

*Division of  
Student Life*

Annual Report  
2020–21



REED  
COLLEGE



**TABLE OF CONTENTS**

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<b>■ INTRODUCTION .....</b>	<b>2</b>
<b>■ SAFETY AND SUPPORT .....</b>	<b>3</b>
Title IX and 504.....	4
Community Safety.....	5
Student Support .....	6
<b>■ ACADEMIC LIFE .....</b>	<b>7</b>
Academic Support .....	8
Disability & Accessibility Resources.....	9
International Student Services.....	10
<b>■ HEALTH AND WELL-BEING .....</b>	<b>11</b>
Athletics, Fitness & Outdoor Programs (AFOP) .....	12
Sexual Health, Advocacy & Relationship Education (SHARE) .....	13
Health & Counseling Center .....	14
<b>■ STUDENT AND CAMPUS LIFE .....</b>	<b>17</b>
Residence Life .....	18
Student Engagement .....	20

# INTRODUCTION

The division of student life comprises many offices and programs that complement the academic mission of the college. Guided by Reed's Student Success Committee,<sup>1</sup> our goal is to create and support an ecosystem where students feel welcomed and valued. Together, we work to provide opportunities for students to develop deeper relationships with their peers, embrace health and well-being as essential to their success, and develop competencies to thrive in Reed's intellectual environment.

Although unique, the 2020–21 academic year provided a plethora of silver linings, learnings, reaffirmations of professional values, and a recentering of our commitment to students. We have numerous experts on staff to help our students and colleagues navigate every scenario, with support for health and well-being, community engagement, and academic life. This skilled and talented team excels in areas of collaboration—moving beyond silos and partnering in innovative ways—to tackle the most significant concerns of our students, from weather events to racial and social justice tensions to the pandemic. The resiliency of our staff and their ability to stay nimble were remarkable assets to our students and the college community throughout the year.

This annual report highlights outcomes, goals and priorities, and data from last year, which continue to frame our priorities in the 2021–22 academic year.

Regards,

Dr. K  
Karnell McConnell-Black, Ed.D.  
Vice President for Student Life

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<sup>1</sup>

[reed.edu/student-success/index.html](http://reed.edu/student-success/index.html)



## SAFETY AND SUPPORT

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To ensure students can be fully engaged in their educational journeys, a collaborative network of Reed offices—Title IX and 504, Community Safety, and Student Support—are focused on student safety, support, and advocacy.

# Office: Title IX and 504

Number of Staff: 2

## DESCRIPTION

The Title IX & 504 Office is responsible for the college's compliance with state and federal law that protects all members of the college community against discrimination on the basis of sex and gender, as well as disability. The office responds to reports of discrimination by providing supportive measures to those who are reported to have experienced harassment or discrimination. The office also manages the formal complaint processes by which allegations of harassment or discrimination on the basis of sex and gender are investigated and adjudicated; it also manages the college's disability grievance process. Additionally, the office is responsible for proactive assessment, outreach, and collaboration to further compliance efforts and establish supportive practices related to these protected classes across campus.

## OUTCOMES

- Led the college's ongoing compliance efforts, particularly in response to anticipated Department of Education guidance and future federal regulation and caselaw.
- Conducted investigations and resolutions in a manner that is prompt, fair, and impartial.

- Delivered processes and resources wherein all involved individuals are treated equitably and with equal dignity and respect.
- Engaged the campus community about ways to go beyond minimal compliance in meeting the needs of community members as related to sex and gender and disability.

## GOALS & PRIORITIES FOR 2021-22

1. Maintain the Title IX and DHSM policies and grievance procedures. In the prioritization of this work, several goals exist: creation of a Title IX policy and procedure advisory committee, revisions to the Title IX grievance procedures, and alignment of the Title IX and DHSM policies.
2. Revise the formal disability grievance procedure, with ongoing collaboration of the faculty.
3. Develop proactive outreach and education opportunities. The transition of the Investigator position into the Title IX & 504 Office has created new capacity to build relationships with students and student groups while educating the community about the support the office provides and the policies and procedures it manages.



# Office: Community Safety

Number of Staff: 21

## DESCRIPTION

The Office of Community Safety operates 24 hours a day, every day of the year, to provide essential services regardless of the academic calendar, campus closures, or other community events or emergencies. Core essential services include the following:

- Provide emergency response on campus and coordination with external emergency responders, such as fire, medical, and police.
- Oversee the college switchboard, including an emergency number and the primary college information line.
- Provide after-hours urgent response for facility and grounds incidents.
- Coordinate the on-call response for students, including residential student needs.
- Coordinate emergency preparedness and response.
- Monitor the alarm system and response.

