

An invitation  
to apply for  
the position of  
president

Reed  
College



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PORTLAND OREGON  
EST. 1908

REED COLLEGE



“Reed is a precious asset...  
It develops people with intellectual openness and honesty; clear thinkers who are not afraid of new or unpopular ideas; men and women who have the character and the ability to make the increasingly tough decisions in an increasingly complex and troubled society... in an ideal society, everyone’s education would do as much as Reed does to empower a young mind and spirit.”

— *Colleges That Change Lives*, 2006–2017

# The College

Reed College is a highly selective, national college of the liberal arts and sciences located in Portland, Oregon, with 1,474 students. Reed provides one of the nation's most rigorous undergraduate experiences, with a highly structured academic program that balances broad distribution requirements and in-depth study in a chosen academic discipline.

The college consistently attracts bright, highly motivated students who are idiosyncratic, intellectual, demanding, engaged, creative, and independent. Reed students seek a challenging program of study in which strong and ever-improving skills in critical reading, writing, oral expression, quantitative analysis, laboratory work, and creative production are the expectation. For students at Reed, scholarly engagement, academic rigor, and creative invention are the central focus of college life. Reed's program produces graduates who approach the challenges of the modern world with passion, confidence, and creativity.

Reed's faculty consists of dedicated teacher-scholars. They are actively engaged in teaching undergraduates and investigating questions of current interest in their disciplines. Faculty members regularly include students in collaborative research, scholarship, and artistic work. Faculty members at Reed have the unusual certainty of knowing that coursework, laboratory work, and artistic projects are the main priority of their students.

Reedies are a rare breed.

The college enjoys a national reputation as a leader in liberal arts education, with sound financial underpinnings and a beautiful, well-maintained natural and built environment. The faculty, staff, and student body are united in an extraordinary sense of stewardship for the college, its uniqueness, and its mission.

## REED AT A GLANCE

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1,474

### STUDENTS

54% women

46% men

26% minority enrollment

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164

### FACULTY

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350

### STAFF

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14,562

### LIVING DEGREED ALUMNI

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36

### TRUSTEES

# Recent Accomplishments

*In recent years, the college has continued to strengthen its practices and programs.*

**Academic and College Programs:** The faculty has created five new majors—computer science, neuroscience, dance, comparative literature, and comparative race and ethnicity studies. The college has added faculty positions in chemistry, computer science, dance, environmental studies, sociology, and statistics. The college has created a successful [Center for Teaching and Learning](#) to enhance pedagogy. It has strengthened and expanded work and other cocurricular experiences for current students through the [Center for Life Beyond Reed](#), which helps bolster postgraduation employment and educational outcomes for recent graduates.

**Diversity and Inclusion:** The college is a community dedicated to serious and open intellectual inquiry, one in which all students, faculty, and staff—of every race, ethnicity, religion, age, gender identity, sexual orientation, nationality, socioeconomic status, and ability—can fully participate. Since the adoption of the [Reed College Diversity Statement](#) in 2009, the college has made progress toward greater diversity and inclusion:

- 32 percent of our applicants in fall 2018 identified as students of color, compared with 25 percent in fall 2008.
- 29 percent of Reed students identify as people of color, up from 20 percent in 2008.
- 23 percent of Reed staff identify as people of color, up from 13 percent in fall 2007, according to fall 2017 Integrated Postsecondary Education Data System (IPEDS) statistics.
- 58 percent of tenure-track hires were faculty of color and women in STEM fields over seven years (2011–18), compared with 21 percent in the previous seven years (2004–11).
- 13.1 percent of Reed students qualify for Pell grants, and 9 percent of students in fall 2018 are the first in their families to attend college.

**Recruitment and Enrollment:** Since 2013, the college has increased its visibility and accessibility to domestic and international students from a wide spectrum of identities and backgrounds. Reed has doubled the size of its applicant pool without any reduction in the academic qualifications of matriculants. The fall 2018 incoming class represents 40 states, the District of Columbia, and 8 countries; 9 percent are valedictorians; 9 percent are the first generation to attend college; the average high school GPA is 4.0; and the median SAT score is in the 97th percentile.

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## REED'S DISTINCTIVE ACADEMIC LIFE

- All students must complete a [senior thesis](#) to graduate. A yearlong endeavor, often including original research and creative production, the thesis is followed by an oral defense before professors from several fields.
  - Senior theses are stored in the Thesis Tower, a section of the library that is a revered place for members of the Reed community.
  - All students must pass a junior qualifying exam, a comprehensive test of their knowledge of the major fields within their chosen major.
  - The closest thing to a pep rally at Reed is the Thesis Parade, a celebration of the seniors on the day their theses are due.
  - All first-year students take [Humanities 110](#), a unified yearlong interdisciplinary course that examines cultures throughout history at moments of tremendous change. At the end of the year, students use their own time to put on a satirical play, full of inside jokes based on historical characters they learned about in the class.
  - Professors are expected to provide written and oral feedback and guidance for students. Students are given their grades only upon request. Many students graduate without knowing their grades.
-

**Financial Aid:** Reed continues to be one of the very few colleges to meet 100 percent of the demonstrated financial need for both domestic and international students. Reed graduates have less student loan debt than the national average—\$17,336 per student, compared with \$39,400 nationwide—because 84 percent of Reed’s annual financial aid package comes from Reed grants, money the student does not have to pay back to the college. Reed has awarded \$226 million in financial aid in the past 10 years, and is now awarding an average of \$28 million per year in aid to students who would otherwise not be able to attend. The average financial aid package for the class of 2021 was \$45,942.

