

REED COLLEGE

POSITION PROFILE

VICE PRESIDENT FOR STUDENT LIFE

FEBRUARY 2020

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“Reed is a precious asset...It develops people with intellectual openness and honesty; clear thinkers who are not afraid of new or unpopular ideas... 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

ABOUT REED COLLEGE

Reed College is a highly selective, national college of the liberal arts and sciences located in Portland, Oregon, with 1,471 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

1,471

STUDENTS

53% women

47% men

28% students of color

165

FACULTY

350

STAFF

14,805

LIVING DEGREED

ALUMNI



INSTITUTIONAL 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/biology, sociology/comparative race and ethnicity, 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:

- 34 percent of applicants in fall 2019 identified as students of color, compared with 28 percent in fall 2009.
- 28 percent of Reed students identify as people of color, up from 20 percent in 2009.
- 30 percent of Reed staff in fall 2017 identified as people of color, up from 13 percent in fall 2007, according to Integrated Postsecondary Education Data System (IPEDS) statistics.
- 61.7 percent of STEM field tenure-track hires over the last eight years (2011–19) were faculty of color and/or women, compared with 21 percent in the previous seven years (2004–11).
- 12.2 percent of Reed undergrads in fall 2019 qualified for Pell grants. 9.4 percent had parents who did not have bachelors degrees.

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. Fall 2019 incoming class represents 42 states and the District of Columbia, 8 countries; 16 percent are valedictorians (note though that this is based on an ever-diminishing number of students whose high school rank is known; if we look at all of the first-year students, 20 out of 394, or 5%, are valedictorians). Average HS GPA 4.0. Median SAT is in the 98th percentile.

Financial Aid: Reed continues to be one of the very few colleges to meet 100 percent of demonstrated need for both domestic and international students. Its aid policies do not leave a gap in financial aid funding. In order to provide maximum need-based aid for all students, Reed does not offer merit-based scholarships. Over half of the student body receives financial aid. The college awards nearly \$30 million per year in aid to students who would otherwise not be able to attend. The average financial aid package for the incoming class of 2023 was \$45,490.

College Finances: The college's financial position is strong and has continued to strengthen. In the last six years, the Reed College endowment increased substantially, growing from \$480 million in 2013 to \$579 million as of June 30, 2019. Thanks to the tremendous generosity of its donors, the college has also raised more than \$96 million in the last six years. 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](#) opened 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.

Reed students are creative, self-propelled, passionate, and analytical. They have 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 this 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.

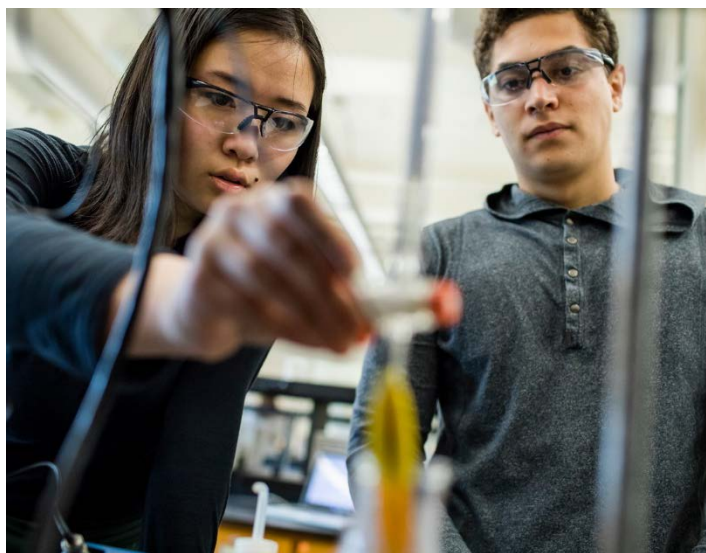
Reed will be known widely for offering one of the best liberal arts educations in the country and be recognized for its unique and vibrant academic culture. Reed will not compete for every valedictorian or every student with a perfect SAT score but will attract a subset of the brightest high school graduates—the 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 this 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.

"In order to achieve excellence, we need to bring a diverse array of voices and perspectives into dialogue and polylogue. We also need to make sure that we create the conditions for our students to succeed, recognizing that not everyone has had access to the same kinds of resources. As a first-generation college student, I know what it feels like to come to the table with a sense of being behind, of not having the same background as more privileged students."

President Audrey Bilger, Reed College



STUDENT LIFE 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 and administrative leaders about the application of the Honor Principle. At these times, leadership from the Vice President for Student Life (VPSL) 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 Life has endeavored to help students strike a balance between autonomy and accountability, between independence and interdependence. Student Life 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, the Division of Student Life 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, the Division of Student Life 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 that provide 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, ski slopes, and spectacular coastal areas that enrich life in the Pacific Northwest.