## OUTCOMES

- Provided harm reduction programming for Naloxone through Paideia Zoom classes and employment of students in remote work-study jobs.
- Held a COVID-safe 4/20 Voodoo doughnut event—the 10th annual!
- Supported college DEI and anti-racism efforts through a year-long equity project that achieved nearly all of the initial goals, including a complete uniform change.
- Operated at full capacity during the pandemic, wildfire and air quality emergency, and severe weather closure of the campus.
- Added tasks: campus access check, ID checks, space access verifications, and monitoring of public health behaviors.
- Conducted in-person checks of Overdose Emergency Kits, emergency phones, emergency radios, and all other critical systems.

## DATA POINTS

Pandemic (August 1, 2020–June 1, 2021)	Alcohol and Other Drugs (June 1, 2020–June 1, 2021)	Survey (June 1, 2020–June 14, 2021)
Campus access checks: 2,894 (≈10 contacts per day)	Unique reports of AOD: 80	Survey requests: 1,222
ID checks: 807	Prior year June 1, 2019–May 31, 2020: 189	Responses: 254 (≈ 21% response rate)
Public health behavior engagement: 332		Meets or exceeds expectations: 94.5%

## GOALS & PRIORITIES 2021-22

1. Successfully resume providing safety and security services as the campus welcomes back staff, faculty, and students. Our priority is to reestablish connections with students that were impeded by the pandemic while effectively monitoring and enforcing college policies.
2. Provide enhanced building access control, including securing facilities across campus and standardizing access times.
3. Update campus signage that delineates campus boundaries and behavioral expectations for visitors.
4. Update practices for N95 respirator usage to enhance our ability to respond to a range of needs where respiratory protection is preferred or required.



## Office: Student Support

Number of Staff: 1

### DESCRIPTION

The Office for Student Support assists, supports, and advocates for students experiencing a broad range of issues, concerns, and challenges that may interfere with their ability to be successful in and outside of the classroom. The office provides individualized non-clinical case management and crisis intervention services; facilitates referral to and utilization of campus resources; empowers students' sense of personal responsibility, self-advocacy, and strengths; provides oversight of referrals from community members concerned for students; and advocates for the development and application of student-centered policies and processes.

### OUTCOMES

- Served as frontline support to students during multiple campus and national events.
- Designed and implemented a successful isolation and quarantine program in collaboration with Residence Life.
- Adapted Care Team meetings to serve as a space for staff across campus to discuss and propose antidotes to campus climate and student needs, including the 2020 U.S. General Election, social isolation due to COVID-19, protests for racial justice, and supporting Asian, Asian-American, and Pacific Islander students during a rash of bias-motivated crimes across the nation.
- Developed Behavioral Intervention Team processes: Reed Risk Rubric and Emergency Contact Notification Guidelines.

- Served as the primary contact for off-campus students, developed off-campus student resources and advising, and provided dedicated support for off-campus students instructed to isolate or quarantine.

### DATA POINTS

During the 2020–21 academic year, Reed experienced a 301% increase in care referrals for students, compared to the previous 3-year average, reflecting both a challenging year on campus and a strong ethic of care within the Reed community. Simultaneously, Reed saw a 67% decrease in crisis and on-call events, which may suggest a positive correlation between Reed's robust early intervention services and a lower escalation of student difficulties to the level of crisis.

### GOALS & PRIORITIES 2021-22

1. Develop transparent and equitable processes and intervention procedures for the Behavioral Intervention Team.
2. Create a comprehensive Student Support Network website that articulates the services of the Office for Student Support, Reed Care Team, Behavioral Intervention Team, and After Hours On-Call Team.
3. Offer regular Mental Health First Aid trainings for staff, faculty, and students in collaboration with the Health & Counseling Center.

## ACADEMIC LIFE

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The administrative offices at Reed focused on academic life—including academic challenges, opportunities, and decisions—include Office of Academic Support, Disability & Accessibility Resources (DAR), and International Student Services (ISS).

# Office: Academic Support

Number of Staff: 2.4

## DESCRIPTION

The Office of Academic Support provides one-on-one coaching sessions and group workshops on academic strategies and quantitative skills to help students develop resources and abilities to support their academic success; peer tutoring for courses across the curriculum; and website content on academic and quantitative skills and strategies. The office serves as a central pillar of support for students experiencing challenges related to academics, academic probation, and academic decision-making. In collaboration with staff and faculty across the campus, we support new and ongoing initiatives to foster academic success, including the First Year Experience and Spring Symposium programs, the Student Life Curriculum Committee, and the Academic Success Committee.