**College Finances:** The college’s financial position is strong and has continued to strengthen. In the last five years, the Reed College endowment increased from \$450 million to \$577 million, as of June 30, 2018. Thanks to the tremendous generosity of our donors, the college has also raised more than \$100 million in the last six years. The Annual Fund recently completed a record year. Moody’s assigned an Aa2 rating and Standard and Poor’s assigned a AA- rating to Reed College’s series 2017A bonds in October 2017, both of which are indicators of Reed’s financial strength, market position, and sound management and governance.

**Physical Plant:** Major enhancements have been made to [Reed’s campus](#) since 2012. The construction of the new [Performing Arts Building](#) and a [childcare center](#) were completed, as were major renovations to the cross canyon dorms, sports center, and three administrative and performance buildings. A [new residence hall](#) will open in fall 2019, adding 180 beds and securing campus housing for nearly 80 percent of the student body. Reed is the only liberal arts college in the world with a [nuclear reactor](#); Reed certifies more undergraduate nuclear reactor operators than any other college in the United States.

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## AN INDEPENDENT VOICE IN AMERICAN HIGHER EDUCATION

Reed made national headlines in 1995 when Steven Koblik, then-president of Reed, refused to participate in the U.S. News & World Report college rankings. Ever since, Reed has [criticized the U.S. News methodology as fundamentally flawed](#). To this day, the college does not respond to requests from for-profit guidebooks to fill out forms or surveys so they can rank colleges. In 2005, President Colin Diver best summed up Reed’s position in [The Atlantic](#): “Trying to rank institutions of higher education is a little like trying to rank religions or philosophies. The entire enterprise is flawed, not only in detail but also in conception.”

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Reed students are creative, self-propelled, passionate, and analytical. They have a boundless enthusiasm for learning and an unexpected ability to embrace paradoxes. And they love Reed! See for yourself by watching the video: [This is Reed](#).



# Vision for the Future

By the end of the next decade, Reed aspires to offer the most transformative and intellectually rewarding liberal arts education in the country to a diverse cadre of the nation's and world's brightest, most curious, and most engaged young scholars.

Reed will be known widely for offering one of the best liberal arts educations in the country and be recognized for its unique and vibrant academic culture. Reed will not compete for every valedictorian or every student with a perfect SAT score but will attract a subset of the brightest high school graduates—the ones who seek out academic challenges and those who have an irreverent, intense drive to solve difficult problems.

By 2030, Reed will be known for helping students with a wide variety of identities and life experiences reach their full human potential and for helping them to define, pursue, and achieve lives of meaning and impact. Reed students will be happy and healthy during their time in college, will feel at home on campus and valued as members of the community, and will graduate with a sense of personal connection to the institution and a commitment to give back through service and philanthropy. Reed students will leave the college with passions, confidence, and a commitment to using their talents and rigorous training to make the world a better place, however they choose to define that goal. Reed's graduates will routinely matriculate into the most selective graduate and professional programs or will transition smoothly into careers around the globe. Reed graduates will go on to become innovative thinkers and leaders in science, technology, education, the professional world, and the arts.

By the end of the next decade, Reed's most central and valued characteristics will not have changed. Reed will continue to make learning, research, critical thinking, and rigor the focal points of the student experience. Reed will continue to recruit students from a wide range of identities and backgrounds who genuinely care about learning in all its forms, including formal coursework, independent scholarly and creative investigation, and extracurricular pursuits. Reed will continue to offer a structured curriculum designed to provide breadth of learning and literary and scientific training for all graduates; emphasize written and oral interaction between students and faculty rather than relying on grades as a form of feedback; require a junior qualifying exam and senior thesis; support an egalitarian, honorable, and inclusive on-campus community; and decline to pursue intercollegiate athletics. The college will have about the same number of students as it does today and will maintain its current low student-to-faculty ratio.

