

REED COLLEGE

Opportunity and Challenge Profile

*Search for the Martha A. Darling Dean of Students
Reed College
Portland, Oregon*

Reed College (Reed), a distinguished liberal arts and sciences college, seeks a new Martha A. Darling Dean of Students (DoS) to augment the co-curricular student experience consistent with Reed's unique academic mission, values, and traditions. The DoS will be joining Reed at a pivotal time as part of a new leadership team deeply committed to enhancing student life, advancing anti-racist and inclusive practices, and providing a successful and holistic student experience. Reporting to the Vice President for Student Life (VPSL), the DoS will provide strategic and thoughtful leadership centered upon principles of trust and collaborative governance to enhance co-curricular opportunities and the wellbeing of an exceptionally diverse, intellectual student body.

Located in beautiful Portland, Oregon, Reed currently enrolls close to 1,400 students, with 1200 students living on campus. Academic rigor and intellectual curiosity are the central focus of college life at Reed. Students are by training and inclination uniquely adapted to leadership in the modern world as the college consistently attracts passionate, idiosyncratic, intellectual, creative, and independent young adults. They experience a challenging program of study in which strong and ever-improving skills in reading, writing, critical analysis, and laboratory work are the expectation. Students choose Reed because academic vigor touches every aspect of the student experience and because it is a college distinguished for its marked intense intellectualism, resistance to social conformity, and unconventional creativity.

The DoS will join the campus community at a time of great opportunity for change and innovation after the recent arrival of a new VPSL, Dr. Karnell McConnell-Black, in July 2020. The DoS will collaborate closely with the VPSL to innovate in support of Reedies, partnering across the college to optimize student success; build a culturally competent and anti-racist organization; and augment a co-curricular experience within a culture that prizes student ownership and collective autonomy. Reed has a long history of student (and faculty) governance of the college through various boards and decision-making bodies guided by Reed's honor principle. The DoS will be the first line of contact for students, helping to navigate sometimes complex structures and principles that makes Reed distinctive. The DoS will provide guidance and expertise to inform their decision-making and advocacy while also ensuring consistent and equitable practices and processes. To be successful, the DoS will be given the imperative to address the following key opportunities and challenges to deliver a transformative student experience:

- Clarify and communicate the role of the DoS to students, faculty, and staff
- Be a highly visible student advocate and college citizen
- Actively support and advance a cohesive and integrated DoS unit
- Promote student success balancing collaborative autonomy with accountability
- Foster connections with faculty and staff to advance holistic student learning and success
- Serve as a strong Student Life Division advocate and college-wide leader

A list of the desired qualifications and characteristics of the DoS can be found at the conclusion of this document, which was prepared by the Search Committee with the assistance of Isaacson, Miller, a national executive search firm, to provide background information and detail the key opportunities and challenges

related to the position. All confidential applications, inquiries, and nominations should be directed to the parties listed at the conclusion of this document.

About Reed College

Reed provides one of the nation's most intellectually rigorous undergraduate experiences, with a highly structured academic program balancing broad distribution requirements and in-depth study in a chosen academic discipline. The faculty consists of dedicated teacher-scholars uniquely committed to their pedagogical mission, as they regularly engage their students as collaborators in research, scholarship, and artistic expression and have the unusual luxury of assuming that coursework, laboratory work, and artistic work are the main priority of their students.

The college has always harnessed the ideal of inspiring a sense of self-reliance in students that extends beyond the classroom. The college embraces the Honor Principle and makes virtues of student independence. Reed's Honor Principle (https://www.reed.edu/honor_principle/) governs every aspect of the student experience and 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 Reed students aspire to live and learn honorably, they are also given considerable personal freedom. 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. This results in a very empowered, student-driven culture as they shape their Reed journey, and it is designed with the intent of having students take on leadership roles to find solutions rather than create college-mandated policies and procedures. While it is important to embrace such traditions and culture at Reed, there is also a strong desire to create and facilitate more equitable and transparent structures for decision making to balance autonomy and accountability, and ensure a welcoming environment for all students.

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 steady progress toward a more diverse and inclusive community, though there is still much work to be done to continue these efforts. Currently, 28 percent of Reed students identify as people of color, up from 20 percent in 2009. 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 for admission. The Fall 2019 class represented 42 states and the District of Columbia, 8 countries; 16 percent were valedictorians; the average high school GPA was 4.0, and the Median SAT was in the 98th percentile.