## OUTCOMES

- In collaboration with the Academic Success Committee, completed revisions to our tutoring program (Student Success Plan, 3.3.ii).
- Implemented an application-based model for hiring new tutors to ensure an equitable and transparent pathway to tutoring positions and support a smaller, better-trained, and more culturally responsive tutoring program.
- Requested an analysis of tutoring applicants' demographic data to ensure tutors reflect the diversity of the undergraduate student body.
- 4 out of 15 tutor training topics offered this year focused explicitly on utilizing inclusive practices in tutoring sessions.
- Conducted coaching meetings via Zoom and found that no-shows to meetings were significantly down from previous years. Will continue to offer Zoom option for students who find the online format more helpful or accessible.

## DATA POINTS

- Employed approximately 215 tutors; 154 (72%) had at least 1 or more individual tutoring appointments, and 81 (38%) had 11 or more tutoring appointments.
- Provided 445 students (32% of the student body) with at least one individual tutoring session; 162 of them (36%) had more than five tutoring appointments over the year.
- Provided 204 coaching appointments to 104 students.
- Undergraduate peer tutors provided 2,335 hours of individual tutoring, an increase of 28% from the previous year.
- Peer tutors also provided 3,886 hours of drop-in tutoring; 792 visits for drop-in tutoring were reported in the fall and 813 in the spring.

## GOALS & PRIORITIES 2021-22

1. Implement new training sequence(s) for tutors, with a focus on inclusive practices.
2. Design and implement a new model for assessing peer tutoring.
3. Collaborate with other departments to increase engagement with tutoring across all student populations; collaborate with other departments, particularly the Peer Mentor Program, to increase visibility of, and interest in, the tutor hiring process among first-generation students.
4. Implement the new First-Year Experience program; plan and implement a new version of the Spring Symposium program.
5. Continue to work with the Academic Success Committee, Associate Dean of the Faculty, and Registrar to improve academic advising and achieve advising-related goals from the Student Success plan.



# Office: Disability & Accessibility Resources (DAR)

Number of Staff: 3

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## **DESCRIPTION**

DAR is responsible for reviewing relevant documentation, determining student eligibility, and successfully implementing disability-related accommodations for eligible students in accordance with the Americans with Disabilities Act (ADA); the amended ADA act (ADA-AA); Section 504 of the Rehabilitation Act of 1973; and the Oregon Fair Housing policy as they relate to postsecondary institutions. DAR provides academic coaching and support to students who are struggling or need additional resources, frequently works with campus partners including the ADA and 504 Coordinators to identify potential barriers within Reed's practices and policies, and organizes campus-wide training sessions for staff and faculty on best practices, policies, and procedures for accommodations. Students with disabilities who are registered with our program comprise approximately 25% of the total Reed student population.

## **OUTCOMES**

- Worked with Computer User Services and other campus stakeholders to review accessibility issues and identify possible barriers in the transition to online learning.
- Utilized an online client management system that allowed student autonomy and individual access to many services at all times.
- Developed a captioning program for student use, an initiative that resulted immediately from our work with CUS.
- Provided support and training for faculty to increase awareness of the various barriers students with disabilities may encounter and assisted faculty in providing a more accessible format for their classes.
- Took a critical look at and made revisions to the DAR website and engaged in related educational opportunities.

## **DATA POINTS:**

- 383: Students with documented disabilities registered with DAR.
- 220: Students who actively used academic accommodations, i.e. the number of students who requested to use accommodations in their courses.

- 113: Students provided with housing accommodations.
- 278: Students who used either academic or housing accommodations.
- 229: Number of students who applied for DAR services for the first time.
- 1,480: Number of academic accommodation requests.
- 685: Courses in which accommodations were requested.
- 17: Courses coordinated with captioning support, including real-time captioning for 6 courses.

The most frequently requested accommodations for students were testing accommodations, extended time for completion of assignments, modified attendance policy, and note-taking support, with the most common disability types identified as neurodevelopmental/neurocognitive (ADHD, ASD, LDs, etc.), followed by psychological (mood disorders, OCD, PTSD, etc.).

Over the past ten years, DAR experienced a 467% increase in students actively using academic and/or housing accommodations and a 239% increase in students registered for DAR support. In the last five years, DAR has recorded an 85% increase in students actively using academic and/or housing accommodations, with an 84% increase in note-taking requests.