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**“LEARNING IS THE CENTRAL ACTIVITY  
AND A THRILLING ADVENTURE HERE,  
AND THE COLLEGE DISPLAYS A  
STEADFAST COMMITMENT TO THE  
LIBERAL ARTS.”**

*Colleges That Change Lives, 2013–2014*

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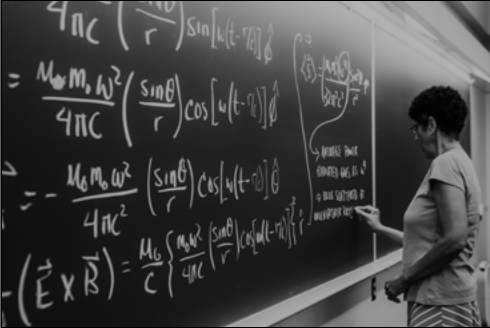


THIS IS  
REED

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INQUISITIVE  
INTELLECTUAL  
UNCONVENTIONAL  
COURAGEOUS  
TENACIOUS  
COLLABORATIVE  
INDEPENDENT  
CREATIVE



# Challenges and Opportunities for the Next Reed President

*Reed's next president must lead the community in meeting the challenges identified below while preserving Reed's distinctiveness.*

In the next decade, Reed College will need to be creative and nimble in anticipating and responding to the evolving interests and concerns of new generations of students and faculty while remaining true to its central focus on academic engagement and intellectual growth. These aspirations will require a leader who, working in close collaboration with faculty, staff, students, trustees, and alumni, can harness the strengths of Reed's historical educational model to serve a vital future.

Maintaining Reed's high-quality student body will be central to the college's future success. There are many related challenges: expanding access to a broader array of students while competing with colleges that provide merit-based financial aid rather than need-based financial aid; a projected temporary decline in the national applicant pool; the increasing challenge in enrolling international students; affirming Reed's appeal to an increasingly culturally diverse population of college-bound high school students; growing skepticism about the value of a liberal arts education; and the increasing impact of technology on the ways students study, learn, and access information.

## **ARTICULATE AND INSPIRE SUPPORT FOR REED'S MESSAGE AND MISSION**

For more than a century, Reed has maintained a sharp focus on its core mission of educating talented and motivated undergraduates. While Reed's faculty members are productive scholars, research scientists, and artists, Reed's most important impact on the world is that it generates young adults with the acumen, technical training, and creative passion to ascend to prominence in education, science and technology, entrepreneurship, environmental stewardship, social advocacy, and artistic expression. Its faculty members invest their energy in creative pedagogy and in scholarship that enhances pedagogy. Reed believes that it teaches as almost no other institution teaches; this mission requires a talented faculty and rare students.

Reed has a competitive advantage in the world today. It instills in its students the intellectual rigor to achieve transformative creativity. Former President Colin Diver, in his valedictory at the college's Centennial Celebration, extolled Reedies' capacity to "read voraciously, argue endlessly, debate vigorously, master complex analysis and intricate argument"—the essential skills of transformative thought. Reed teaches, he argued, the capacity to "use analogy and metaphor," "employ conditional reasoning," and "take initiative in the face of ambiguity." Incisiveness and originality are the hallmarks of the contributions that Reedies make as scholars, entrepreneurs, professionals, and citizens.

Reed exemplifies the combination of rigor and adaptability that higher education must demonstrate in these challenging times. It occupies a singular place, especially in the Western United States. In the general mix of American liberal arts colleges, there needs to be one Reed—a college that stands committed to confident and disciplined academic inquiry, focused and intense questioning, and the creativity that comes from inner direction to train the next innovators in today's society.

The next president of Reed must champion the college's mission in the context of our times, making the case for Reed self-evident.

## **EXPAND THE CULTURE OF PRIDE AND PHILANTHROPY IN THE REED COMMUNITY**

Traditionally, Reed's core constituencies have contributed only modestly to the financial needs of the college. Until the 1980s, the college depended on the generosity of a few large donors. Today the college has a professional Office of College Relations. Roughly 30 percent of alumni contribute—a significant improvement over previous decades. Centennial Reunions 2011 was joyous and inspiring, and it achieved unprecedented attendance. The Annual Fund has grown remarkably over the last decade, with alumni inspiring their colleagues to support the college.

Reed College alumni are a widely divergent, individualistic, and often strongly opinionated group. Many are fiercely loyal and wonderfully generous to the college. Others have been more aloof, and some are embittered. Reed's alumni contribution rate is still low compared with other prominent small colleges, so the alumni remain an incomplete part of Reed's donative base. The new president needs to foster a stronger culture of institutional ownership and loyalty among all constituencies, including the alumni, drawing on contributions of their expertise as well as their financial support. The president will need to relate well to many different kinds of people, individually and in groups, as he or she builds an apparatus and culture of philanthropy and travels around the country engaging a wide variety of alumni, raising money and inspiring support for the college.

#### **RECRUIT AND RETAIN TALENTED AND INTELLECTUALLY CURIOUS STUDENTS FROM A WIDE RANGE OF SOCIOECONOMIC, RACIAL, AND ETHNIC BACKGROUNDS**

Reed's educational model requires a distinctive type of student. When the college attracts brilliant, diverse, intensely creative young people who succeed exceptionally, it exemplifies the ideals of liberal arts education. Reed's students are its *raison d'être* and its best ambassadors.