Over the past three years, the current VPSL has led a campus-wide student success initiative for which the central task was to understand the Reed student experience *from the students' perspective* and to ask, "In what ways is the institution successfully supporting student thriving? In what ways might institutional practices be impeding student thriving?" This inquiry led to the creation of the Student Success Plan, with seven overarching goals for improving the student experience at Reed. While the plan calls for the involvement of students, staff, faculty, and administrators from across the college, staff members of the Division of Student Life will play central roles in the plan's implementation.



THE OPPORTUNITY

Vice President for Student Life

Reed's Vice President for Student Life (VPSL) leads a diverse team of highly skilled student life professionals committed to supporting the learning and growth of Reed's intellectually curious, irreverently individualistic, and energetically passionate student body. In partnership with the other members of the president's cabinet as well as members of the staff, faculty, student body, alumni, and board of trustees, the VPSL provides executive leadership on a broad range of mission-critical issues, including student success, institutional governance, long-range strategy, and risk management. The VPSL oversees approximately 75 professional staff in the division of student life, which includes:

- Academic support
- Athletics, fitness and outdoor programs
- Community safety
- Disability and accessibility resources
- Health and counseling
- International student services
- Office of the VPSL
- Residence life
- Restorative practices
- Sexual health, advocacy, and relationship education (SHARE)
- Student engagement
- Title IX
- Wellness

Reed's next VPSL will bring culturally competent leadership skills to bear in both leading the division of student life and in collaborating across all college constituencies to enhance the Reed student experience. The VPSL position requires an individual who is student-success focused, trustworthy, supports the liberal arts and Reed's mission, and can carry out the responsibilities listed below in a manner consistent with Reed's values and practices. The VPSL directly supervises multiple professional staff who in turn oversee the areas listed above. The VPSL chairs multiple campus committees, including a campus-wide effort to enhance student success at Reed.

Critical responsibilities include:

Leadership

Reed's next VPSL will provide strong strategic and tactical leadership both within the Division of Student Life and across a campus committed to 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 increasingly inclusive community by identifying and lowering institutional barriers for all community members;
- leading the Division of Student Life in the design and implementation of a divisional strategic plan;
- leading the work of the Division of Student Life through developing rapport, mutual respect, and trust among staff and students; balancing competing aims and goals; communicating decisions clearly to all concerned parties; admitting mistakes and evolving through past experiences; and being accessible as much as time allows;
- managing crisis situations with confidence and compassion;
- embracing the liberal arts educational model and championing student-centered education in both local and national education fora.

Management

Reed's next VPSL will provide culturally competent executive management by:

- championing and applying inclusive practices in both the Division of Student Life and across the institution;
- providing sound fiscal management for the division;
- developing, supporting, and nurturing division leaders and their teams and delegating effectively;
- championing restorative justice practices and shepherding community judicial processes;
- supporting Title IX processes, navigating any future mandated changes, and making the process as productive as possible for community members;
- refocusing priorities and resources when circumstances require;
- encouraging the collection and use of data in decision-making;
- successfully converting strategic goals into action plans to which both staff and faculty are committed;
- partnering with the College Relations Office, trustees, and donors to achieve college goals.

Communication

Reed's next VPSL must communicate in an authentic and engaging manner by:

- listening well;
 - seeking to hear all voices and negotiate the different needs, hopes and expectations of students, faculty, and staff;
- facilitating difficult discussions among diverse constituencies;
- bringing passion, eloquence, and energy to communication with all constituencies;
 - communicating with clarity and transparency;
 - participating empathically and genuinely in community conversations;
 - being approachable.

Inclusive Excellence

Reed's next VPSL will model the values of inclusive excellence within the division and across the college by:

- evaluating existing systems and practices with the goal of achieving equity in student success;
- supporting and advocating for those whose voices are often not heard;
- recruiting, hiring, and retaining a diverse team;
- supporting accessibility in all new and existing programs.

Health and Wellness

Reed's next VPSL will promote a strong health and wellness-oriented culture by:

- advocating for both students and divisional staff to embrace wellness, good health, a balanced mindset, and resiliency as important personal and community values;
- championing the use of both college and community health resources as appropriate to maintain good health;
- continuing to build a robust and responsive health and wellness infrastructure to support student wellness and respond to student needs for restorative care.