## **GOALS & PRIORITIES 2021-22**

1. Continue to build and refine programs, accommodations, and services for deaf or hard of hearing students and for students who are blind or low-vision.
2. Improve the website with a diverse student population in mind.
3. Reacclimate student support and office processes to a traditional in-person learning environment after supporting students in an online learning format.
4. Partner with the ADA Coordinator and other campus partners to review policies and procedures regarding accessibility and students with disabilities, including ADA/DAR grievance policy, course underload policy, and more.

# Office: International Student Services (ISS)

Number of Staff: 1

## DESCRIPTION

The Office of International Student Services supports the academic and personal well-being of more than 170 international students from more than 30 countries and territories. We provide immigration advising and guidance about maintaining visa status in the Student and Exchange Visitor Information System (SEVIS) while at Reed, as well as post-graduation for students utilizing their post-completion Optional Practical Training work benefit. In addition, ISS provides resources and programs to help international students acclimate to life in the U.S. and thrive at Reed.

## OUTCOMES

- Redesigned immigration advising, social support, and programming for international students and “third culture kids.”
- Created Q&A webinars for international students and their families ahead of the fall 2021 term and a dedicated ISS COVID-19 information page.
- Expanded office hours for virtual advising appointments and hybrid events for students to engage in-person or remotely.
- Refocused the International Student Support Group to emphasize movement, reflection, and self-care during this extraordinarily challenging year.
- Co-hosted a workshop with the Office of Institutional Diversity to strengthen the cultural competence and skills of campus community members.
- Hosted and collaborated on a number of hybrid campus events for students, such as the Mid-Autumn Festival, Day of the Dead, and Lunar New Year (in collaboration with MRC and Chinese eHouse) holiday celebrations.
- Supervised 12 student employees who worked as ISS interns, the International Student Advisory Board Coordinator, the Orientation Coordinator and Lead InterConnect Mentor, InterConnect Mentors, and ISS Special Project Workers.
- The International Student Advisory Board also hosted monthly virtual games and a virtual International Festival in April.

## DATA POINTS

- 145: International students representing 28 countries and territories enrolled in fall 2020 (at census date).
- 25: Additional recent graduates participated in post-completion Optional Practical Training.
- 39.4% international students lived in campus housing; 31.4% resided in the U.S. in off-campus housing; and 29.3% attended from outside the U.S.
- 24 OPT advising meeting averaging 45 minutes/student.
- 357: Student I-20s issued and updated in SEVIS for travel validation, academic changes, new students, and OPT applications.

## GOALS & PRIORITIES 2021-22

1. Work with division leadership to create a FTE support position that will strengthen staff resources and support for international students as they return to a residential campus experience in fall 2021.
2. Continue to engage in campus conversations about Curricular Practical Training (CPT) and opportunities for academic departments to explore support for off-campus experiential learning opportunities.
3. Continue to develop and expand immigration resources for students, especially in regard to OPT and online filing, MRCL, COVID-19 SEVP guidance, and maintaining status.
4. Design Discover PDX events and programs with a cross-cultural and anti-racist lens in an effort to support international student engagement in a multicultural Portland experience.



## HEALTH AND WELL-BEING

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The offices at Reed focused on health and well-being—with the goal of supporting students' holistic development—include Athletics, Fitness, and Outdoor Programs; Sexual Health, Advocacy & Relationship Education (SHARE); the Health & Counseling Center (HCC); and the COVID-19 Response Coordinator & Health Project Manager.

# Office: Athletics, Fitness & Outdoor Programs (AFOP)

Number of Staff: 5

## DESCRIPTION

Athletics, Fitness & Outdoor Programs oversees Reed's physical education classes, outdoor programming, sports teams, and clubs; manages the Watzek Sports Center (the hub of athletic and fitness activity on campus), the ski cabin, and the backpack co-op and climbing wall; authorizes use of the swimming pool and sports fields; and employs more than a hundred instructors and staff to provide a wide range of health and fitness opportunities for the Reed community.

## OUTCOMES

- Provided access to a range of remote classes, drawing steady participation and allowing students to meet their fitness needs and their PE requirements.
- Provided 4–6 in-person classes (Folk Dancing, Beginning Tai Chi, Intermediate Tai Chi were offered inside).
- Began the preliminary stages of working with an architecture firm to redesign and rebuild the sports center gymnasiums (collapsed during the February 2021 ice storm) while rethinking the spaces as more equitable, accessible, and inviting for students and the campus community.