In the last decade, the college has broadened and deepened its applicant pool, attracting highly productive and successful high school students. As students prosper, they build a virtuous circle of Reedies attracting Reedies. Every high school has a few potential Reedies, but many of them never explore the possibility of attending Reed. Reed must continue to broaden its reach to students, families, and high school counselors across geographic regions, socioeconomic sectors, and racial and ethnic identities. Creative approaches are required to increase Reed's attractiveness to first-generation college students and ethnic or racial minorities who may be unfamiliar with Reed or less persuaded by its liberal arts program. However, Reed has a story to tell of traditional strength and of new relevance: a liberal education at its best has both intrinsic and instrumental value.

In the past five years, Reed has enjoyed unprecedented success in attracting applicants from myriad backgrounds. The president must build on this track record by ensuring that the institution, in all its parts, understands how critical student recruitment is to the mission and success of the entire college and by ensuring that Reed continues to spread its message ever more broadly to tomorrow's diverse population of prospective students.

#### **EXPAND AND SUPPORT INCLUSIVE EXCELLENCE AS AN ESSENTIAL COMPONENT OF A REED EDUCATION**

As the Reed community becomes more diverse across the axes of race, ethnicity, gender, socioeconomic status, religion, sexual orientation, gender expression, and disability status, we must continually interrogate and revise our understanding of inclusive excellence.

For the past two years, the Reed community has been engaged in a complex, spirited, and sometimes contentious debate about the ways in which campus customs, policies, practices, and the curriculum itself reinforce the systemic marginalization of community members from historically minoritized groups. Spurred in part by student activism, faculty, staff, administrators, and student groups have introduced reforms in Reed's curriculum, pedagogical practices, financial aid, student services, and student-governed activities to mitigate systemic marginalization. The Reed community must find ways to embrace the constructive discomfort inherent in interrogating and reforming institutional structures to mitigate marginalization. Reed's next president must help the community champion inclusive excellence through its shared commitments to vigorous inquiry, intellectual integrity, and an environment in which all members of the community can thrive.

Presidential focus, patience, persistence, and moral leadership will be needed to convert recent momentum toward the goals of inclusive excellence into positive and lasting organizational change.

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#### **REED COLLEGE FINANCES**

- \$125 million operating budget 2018–19 (including auxiliaries)
  - Credit ratings:
    - Aa2/ stable outlook from Moody's
    - AA-/ stable outlook from S&P
  - \$577 million endowment value as of June 30, 2018
  - \$826 million total balance sheet assets as of June 30, 2018
  - Net assets of \$661 million as of June 30, 2018
  - Net assets per student of \$472,000 as of June 30, 2018
  - More than \$20 million of total philanthropic commitments received 2017–18
  - \$4.9 million in Annual Fund gifts in 2017–18, a record amount
  - 4,150 alumni donors in 2017–18
-



## INSPIRE AND SUSTAIN FACULTY IN THEIR PEDAGOGY, SCHOLARSHIP, AND GOVERNANCE

Reed consistently recruits faculty members of the highest quality. Many come from research-intensive universities to a college fundamentally committed to teaching. The Reed faculty has evolved a symbiotic teacher-scholar model that puts primacy on teaching and also fits within prevailing norms of training that professors receive in graduate school. Most faculty members seek to maintain external scholarly visibility as part of their professional identities. Reed will continue to refine its teacher-scholar model, maintaining the emphasis on the teacher and supporting the importance of the scholar.

Faculty governance is an inviolate tradition at Reed. The faculty is the steward of the college's academic program. To provide students with an academically rich and rigorous education, the faculty must periodically assess, critique, refine, and, when necessary, reform the curriculum and other aspects of the academic program. As the faculty has grown and departmental autonomy has increased, it has become more difficult for the faculty to have the conversations necessary to define Reed's academic future as a whole and to decide how the college should allocate resources to realize that future. At the same time, many faculty members view administrative work and legal obligations from the federal government as infringements on their time and challenges to their autonomy. The president must play a central role in drawing the faculty into these crucial conversations through collaborative, engaged leadership at faculty meetings and at faculty leadership committee meetings. The president must respect and support the tradition of faculty governance while leading the faculty toward a common vision of the college's future.

## ENGAGE LOCAL AND NATIONAL AUDIENCES TO REINFORCE THE REED MISSION AND MESSAGE

Portland is a vibrant city with a population of about 630,000 (2.4 million in the metropolitan area). It has become one of the nation's most livable regions, ranked among the best-managed cities in America, hailed as a top spot to work, and favored as a great place to do business, enjoy the arts, and pursue outdoor recreation. Indeed, years of urban planning innovation, focused on preserving nearby farms and forests while investing in bike lanes, public transit, and urban neighborhoods, has transformed Portland from a provincial Western city into an exemplary American metropolis. It is a natural home for Reed, and Reed should have a prominent position in Portland.