Qualifications:

To succeed in addressing the challenges and realizing the aspirations of Reed's Division of Student Life in the coming years, the next VPSL must demonstrate:

- A record of culturally competent leadership within a complex organization
- At least seven years of progressively responsible leadership experience in higher education, including some background in student life
- Experience in and enthusiasm for fostering an inclusive community
- Understanding of and commitment to undergraduate, residential, liberal arts education
- Prior involvement in short- and long-term strategic planning processes including the development of incremental divisional goals
- Proven leadership in recruiting and developing a diverse team of dedicated student life professionals
- The ability to articulate the vision, mission, and values of Reed College's Division of Student Life to a broad range of constituencies
- The ability to lead cross-constituency collaborations and participate in community governance with students, faculty, college offices, and senior leadership to support student success
- Experience in developing or implementing college-wide processes that promote student learning, equity, inclusion, accessibility, and social connection
- Demonstrated effectiveness in change management to respond to today's college students' evolving interests and needs
- Experience responding to crisis situations and providing leadership for moving forward
- Experience with budget management and financial planning
- Willingness to engage in broader national conversations regarding student life
- The ability to make decisions and communicate them with a view to what is equitable and inclusive
- Understanding the value and role of partnering with the development office to set objectives and support student life initiatives
- Ability to work effectively with a board of trustees
- Candidates for the position must hold a master's degree in any field from an accredited institution

PROCEDURE FOR CANDIDACY

Confidential review of applications will begin immediately and continue until the position is filled. Please submit your resume and cover letter outlining your interest in and suitability for this position. To apply online, go to <https://theapplicantmanager.com/jobs?pos=su190>

For more information or to offer recommendations or nominations:

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PORTLAND, OREGON

Whether you see Portland, Oregon, as a small town with a big-city feel or a big city that feels like a small town, it is a cool place to live. Located on the banks of the Willamette River and only 90 minutes from the snow-capped peaks of the Cascade Range and the crashing waves of the Pacific Ocean, you might not realize Portland's bustling downtown and waterfront are the heart of a metropolitan region with more than 2 million people. Twelve bridges span a wide elbow of the Willamette River, connecting the east and west sides of town. Throughout the metro area are thriving neighborhoods filled with restaurants, bars, funky clothing stores, antique malls, and art galleries. Portland also has an abundance of movie theaters, new and used bookstores (including Powell's, the largest bookstore west of the Mississippi), coffee shops, and clubs.

Art lovers can enjoy the Portland Art Museum, the Oregon Historical Society, a performing arts complex, and a concert hall. For the sports-minded, the Portland area has its own NBA team (the Trail Blazers), a major league soccer team (the Timbers), an American professional women's soccer team (the Thorns), and minor-league baseball and hockey teams. Outdoorsy types love Forest Park, the largest city park in the nation, with 5,000 acres of hiking and biking trails; a zoo; public gardens; and beautiful old-growth woods. And all of this is connected by one of the world's leading public transportation systems—a combination of buses, streetcars, and light-rail trains, making the entire metro area only a couple of stops away.

If you like day trips, a short drive in any direction will lead you to some of the most breathtaking scenery in the world: mountains, seashore, river gorge, and desert.

Oregon is the second most popular state to move to with 61% inbound migration. Portland is attracting both older individuals and young people with its mix of economic growth, cutting edge urban planning, and scenic landscape (*Forbes*).

For more information on Portland, Oregon:

Travel Portland: <http://www.travelportland.com/things-to-do/>

Portland Parks and Recreation: <https://www.portlandoregon.gov/parks/35300>

City of Portland: <https://www.portlandoregon.gov/>

Partners in Diversity: <https://www.partnersindiversity.org/>

On clear days, Mount Hood and Mount St. Helens—the two Cascade Range volcanoes visible from the metro area—stand as iconic fixtures on the Portland horizon. Both snowcapped peaks are just a short drive from the city.

Stretching above 11,000 feet, Mount Hood is Oregon's highest point. It's a downhill and cross-country skiers' paradise and summer training home for the US Olympic ski team with its year-round snow. During the spring and summer, campers pitch their tents on glassy mountain lakes along the Pacific Crest Trail.

If it's ocean you're looking for, the Oregon Coast is a year-round playground for adventure-seekers and beachcombers alike. Along the scenic coast Highway 101 you'll find quaint beach towns and wind-wracked headlands rising hundreds of feet above the crashing Pacific, and miles of publicly accessible un-peopled beaches. Wild flowers grow atop massive cliffs, and eons of wind and powerful waves have carved giant boulders into caves and lovely cathedral-esque hollows. Bring your wetsuit and surf or sea kayak within the natural beauty of this majestic coast.