## DATA POINTS

- 526: Students per quarter taking AFOP classes.
- 34–38: Classes offered each term, most offered remotely.
- 14: Classes with 137 participating students during winter term.
- 200: Students participated in on-campus outdoor activities, including scavenger hunts, archery tag, carnival games, wellness kit giveaways, and more.

## GOALS & PRIORITIES 2021-22

1. Continue to prioritize building the diversity of department staff and course offerings.
2. Identify and eliminate barriers to increase equity and inclusion in programming and spaces.
3. Implement changes where needed.
4. Continue ongoing anti-racism training.
5. Rebuild the sports center and resume more in-person athletics and fitness opportunities.

Photo by Alisha Jucevic



# Office: Sexual Health, Advocacy & Relationship Education (SHARE)

Number of Staff: 1

## DESCRIPTION

SHARE helps students access sexual health and healthy relationship information and resources and provides advocacy and education around issues related to sexual harassment, relationship abuse, sexual assault, stalking, and other forms of sexual and relationship exploitation. The program has primary responsibility for meeting Reed's required prevention education under the Clery Act, compliance with Oregon laws, and Title IX requirements to provide information about resources and options for people affected by harassment, misconduct, abuse, and exploitation.

The program director, a confidential advocate, provides professional-level training mapped to federal and state requirements to 12-15 students to become certified confidential advocates with legal privilege in the state of Oregon. The Night Owl program, a bystander intervention and harm-reduction program provided by trained student workers, could not operate during the year but will return to campus when COVID-19 restrictions are lifted.

## OUTCOMES

- Assisted Reed in complying with state and federal documentation requirements and participated in the Title IX working group to help develop new policies to meet new Department of Education requirements.
- Updated all training, messaging, and resource materials to reflect the new Title IX regulations and new Reed policies and procedures, including the Options & Resources handbook for students and employees.
- Adapted the SHARE program's services & training to online formats, including the provision of three online sessions by a sexual health educator (recorded sessions are now accessible on a YouTube channel).
- Set up a separate Zoom account for SHARE staff to set appointments in complete confidentiality and helped to identify and implement an online live chat service using the SmallChat app linked to an advocate-monitored Slack channel.
- Conducted all SHARE educational programming online, including orientation sessions, faculty and staff training, and a 50-hour advocate training.
- When COVID restrictions began, the advocates pivoted to using Zoom to meet with survivors; this was quite successful, and for many survivors lowered barriers to meeting (distance from campus, emotional safety).

## DATA POINTS

- SHARE advocates, who are specifically trained to support students in negotiating the emotional and logistical difficulties of dealing with interpersonal harm, had contact with 48 students during the year; of those, 33 had not reported their experiences to the college.
- SHARE advocates are trusted by their peers: students responding to the 2021 Sexual Misconduct Survey were asked where they would first turn for help if they experienced sexual misconduct, and SHARE advocates were their third choice, just after friends and family members.
- Provided support to five faculty and staff members about assisting a colleague or student or to clarify their obligations to make a report.
- Distributed 1,882 safer sex/sexual health supplies by student requests.
- Provided advocacy support to 59 people (cases of sexual assault, relationship abuse, stalking, other).
- Provided 163 instances of other types of support.

## GOALS & PRIORITIES 2021-22

1. Realign program to emphasize on sexual and relationship violence prevention education (carried forward from last year's goals) to ensure that SHARE advocates
  - a. understand the principles of prevention and the importance of primary sexual and relationship violence prevention;
  - b. are able to articulate and demonstrate behaviors that constitute primary prevention;
  - c. have developed and implemented a primary prevention curriculum.
2. Enhance sexual health education and implement sexual health educator training.
3. Update and expand written materials and develop a series on topics from our YouTube videos to reinforce the messaging.
4. Continue SHARE's YouTube sexual health series.

# Office: Health & Counseling Center (HCC)

Number of Staff: 15

## DESCRIPTION

The HCC houses a multidisciplinary team of professionals who provide medical services, psychiatric mental health services, and mental health counseling to support the student's whole-person health and well-being. An administrative team oversees the daily operations of the clinic. In order to provide high quality, culturally responsive care to the student body, the HCC fosters an environment that celebrates diversity, embraces inclusion, and makes all staff and students feel welcome and valued.

Counseling services include but are not limited to solution-focused, brief individual counseling for students struggling with depression, anxiety, relationship issues, sadness, grief, loneliness, identity, and other personal concerns; strategies to assist with adjustment to college; crisis support; skills-building workshops; and more.