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## REED'S DISTINCTIVE FACULTY

Reed professors are on the cutting edge of their disciplines and partner with students on important research.

- Over the past ten years, faculty members have garnered 110 research grants totaling \$13.7 million.
- Professors across the disciplines—including the arts, the humanities, the social sciences, the sciences, and the performing arts— receive grants, demonstrating the high quality of the faculty overall, both in terms of their scholarship and their ideas.
- Reed has an outstanding track record for securing institutional grants to address critical needs, to meet strategic priorities, and to chart new directions. Reed has received 85 grants for institutional projects totaling \$8.5 million over the past 10 years.
- Since 2013, Reed professors have published 37 books.
- About 70 articles or essays are published each year by about 100 tenured Reed faculty.
- Reed received a \$1 million grant from the Andrew W. Mellon Foundation to redesign Introduction to the Humanities (Humanities 110), the only course required for all Reed students.

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As Portland's economic base of high-tech, athletic apparel, and urban planning jobs has grown, Reed alumni have grown their careers in the area and have become increasingly visible in leadership roles. Graduates occupy important positions within the Portland community, particularly in local politics and in environmental governance, but community leadership is neither part of a coordinated effort by the college nor well-known outside the institution. Local employers need to believe that they can recruit Reed students and graduates as talented and capable innovators of the future. Unfortunately, the local press has been inclined to document Reed's student misdemeanors and protests more often than its vital connection to the life of the city. Their stories, on some spectacular occasions, have been echoed in the national news. The president must lead the effort, locally and nationally, to reveal Reed as an institution that is essential to the future of Portland and the nation. It needs a broader community that understands and believes this.

## SUSTAIN AND EXPAND PROGRAMS TO SUPPORT STUDENTS IN ALL ASPECTS OF THEIR LIVES AT REED

Reed's Honor Principle governs every aspect of student life. The Honor Principle compels all Reed students to consider the impact of their behavior on others and, in particular, on those whose life experiences and identities may be different from their own. As students aspire to live and learn honorably, they are given considerable personal freedom. Like the Honor Principle, student autonomy is a deeply held value at Reed. Autonomy in the context of honor serves to help students develop self-reliance and intellectual independence, as well as accountability and a commitment to their community. From time to time, there are disagreements between the Student Judicial Board, administrative leaders, and the president about the application of the Honor Principle. At these times, presidential leadership may be especially important in bringing divergent campus stakeholders together to remind everyone of shared values.

In partnership with students and faculty, the Division of Student Services has endeavored to strike a balance between autonomy and accountability, between independence and interdependence. Staff seek to engage individual Reed students and the Reed student body as a whole to build a healthier and more inclusive campus community. In collaboration with students, staff, and faculty, student services has mounted a sustained and comprehensive effort to combat misuse of alcohol and other drugs and to address issues of sexual misconduct as well as other behaviors that might stand in the way of student success. In addition to stronger enforcement measures, student services has expanded the range of educational, preventive, health, and therapeutic resources on campus.

The campus is abuzz with programming—from visiting scholar lectures to cultural celebrations—that enrich student life. Reed students are independent and have a long history of using their own initiative and student body funds to create social events and extracurricular activities. The Gray Fund, an endowed program, organizes a variety of social and recreational experiences, free of charge, often providing unique opportunities for students, faculty, and staff to socialize together. A recent renovation of the Aubrey R. Watzek Sports Center provides a gateway for novices and experts alike to enjoy the hiking trails and ski slopes that enrich life in the Pacific Northwest. The Center for Life Beyond Reed works with students from their first months on campus to understand and reflect upon who they are, what purposeful ideas they want to explore during their years at Reed, and how to find the funding and make the connections they need to successfully launch from graduation. The center engages employers, alumni,

parents, and community members to create a network that supports Reedies' achievement beyond Reed.

This success will continue to depend on presidential leadership. The student experience must be at the center of Reed's mission, with resources strategically deployed to help students attain their highest potential. This must be an integrated, community-wide effort to build a culture of success and inclusion.

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## REED GRADUATES PURSUE POSTGRADUATE EDUCATION AND DRAW NATIONAL RECOGNITION

- A higher percentage of Reed graduates go on to earn PhDs across all fields than do graduates of all but three other U.S. colleges and universities.
- In the life sciences, Reed is one of the top two institutions of higher learning for the percentage of graduates who earn PhDs.
- In the past 10 years, Reed students have won four Watsons, two Udalls, two Trumans, nine Sperlings, two Goldwaters, 32 Fulbrights, one Rhodes, and 60 National Science Foundation fellowships.
- Reed has produced 32 Rhodes Scholars, second only to one other liberal arts college.