Over the past twenty years, and especially in the last ten, there has been a conscious effort to support student success through more robust financial aid packaging, diligent student counseling, greater academic support, and an increase in on-campus residency to 80 percent, with the addition of a new residence hall that opened in fall 2019, adding 180 beds. The college also recently created a Center for Life Beyond Reed, which helps bolster educational outcomes for recent graduates and post-graduation employment opportunities. The Division recently expanded the range of educational, preventive, health, and well-being resources on campus to support the whole student, and there are committed endeavors toward increasing retention. The college currently has a six-year graduation rate of roughly 76 percent.

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 class of 2023 was \$45,490.

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 \$576 million as of June 30, 2020. 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.

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 world's brightest, curious, and engaged young scholars. It aspires to be known more widely for offering one of the best liberal arts educations in the country and to be further recognized for its unique and vibrant academic culture. By 2030, the vision is to be a college known for helping students with a wide variety of identities and life experiences reach their full human potential while helping each student to define, pursue, and achieve a life of meaning and impact. Reed will continue to offer a structured curriculum designed to provide breadth of learning with 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.

The Division of Student Life at Reed

The Division of Student Life strives to provide a holistic and integrated student experience that is supportive of all students as they engage in their rigorous academic pursuits. 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 partnership with the other members of the president's staff 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 the units within the DoS portfolio along with athletics, fitness, and outdoor programs; community safety; health and counseling; sexual health, advocacy, and relationship education; Title IX; and wellness. The Division underwent a recent restructuring, with the student health and wellbeing unit now reporting directly to the VPSL to better support the safety of students and monitor risk.

In collaboration with students, staff, and faculty, the Division of Student Life supports largely student-run committees in support of the Honor Principle, such as the Judicial Board (JBoard), Honor Council, and the Restorative Justice Coalition, though additional working groups have been formed around Title IX and sexual misconduct that have larger staff and faculty representation. Reed students 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. Most student activities have been student-invented and student-managed, though there have been more recent staff led student activities as the Division has grown over the last few years and more efforts are underway to expand student engagement in a variety of forms.

Before the arrival of the current VPSL, the Division and college adopted a new Student Success Plan. The Student Life Division continues the hard work of supporting students through the lens of the Student Success Plan, and the VPSL looks forward to collaborating with the DoS on this vision. More information

about the Plan's goals and objectives can be found at <https://www.reed.edu/student-success/goals-and-objectives.html>.

Role of the DoS

Reporting to the VPSL and serving on Reed's Senior Staff team, the DoS is responsible for providing leadership in augmenting and supporting the co-curricular student experience consistent with Reed's academic mission, values and traditions. As a student-centered and strategic partner with the vice president for student life, the dean of students coordinates and operationalizes Reed College's integrative student experience through engagement, advocacy, support, and accountability. The position is expected to leverage student development theory and innovative student affairs practices to promote a holistic student experience. The dean of students will serve as an advocate for students and a conduit for information sharing with students, staff and faculty colleagues, as well as other community stakeholders to promote student success, retention, and graduation.

The DoS will work closely with the VPSL as a thought partner to determine strategy for the Division, in particular for the areas of crisis management, student conduct, holistic student development and engagement, residential life, student success, and equity and inclusion efforts. The DoS will also assist the VPSL in determining next steps for the Student Success Plan, including its continued effective execution. The DoS will work closely with the VPSL to assess the effectiveness and operations of the Division of Student Life through data and assessment to ensure a fulfilling and distinctive students experience. The DoS is the first line of contact for students and serves as the Division liaison with student families and other support systems.

The DoS oversees the Dean of Students unit with approximately 23 staff and an operating budget of approximately \$2.5 million. Direct reports to the DoS include the Associate Dean for Student and Campus Life (residential life and student engagement), Associate Dean for Academic Life (disability and accessibility resources, international student services, academic support), the Assistant Dean for Student Support (case management, behavioral intervention team, and CARE team), and the Assistant Dean for Rights and Responsibilities, which is a new position that is currently advertised. The DoS serves as an Administrative Hearing Officer and conducts administrative hearings for students who have allegedly violated college policy, makes case decisions after receiving recommendations from JBoard, and serves as co-chair of the Student Life Behavioral Intervention Team (BIT) with ultimate responsibility for the implementation of BIT recommendations. The DoS serves on various college committees including but not limited to the Alcohol & Other Drug Review Panel (AODRP), Residence Life Appeals, Renn Fayre, and the Sexual Assault Response Team and collaborates with the Title IX/504 Coordinator regarding sexual misconduct and ADA compliance. The DoS will serve in an advisory capacity to all student-governed boards and committees in support of the Honor Principle.