Medical services comprise primary care, including diagnosis and treatment of acute and chronic illness (such as colds and flu, minor infections, minor injuries, and chronic illnesses that do not require specialty care); preventive services for all gender identities; immunizations; gender-affirming hormone therapy; mental health medication management and integrated behavioral health support; education for healthy living, preventing illness, and infections; referrals to area specialists as needed; and more.

## OUTCOMES

### General

- Offered counseling, medical, psychiatry, and case management services throughout the year, almost exclusively via telehealth after March 2020.
- Updated protocols, policies, and procedures to comply with state guidelines.
- Staff maneuvered working remotely from home and in office on alternating days, and self-care was prioritized to prevent burnout as well as to maintain personal well-being.
- Continued to develop, monitor, and evaluate an HCC-wide equity and racial justice plan, leading explicitly, though not exclusively, with race because racial inequities persist in every system across the United States without exception.

### Counseling

- Conducted a Sleep Retreat to improve sleep as a function of wellness.
- Conducted the following workshops: How to Thrive in Transition; How to Manage Emotions; Spring Renewal

(in collaboration with SEEDS); Calm: Anxiety and Worry; Helping Friends in Distress; and Managing Election Stress.

- Tabled events on Self-Care and Growing with Gratitude.
- Participated in the creation of the Gender Affirming Care video (with SHARE) and the development of the curriculum and a video for Spring Symposium.

### Medical

- Changed all of workflows, procedures, and medical practices to provide a safe and effective space for students to continue to receive health care on campus.
- Developed campus-wide COVID-19 policies and procedures, campus-wide surveillance testing, and guidance for campus partners, and was an active participant with the COVID Risk Assessment Group (CRAG).
- Used the Daily Health Check to track reported symptoms and possible exposures of arriving students, developing a plan to delay arrival until safe to travel, leading to a reduction of COVID-19-positive students arriving to campus.
- Developed a COVID-19 RN position specifically tasked to assess students who reported symptoms and possible exposure to COVID-19 and work closely with all students who required isolation or quarantine.
- Gained approval of the Oregon Health Authority (OHA) to be COVID-19 vaccine providers.
- Adopted a vaccine bidirectional interface with OHA to ensure quick and accurate reporting of students who received COVID-19 vaccines in Oregon.
- Ensured all policies and workflows addressed potential disparities in access to medical services.

## DATA POINTS 2020-21

	Total visits	Unduplicated visits	% of student body
Counseling	1,693	337	24%
Medical	2,077	444	28%
Psychiatry	825	118	9%
<b>Total</b>	<b>4,595</b>	<b>899</b>	<b>65%</b>

\*Based on enrollment of 1,385 at the start of fall semester

## GOALS & PRIORITIES 2021-22

- Continue equity and racial justice work: this will always be at the forefront of the HCC.
- Medical team will attend the 7th Annual Advancing Excellence in Transgender Health 2021 conference.
- Fulfillment of a vacant staff counselor role.
- Collaboration with the Student Health Advisory Council (SHAC) to determine student healthcare needs on campus.

**GOALS & PRIORITIES 2021-22, CONT.**

5. Expand group therapy offerings with various mental health topics.
6. Develop affinity groups for students holding marginalized identities.
7. Develop partnerships with outside health agencies that may be able to provide on-campus dental or vision services.
8. Improve sexual health, harm reduction, and immunization services, which will include COVID-19, Meningococcal, Varicella, etc.
9. Develop a Safe Space program to provide effective LGBTQIA+ awareness and ally training.
10. Improve infrastructure within the HCC team to improve efficiency with our electronic health record system and policy software.



# Office: COVID-19 Response Coordinator and Health Project Manager

Number of Staff: 1

## DESCRIPTION

The COVID-19 Response Coordinator is responsible for leading the implementation of strategies to reduce the spread of COVID-19, track the virus on campus, and implement culturally responsive measures to promote behaviors that create a healthy campus environment. The coordinator supports the application of disease prevention measures, including testing and vaccinations, into routine campus operations; tracks and interprets official communications from health officials; and uses the latest evidence to inform practice. The coordinator works in direct collaboration with staff, faculty, students, families, and alumni and is responsible for COVID-19 case investigation and response; management and oversight of COVID-19 testing operations; setting, promoting, and enforcing good public health behaviors; supporting the planning of safe events and activities; and helping to develop COVID-19 related communications to the Reed community.