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## BUILD AND SUSTAIN REED'S ADMINISTRATIVE LEADERSHIP

Reed's administration has grown in size, complexity, and experience over the past two decades. The college's six vice presidents and deans are seasoned professionals who work well as a team, including under difficult circumstances. The new president will need to inspire and lead this talented team and also build the management capabilities of the next level of leadership reporting to them.

The new president will have significant management experience leading dynamic administrative teams in organizations with shared governance. The president will be experienced in effectively balancing strategic priorities with resource development and fiscal planning. The president must establish credibility throughout the college as the chief executive over administrative decision-making at the institutional level and support the vice presidents and deans in implementing institutional decisions.

The new president will integrate administrative team initiatives with board governance agendas, working effectively with the leadership of the Board of Trustees to balance the roles of governance and management in the effective stewardship of the college.

# Qualifications

To succeed in addressing the exciting opportunities and distinctive challenges facing Reed College in the coming years, the next president must demonstrate the following:

- A record of culturally competent leadership within a complex organization
- Evidence of scholarly, creative, or professional accomplishments necessary to engage a dynamic academic community
- Experience in and enthusiasm for fostering an inclusive community
- Passion for and skill in fundraising
- Ability to eloquently communicate the values and goals of a Reed College education

Additionally, leading candidates for the presidency of Reed College will possess many of the experiences and attributes in the following key areas:

## LEADERSHIP

Reed's next president will provide strong strategic and intellectual leadership to a complex organization with shared governance by

- using collaborative approaches in leading stakeholders who have a range of different perspectives, values, and backgrounds toward consensus or compromise;
- leading and inspiring others in building an inclusive community by identifying and lowering institutional barriers for all community members;
- initiating, implementing, and overseeing institutional evolution through the development and articulation of a strategic vision for the community;
- helping the community navigate the generational change in both the student body and faculty;
- leading the community in making decisions through developing rapport, mutual respect, and trust with faculty, staff, and students; balancing competing aims and goals; shaping debate without imposing one's own view; admitting mistakes and evolving through past experiences; and being accessible as much as time allows;
- working effectively with governing boards to identify and secure resources necessary to implement that vision.

## MANAGEMENT

In addition to providing visionary leadership, Reed's next president will provide culturally competent executive management by

- championing and applying inclusive practices across the institution;
- recruiting and supporting faculty, students, and staff from populations historically underrepresented at Reed;
- providing sound fiscal management;
- developing, supporting, and managing senior staff and delegating effectively;
- refocusing priorities and resources when circumstances require;
- encouraging the collection and use of data in decision-making.

## FUNDRAISING

Reed's next president will provide strong, effective fundraising leadership by

- building and maintaining strong and lasting relationships with a wide range of donors;
- overseeing a robust fundraising infrastructure;
- inspiring financial support from alumni, parents, and other friends of the college.

## EMBRACING REED

To continue to build an inclusive campus culture and champion Reed's distinctive message, the next president will

- bring enthusiasm for Reed's best qualities, including outstanding faculty and academic programs, vibrant academic research and creative production, and intellectual intensity;
- enjoy engaging with Reed students, faculty, and staff;
- appreciate Reed's uniqueness, tradition of individuality, and egalitarian culture;
- embrace living in Portland and enhance what Reed and the community have to offer each other.



## COMMUNICATION

In all aspects of leadership, Reed's next president must communicate in an authentic and engaging manner by

- listening well;
- facilitating difficult discussions among diverse constituencies;
- bringing passion, eloquence, and energy to communication with all constituencies.

In addition to having the experiences and qualifications noted above, a president best suited to succeed at Reed College should exhibit personal integrity, a strong work ethic, creativity, adaptability, thoughtfulness in myriad situations, resilience, patience, and stamina in challenging times.

Candidates for the position must have earned a bachelor's degree, with a terminal degree in their field preferred.

## To Apply

*Review of candidates will begin immediately. Please send all confidential nominations, inquiries, and expressions of interest to*

**Shelly Weiss Storbeck** Managing Partner  
**Susan VanGilder** Partner  
**Julia Patton** Senior Associate

**Storbeck/Pimentel & Associates, LP**  
[ReedPresident18@storbecksearch.com](mailto:ReedPresident18@storbecksearch.com)

Reed College is an equal opportunity employer.



**Storbeck  
Pimentel**  
& ASSOCIATES



# THIS IS PORTLAND

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Reed College is 10 minutes from downtown Portland, a place the *New York Times* called “the most European of American cities, literate and small-scale, a pleasant surprise around every corner.”

Crisscrossed by bike paths, public transportation, and bridges, Portland is home to an inspiring music scene, cultivated gardens and forested parks, internationally recognized museums and galleries, and Powell’s, the largest independent bookstore in the world.

Providing a natural balance to the greater metropolitan area are the windswept beaches of the mighty Pacific and the snowcapped mountains of the Cascade Range. Reed is an hour-and-a-half away from each and owns a ski cabin at Mount Hood, a peak with the only year-round ski resort in North America. Even closer is Multnomah Falls, one of the highlights of the Columbia River Gorge. Learn more about Oregon: [Travel Oregon](#).