In 2019, Martha A. Darling '66 established an endowment to support Student and Campus Life activities in the Division of Student Life. In recognition of this gift, Reed College named the Dean of Students role in her honor. Martha Darling is one of Reed's most stalwart supporters of students. As a longtime member of the board of trustees, she has championed Student Life initiatives, established the Lu Ann Williams Darling '42 Scholarship in memory of her mother, and created the Munk-Darling Lecture to bring distinguished speakers to campus. Martha majored in American Studies at Reed and has pursued a dynamic and varied career, including roles in public service and business management. In addition to her leadership at Reed College, Martha serves on boards throughout the country.

Key Opportunities and Challenges for the DoS

Clarify and communicate the role of the DoS to students, faculty, and staff

The DoS will be joining Reed at an opportune time. With recent Division role creation and changes, there is now a need to further articulate the role of the DoS and build greater channels of communication and transparency. This person will help to strengthen a sense of shared purpose and unit alignment which takes into account Reed's distinct culture and philosophies, clarifying roles and responsibilities as the organization evolves. In collaboration with the college community and VPSL, the DoS will create a vision and strategy for the division with the goal of providing clearer guidance and services to students and staff which works to advance a truly inclusive, equitable and anti-racist culture. The DoS will build greater opportunities for co-curricular activity and learning, implement the Student Success Plan, and work with faculty, students and staff to provide a holistic student learning experience.

Be a highly visible student advocate and college citizen

The DoS will champion students and work to support a community of exceptionally innovative and interdependent thinkers. This person will engage in meaningful conversations, listen and challenge perceptions and perspectives, while also serving as an advisor and guide to support students in their decision making. The DoS will also work to build student engagement over time. Many Reed students are engaged in student life governance, but there is more work to be done, particularly in ensuring all students at Reed, including those from underrepresented and marginalized communities, are heard and supported. In combination with faculty, students, staff, alumni, and senior leadership, the DoS will work to balance Reed's passion for collaborative autonomy with ensuring a safe environment and equitable treatment of all students.

Actively support and advance a cohesive and integrated DoS unit

The DoS will be a strong manager and leader and seek opportunities to further develop the student life team. This includes strong management and oversight, supporting staff in their professional development, and establishing more frequent channels of communication for the team to collaborate and share their work. The DoS will also advance an anti-racist and more diverse division, working to ensure equity and cultural competency training and more diversity in the student life team, reflecting the values and demographics of the students served. Furthermore, the DoS will help develop more inclusive programming to support students. Finally, the DoS will ensure a clear performance and data management system and work to build greater information flow and accountability for all student life units.

Promote student success balancing collaborative autonomy with accountability

The DoS will retain the College's core values in ensuring collaborative autonomy and leadership for students while strengthening accountability and championing equitable process and policies. The incumbent will assess and evaluate the DoS portfolio and work with student groups and staff to strengthen and integrate programming. This includes further clarification and enhancements to the student conduct process by which students' rights and responsibilities are articulated, with clear steps and adjudication and alternative resolution processes. In addition, the DoS will oversee and ensure residential life and student engagement activities run smoothly with an emphasis upon access and disability services. The DoS will ensure a more proactive approach to student engagement overall, especially when anticipating and responding to crises.

Foster connections with faculty and staff to advance holistic student learning and success

Reed students are incredibly talented, but also experience a variety of stressors and challenges including food and housing insecurity, financial hardship, increasing amounts of stress, and medical and mental health concerns and more. With the recent growth of the student engagement unit, the opening of additional residential beds, thoughtful adaptations to student academic support, and the growth of health and wellbeing departments, Reed has already made great strides. However, more can be done in partnering with faculty, staff, and senior leaders to address gaps in existing services such as tutoring, academic advising, and early response systems. The DoS will work in synergy with faculty and staff across the college to ensure more seamless student support and facilitate discussions around future co-curricular innovations.