## OUTCOMES

- Maintained a COVID-19 positivity lower than that of the college's home county.
- Prevented COVID-19 outbreaks on campus (defined as two or more cases with an epidemiological linkage indicating transmission) by implementing a comprehensive program for COVID-19 case investigation, contact tracing, medical evaluation, isolation, and quarantine. This time-sensitive response required a team of trained staff volunteers and the coordinated efforts of campus partners, including faculty, the HCC, academic support staff, and many more.
- Developed, published, and maintained a comprehensive COVID-19 Prevention and Response Plan and Data Dashboard. In preparation for September 2020, Reed developed an online COVID-19 Prevention and Response Plan to provide guidance and information to the Reed community. A Data Dashboard with relevant COVID-19 metrics was developed in October 2020, which is routinely updated. Both of these components, in addition to other more direct communication strategies, have been important for developing an equitable and transparent response to the pandemic.

## DATA POINTS

- Since August 2, 2020, Multnomah County, where Reed College resides, has averaged a weekly positivity of 4.21%, with a peak of 8.88% in November 2020. By comparison, during that same period, Reed has received 36 positive COVID-19 test results out of over 41,000 tests conducted, for an average positivity of 0.083%, over 50 times lower than that of Multnomah County on average. This measure

highlights the success of primary prevention measures, including mask use, physical distancing, and surveillance testing, as well as the dedication of the Reed community.

- Reed had no COVID-19 outbreaks on campus during the 2020–21 academic year.

## GOALS & PRIORITIES 2021–22

- COVID-19 has taken the lives of over 3.8 million people worldwide and will have lasting physical and mental health impacts for generations, particularly among communities of color and other demographics disproportionately impacted. The role of public health at Reed will continue to be of importance not only to prevent a resurgence of COVID-19 on campus, but also to ensure we provide a safe and supportive environment for our students, faculty, and staff.
- Standardize the work of developing and implementing the pandemic response in order to apply it to other emergency response situations that may arise on campus. Creating and maintaining these response structures is an important step in ensuring Reed is well prepared for the unexpected. Additionally, maintaining strong physical and mental health support services should remain a priority, as this will have positive downstream impacts on students' overall health and well-being.



## STUDENT AND CAMPUS LIFE

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Student and campus life, which comprises the Office of Residence Life and the Office for Student Engagement, aim to support students' co-curricular experiences at Reed, foster a sense of belonging, and nurture connections between and among community members.

# Office: Residence Life

Number of Staff: 8

## DESCRIPTION

The Office of Residence Life aims to support students' academic pursuits, personal growth, and participation in an interdependent community. Residence halls are grouped into neighborhood configurations. Professional staff supervise student leaders, provide direct support to students, respond to policy violations, and participate in crisis response through the on-call team. Student House Advisers (HAs) placed in first-year neighborhoods foster social connections and individualized support. HAs in sophomore and upper-division neighborhoods focus on providing support for existing social groups; students selecting a major, studying for quals, or writing the senior thesis; and students preparing for life after graduation.

## OUTCOMES

- Took an "adapt and manage" response to COVID-19 while meeting the basic needs of students, including implementing digital community platforms within residence hall communities to help students form connections and launching a first-year only position to increase community building efforts in first-year residence halls.
- Supported complementing initiatives, including Divisional Curriculum and the Student Success Plan, to ensure current programs and services align with established goals and to create a roadmap for future growth.
- Improved and modified StarRez Housing Management System.
- Onboarded four new area coordinators.
- Committed to intentional DEI work toward a framework for culturally responsive organizations (CRO).

## DATA POINTS

### Programming

- HAs in first-year communities completed one-on-one intentional conversations with each first-year and transfer student. Conversations were completed with 93% of first-year and transfer students in the first quarter, 82% in the second quarter, and 82% in the third quarter.
- HAs in upper-division communities provided programming opportunities every two weeks.
- During fall semester, HAs completed 113 active events and 28 self-guided events. In the spring semester, HAs completed 80 active events and 18 self-guided events. Events included craft nights, Zoom dance parties, self-care goody bags, and virtual newsletters.

### Case Management

	Level I Emails	Level II/III Meetings	Medical Amnesty Meetings	AOD Review Panel Cases	Combined AOD/PHB Meetings	# of Unique (non-AOD) PHB Meetings	Total # of Meetings
2018-2019	130	64	45	7	--	--	109
2019-2020*	39	14	22	2	--	--	36
2020-2021	42	8	16	0	108	80	132

\*students shifted to off-campus at the end of March 2020 due to COVID-19

### Student Success

- Revamped the campus-wide survey to align with relevant objectives:
  - 56.2% of students felt they had established meaningful connections with students in their residential community.
  - 47.9% of students felt they had opportunities to engage with fun events.
  - 77.2% of students felt they had opportunities to engage with supportive academic resources in their community.
  - 63.2% of students felt they knew how to access resources for their well-being, or know who to ask.
  - The qualitative data from our survey asking students to explain their experiences revealed that many students (55%) identified the limitations of the pandemic, not our services, as the primary factor for their response.