APPENDIX A

Reed at a Glance

People

- 1,471 students
 - 53% women
 - 47% men
 - 28% students of color
- 165 faculty members
- 350 staff members
- 14,805 living degreed alumni
- 34 trustees, including the president; 23 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 2019-2020 and Financial Aid 2019-2020

- Tuition and fees are \$58,440 per year
- Typical room and board is \$14,620 per year
- Over 50% of Reed students receive need-based financial assistance
- The average financial aid package is \$45,590
- Reed's need-based financial aid program meets 100% of demonstrated need for all admitted students

Budget

- The 2019-20 operating budget is approximately \$112.4 (includes the financial aid) million plus an auxiliaries' budget (room and board) of \$17.6 million
- Reed has tax-exempt bonds issued in the approximate amount of \$100.5 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 28 buildings and 27 residence halls
- Recent improvements include a new performing arts building, renovations to the cross-canyon dorms, and construction of a new dorm
- Downtown Portland is a 10 minute drive and 20 minutes 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

APPENDIX B

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 the 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 advisor, 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 evaluations 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 a 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 the pursuit of its academic goals is advanced by actively seeking a student body, a faculty, and a staff that reflects 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.

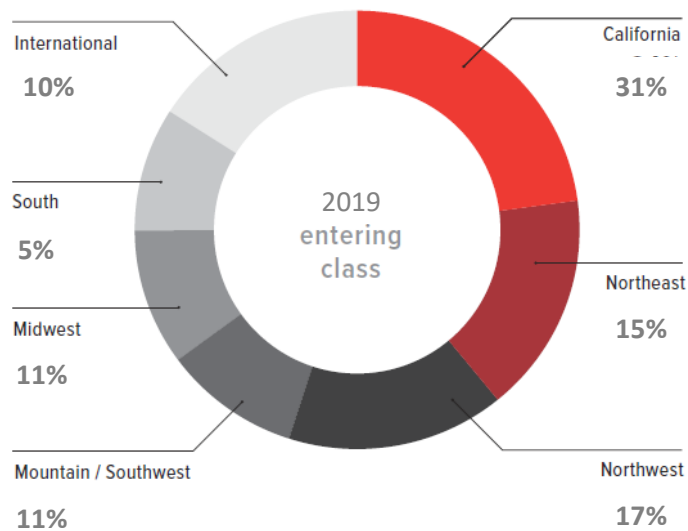
Admissions, Retention, Endowment

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%
2019	51,222	5,815	2,295	39%	394	17%

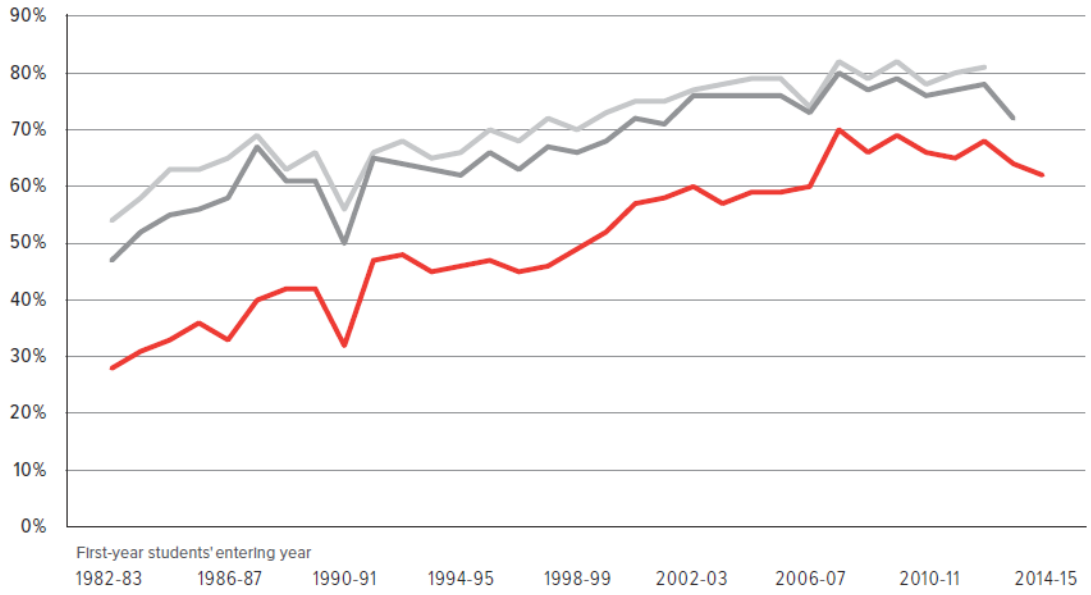
*based on total number of applications

WHERE DO REEDIES COME FROM?



The fall 2019 entering class came to Reed from 42 states and the District of Columbia, and from 8 countries. Sixty-five percent enrolled from public secondary schools, 25 percent from private schools, 5 percent from religious schools, and 4 percent from charter, home schools or other.

GRADUATION RATES



ENDOWMENT