Serve as a strong Student Life Division advocate and college-wide leader

The DoS will help to share the successes of the DoS unit with the VPSL and college leadership, enhancing visibility and work of staff, while telling the student life narrative as a partner in and key component of learning. This person will also serve as a strong partner with the VPSL and senior administration with an eye to student advocacy, but also as a thought leader around broad student issues. In addition, the DoS will have an eye on trends in student life nationally and work to share and implement best practices where possible.

Qualifications and Characteristics

Reed seeks an experienced and collaborative DoS experienced in organizational building and change management. In addition, the DoS will also have most, if not all, of the following qualifications and experience:

- A minimum of ten years of higher education experience, a Masters in higher education or a related field.
- A proven track record of serving as a strong and visible advocate for all students, including experience promoting anti-racism, equity, and student success endeavors.
- An understanding of and appreciation for a residential liberal arts education; a passion for providing support and opportunities for Reed's students; an authentic appreciation for Reed's history and traditions, as well as a vision for its potential.
- Knowledge of and experience with working effectively with varied student populations, including first-generation students, students from various socio-economic backgrounds, students from the LGBT+ community, students from diverse cultural, religious, and ethnic backgrounds, international students, students with disabilities, and undocumented students/dreamers. An understanding of students as unique individuals with intersectional identities.
- A strong personal orientation toward leadership, collaboration, teamwork, openness, accessibility, accountability and delegation. A high level of compassion, thoughtfulness, and political acumen while also having a sense of humor. A high level of emotional intelligence.
- Highly effective in all aspects of crisis management, including the ability to work collaboratively with others in managing crises.
- Well-developed skills in assessing organizational effectiveness and identifying areas of strength as well as needs for improvement. Effectiveness in setting priorities and deadlines to ensure project goals and objectives are met. Skills in developing and managing budgets.
- Sensitive, diplomatic, and highly articulate in written and verbal communications with all constituencies.
- Ability to effectively manage, coach, lead, and cultivate a team.

Benefits and Compensation

Reed College offers an exceptional [benefits package](#), including comprehensive medical and dental insurance, 403(b) retirement plan with 10% employer contribution (after one year of service), 22 days of paid vacation, 8 paid holidays, half-day Fridays in the summer, and many other campus amenities. The starting annual salary for this position is \$120,000.

Location

Big city excitement and small-town charm make Portland, known as “the City of Roses” one of the most popular cities on the west coast. Situated where the Columbia and Willamette Rivers meet and approximately 70 miles from the Pacific Ocean, Portland enjoys a magnificent setting, combining sparkling waterways with lush greenery rarely found in urban settings. Portland is home to approximately 650,000 residents and the population of the surrounding metropolitan area is approximately 2.6 million. Portland is widely recognized in national surveys and rankings as one of America's most livable cities and is ranked #1 as the most desirable city for career development and entrepreneurship.

Portland’s historic old town, many galleries and museums, Saturday Market, Waterfront Park and an abundance of fine restaurants keep residents and visitors happily engaged. The performing arts in the area offer classical music, jazz and blues, as well as theater and dance. Portland is just a short distance from the spectacular Columbia River Gorge and Multnomah Falls, windsurfing at Hood River, valley wineries, skiing at Mt. Hood, and the drama of the Oregon coast.

Portland is known for its extensive park system of more than 200 parks. These encompass such areas as the elm shaded South Park Blocks in the downtown area and Washington Park, home of the Rose Gardens and the Japanese Gardens. Portland's Forest Park, at nearly 5,000 acres, is the largest park within a city in the U.S. and has nearly 50 miles of walking trails. Portland’s award-winning mass transit system is one of the most extensive and advanced in the U.S. and includes buses and the MAX, an urban light rail line, as well as a downtown transit mall. Relocation information can be found at <http://www.portlandreloguide.com/>

Applications, Inquiries, and Nominations

Screening of complete applications will begin immediately and continue until the completion of the search process. Inquiries, nominations, referrals, and CVs with cover letters should be sent via the Isaacson, Miller website for the search: www.imsearch.com/7820. Electronic submission of materials is strongly encouraged.



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