## APPENDIX A

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The Reed community is proud of its origins as an antidote to the deterioration of American higher education. Students, faculty, and alumni cherish the intellectual rigor as well as the unconventional characters and events Reed has generated. We have compiled a list of resources that candidates may find helpful in deepening their understanding of Reed.

[Founding and History of Reed College: 1911–1912, written for the 2012 presidential search](#)

[William Trufant Foster, Reed's founding president](#)

[Faculty Charts Bold New Course for Hum 110](#) (2018)

[Governance of Reed College](#)

[Steve Jobs and Reed](#)

[Colleges That Change Lives](#)

[History in the Making](#): New book “Comrades of the Quest” provides invaluable insight into the history of Reed (2012)

## APPENDIX B

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### Reed at a Glance

#### *People*

- 1,474 students
  - 54% women
  - 46% men
  - 26% minority enrollment
- 164 faculty members
- 350 staff members
- 14,562 living degreed alumni
- 36 trustees (includes president of the college; currently 25 are alumni)

#### *Academics*

- 10:1 student-to-faculty teaching ratio
- Conference-style interactive teaching method with small classes (average of 17 students)
- 26 departmental and 14 interdisciplinary majors in the arts, sciences, humanities, and social sciences

#### *Distinctions*

- A higher percentage of Reed graduates go on to earn PhDs across all fields than do graduates of all but three other U.S. colleges and universities
- In the life sciences, Reed is one of the top two institutions of higher learning in the percentage of graduates who earn PhDs
- Students regularly win Fulbright, Watson, National Science Foundation, and other fellowships
- Reed has produced 32 Rhodes Scholars, second only to one other liberal arts college
- The faculty has received national recognition for its commitment to teaching

#### *Costs 2018–19 and Financial Aid 2017–18*

- Tuition and fees are \$56,340 per year
- Typical room and board is \$14,210 per year
- Approximately half of Reed students receive financial assistance
- The average financial aid package is \$45,325
- Reed's need-based financial aid program meets 100% of demonstrated need for all admitted students

#### *Budget*

- The 2018–19 operating budget is approximately \$109 million plus an auxiliaries budget (room and board) of \$16 million
- Reed has tax-exempt bonds issued in the approximate amount of \$113 million
- Bond rating: Moody's Aa2/VMIG1 with a stable outlook, Standard & Poor's AA- with a stable outlook

#### *Campus and Environs*

- Reed's beautiful 116-acre, tree-lined campus in residential southeast Portland features a spring-fed lake and a canyon with abundant wildlife and native plants
- Facilities include 24 buildings and 26 residence halls
- Recent improvements include a new performing arts building, renovations to the cross-canyon dorms, and construction of a new dorm to be completed by fall 2019
- Downtown Portland is about 20 minutes away by bus
- Mt. Hood and Reed's ski cabin are about 90 minutes to the east
- The Pacific coast is about 90 minutes to the west



## Mission of the College

### *The Mission of Reed College*

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

### *The Reed Education*

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

### *Operating Principles of Reed College*

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

## APPENDIX D

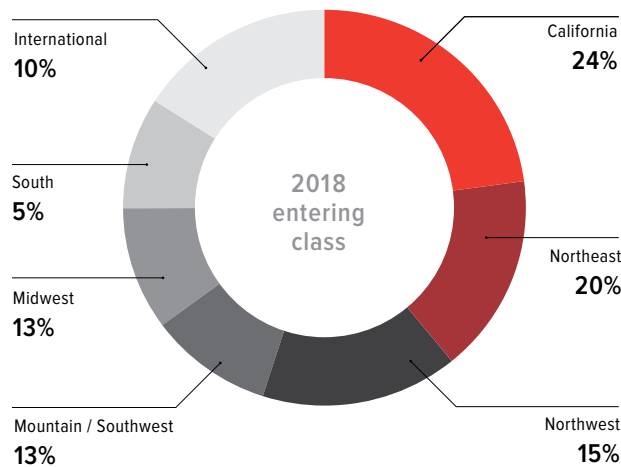
### Admissions, Retention, and Endowment

#### FIRST-YEAR STUDENT ADMISSIONS

Year	Inquiries	Applicants	Accepted Applicants	Acceptance Rate	Matriculants	Yield
2002	31,321	1,847	1,015	55%	316	31%
2003	30,794	2,282	1,044	46%	301	29%
2004	29,317	2,485	1,180	47%	339	29%
2005	22,782	2,646	1,200	45%	353	29%
2006	23,670	3,054	1,223	40%	377	31%
2007	25,119	3,365	1,154	34%	347	30%
2008	21,482	3,485	1,132	32%	330	29%
2009	19,019	3,161	1,281	41%	368	29%
2010	19,218	3,075	1,311	43%	373	28%
2011	20,142	3,059	1,219	40%	374	31%
2012	20,276	3,131	1,125	36%	320	28%
2013	24,308	2,893	1,404	49%	356	25%
2014	27,387	3,956	1,532	39%	347	23%
2015	38,595	5,396	1,888	35%	421	22%
2016	43,848	5,705	1,786	31%	355	20%
2017	44,685	5,652	2,014	36%	413	21%
2018	46,741	5,957	2,087	35%	363	17%

