamental part of Reed's academic program, in recent years, we have experienced a growing interest in interdisciplinary programs. In fall 2023, we initiated a new film and media studies major. In addition, a Mellon grant has provided resources to develop coursework in environmental humanities. This fall, we are implementing a pilot program with a sustainability environmental justice intern who serves as a bridge between our curricular and co-curricular work on sustainability.

Finally, in recent years, Reed has transformed its approach to study abroad and international programs. During the current year and the previous year, there have been record numbers of students studying abroad. In our Year Seven Report, we will discuss increased student engagement in study abroad programs and the broader internationalization of Reed's academic program.

**Second core theme: An excellent undergraduate research program (“independence of thought, inquiry, and expression”)**

First, as articulated in our strategic plan, we hope to promise every student “a rich summer opportunity that would advance understanding of their field of interest.” We have reorganized our staffing to help us better support our processes for students applying for summer funding for research, internships, and professional development. We are now gathering more complete data about students' opportunities. Our upcoming comprehensive campaign will seek to provide the funding for us to make our promise.

Second, our holistic and integrated advising approach, as presented in section 2.G.6, will include additional advising and funding support for Reed student's post-Reed outcomes, including successful application for graduate school, professional school, national fellowships, or work, based on students' areas of interest and “communities of purpose.”

**The third theme: an inclusive learning community**

First, faculty approved and the Center for Life Beyond Reed operationalized a new option for our PE requirements which included experiential learning. Current students have an opportunity to earn up to two quarters of PE credit by participating in internships, fellowships, or temporary periods of guided work.

Second, President Bilger recently announced a new [Presidential Council on Campus Climate](#), an interdisciplinary team that will make recommendations



and take action to support an inclusive and affirming campus environment and ensure that all individuals are free from discrimination and harassment.

As noted in our 2021 mid-cycle report, the divisions of Student Life and the Office for Institutional Diversity are focused on enhancing our inclusive learning community. These efforts will be described in more detail in our Year Seven Evaluation of Institutional Effectiveness Report.

**Increasing mission fulfillment by strengthening shared governance**

Finally, as we seek continuous improvement in fulfilling our mission, we are working to strengthen our shared governance.

First, last spring, the Committee on Advancement and Tenure (CAT) proposed updates to the language about scholarship in the Faculty Constitution. The revised language was approved by the full faculty. This fall, CAT will be bringing additional updates to the description of faculty scholarship in the Faculty Handbook.

Second, in October, 2022, the board of trustees created a resolution that the college conduct a diagnostic review of its governance documents and that the president develop and lead a process of reviewing, updating, reconciling inconsistencies in, and clarifying the various documents that constitute Reed's governance documents. This fall, President Bilger will be creating an Ad Hoc Committee on Governance Documents and Processes to conduct a diagnostic review of our governance documents.