## **GOALS & PRIORITIES 2021-22**

1. Continue to strengthen the neighborhood model through support of the OWL program, sophomore-specific support, programmatic efforts for upper-division students, reimagining the language house program, restructuring the HA Program, and developing the Peer Leader Network, AC case management, and community outreach.
2. Use data equity structures & tools to collect data regarding living options and identity-based housing or creating LLCs to improve equity and better meet student needs in on-campus housing.
3. Move StarRez to a cloud-based platform to improve access and speed up updates, partner with an off-campus storage company to provide more storage options for students, reduce staff workloads at peak times of year, and create more on-campus bike storage.
4. Continue to refine the residency requirement and guarantee process by improving application questions, creating clear guidelines and a review process for sophomores who request exemptions, and partnering with admission to create a cohesive narrative about the value of living on campus.



# Office: Student Engagement

Number of Staff: 4

## DESCRIPTION

The Office for Student Engagement (OSE) strives to nurture students' cross-campus involvement and foster the intentional development of the whole student through programming and student support. Our office provides experiences that nurture discovery, community, and connection, facilitate transition, complement the academic program, and strengthen a sense of belonging at Reed. Key programs and services include New Student Orientation; First-Year Experience programs; Gray Fund; student event support, advising of clubs, organizations, and academic teams; student Senate and Treasury support; and oversight of student spaces.

## OUTCOMES

- Moved foundational information about Reed policies, supports, services, and student life to an online Orientation module, a shift that both relieved pressure from the Orientation week schedule and was well received by students.
- Implemented a new move-in process that provided an organized, safe, and scheduled system for all new students to be tested, receive keys, and move into the residence halls.
- Began to build the foundation for a first-year program that will provide every incoming student with immediate and sustained transition support.
- Created a new student peer-leader position (Orientation and Wayfinding Leaders—OWLs) and instituted a joint recruitment, hiring, and training process with residence life's HA search. OWLs and HAs will work in partnership to provide holistic support for students.
- Offered 75 events and programs hosted by OSE and Gray Fund (not including Gray Fund events organized by AFOP), including facilitated online classes, self-directed opportunities, virtual game nights, take and make kits, and in-person events.
- Launched the weekly Events and Programs Newsletter in November 2020 to provide a consistent and centralized resource for event announcements. The first newsletter propelled a dramatic increase in student-event signups, garnering the same number of signups in one day (~40) that had taken a month to generate prior to the newsletter. The average rate of campaign link opens was 69.5% of recipients, with an average of 541 opens per newsletter from November 2020 to May 2021.
- Continued to diversify programs and events to provide restorative and supportive opportunities as students pursue racial/social justice, experience injustices, and navigate social unrest.
- Created partnership with residence life for adapting a framework for culturally responsive organizations and its guiding application to our work.

## DATA POINTS

### Orientation

- Students agreed that the online Orientation addressed the questions they had about Reed policies (91.2%), student and campus life (89.5%), and resources and support available to them (93.9%).
- Before completing the online Orientation, 56% of students felt confident about the strategies they could apply during remote or socially-distanted learning at Reed. The number rose to 83.7% after online Orientation completion.

### Programming (Gray Fund and OSE-hosted)

- Virtual social events (33)
- In-person events (18)
- Virtual facilitated classes (13)
- Take and Make (11)

## GOALS AND PRIORITIES 2021-22

1. Diversify Gray Fund programs to foster inclusivity and relevance for more student identities and interests. Research array of speakers, entertainment, and novel experience opportunities.
2. Increase the number of OSE-sponsored programs organized from student perspectives; hire two student program assistants.
3. Organize more restorative programming in partnership with the Multicultural Resource Center and the Office for Institutional Diversity.
4. Research and implement a student-engagement platform (e.g. Engage) to streamline event and club information and accessibility, with possible other functions (student elections and treasury budget management).
5. Continue to provide an online, asynchronous orientation experience, divide the online Orientation into multiple modules released throughout the summer, and implement a cohort-based model during Orientation week and beyond.
6. Implement, assess, and evolve the curriculum and OWL training/supervision.
7. Revitalize the Student Center to promote increased functional and social use; create a reservable conference room for student clubs/organizations.



## **REED COLLEGE STUDENT LIFE**

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