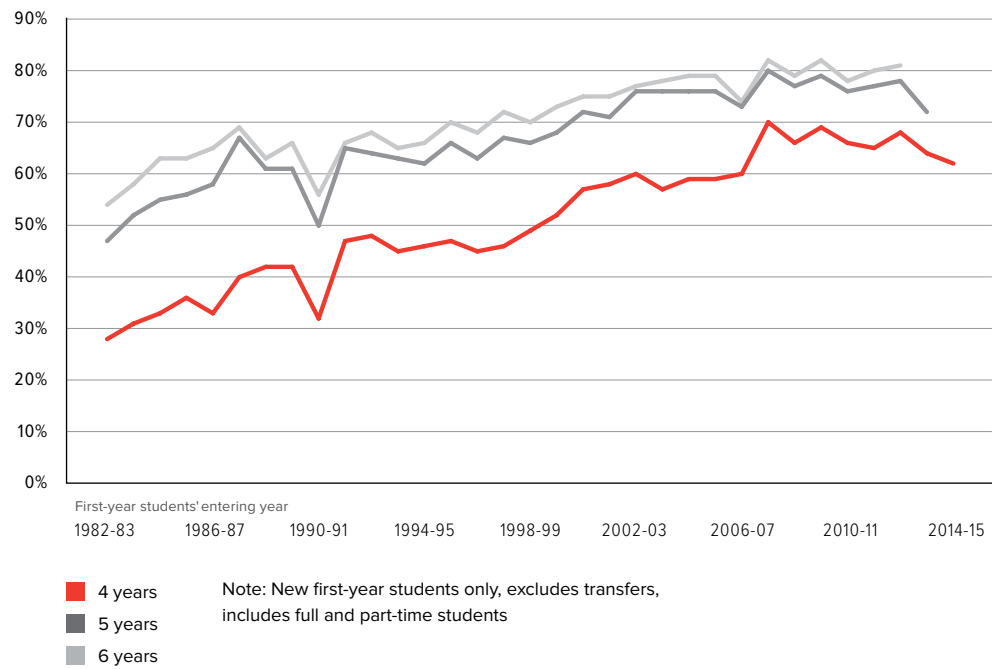
\*based on total number of applications

#### WHERE DO REEDIES COME FROM?

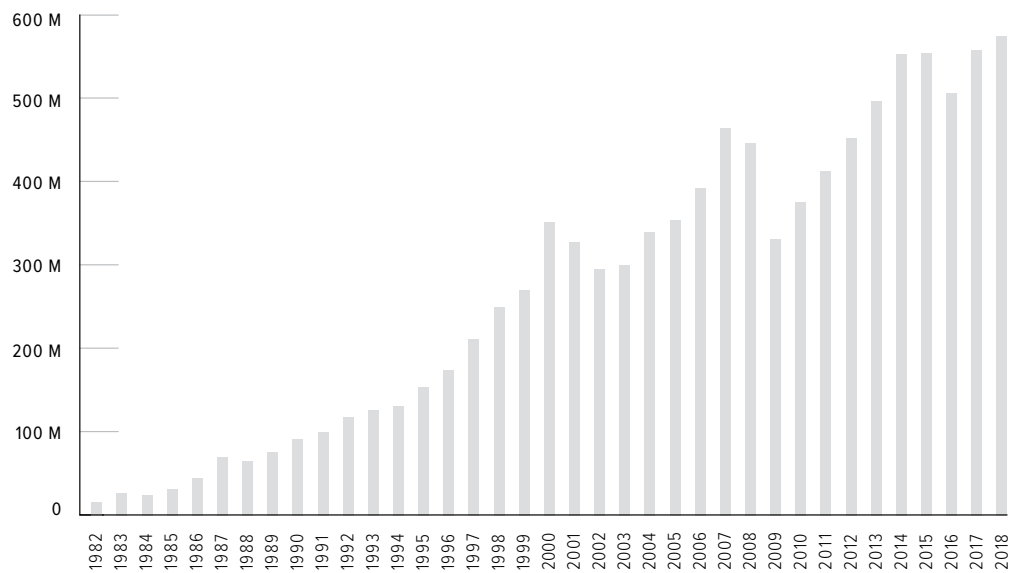


The fall 2018 entering class came to Reed from 40 states, the District of Columbia, and from 8 countries. Sixty-three percent enrolled from public secondary schools, 26 percent from private schools, 5 percent from religious schools, and 5 percent from charter or home schools.

## GRADUATION RATES



## ENDOWMENT





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