

REED COLLEGE		
STAFF POLICIES AND PROCEDURES MANUAL		
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This manual is not intended nor should it be construed as creating any contractual obligations. These policies and procedures are subject to deletion or modification by Reed College at any time for any reason with or without notice.

Reed College reserves full discretionary authority to interpret and apply in its sole judgement, all college guidelines and procedures, including all those summarized in this manual, and reserves exclusive authority to determine how those guidelines and procedures apply to specific issues and circumstances.

It is our intent at Reed College to maintain a stable, competent work force that is well informed in all employment matters. We strive to provide staff members with full opportunities for growth, expression of ideas, work satisfaction, and recognition for their contributions.

The purpose of these written policies and procedures is to assist each of us in achieving the satisfaction in our work that comes from knowing generally what our colleagues expect of us.

The policies and procedures described in this manual supersede all other handbooks, policies or procedures previously issued by the college, as well as any express or implied representations previously made by persons employed by the college. This updated manual supersedes in total the manual originally published and distributed in 1994 and the updated manual published and distributed in 1996 and 2001.

This manual does *not* contain the complete terms or conditions of any of the college's current benefits plan; it is intended only to provide general explanations. In all cases, the plan document and contract will be the final determinant of the benefit provided.

These college-wide policies and procedures are necessarily general and will change as we change. Suggestions for revisions to the manual should be directed to the Human Resources Department.

A copy of this manual is to be maintained in each department of the college as a resource for staff members and as a procedural guide for supervisors and managers.

Questions about the application of a particular policy or procedure should be directed to the supervisor or to Human Resources.

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Subject:	History and goal	Date: 7/1/07

History of Reed College:

Reed College was founded by the trustees of the Reed Institute, created by the Will of Amanda W. Reed, the widow of a pioneer Oregon business man, Simeon G. Reed, whose many activities included the development of the first large-scale transportation system on the Columbia River. Prior to Mr. Reed's death they were inspired and encouraged to found an institution that would contribute to the "cultural enlightenment" of their home city, by their friend and pastor, Thomas Lamb Eliot, minister of the First Unitarian Church. Dr. Eliot served as president of the board during the first decade of the college's history.

The basic character of Reed College was already established when the first class commenced its studies in 1911. Important factors in determining the character of the college were:

1. the establishing will which specified that the college be non-sectarian and located in Portland and gave broad discretionary powers to the trustees;
2. the quality of the first trustees who asked the General Education Board to make a study of the type of institution needed in the northwest; and
3. the forceful personality of the first president, William T. Foster, whose educational philosophy shaped the early years of Reed College and is still evident today.

From the first, Reed College has had wide recognition for pioneering new ideas in higher education and for the high quality of faculty, academic program and student body. Beginning as a local institution, Reed is today a college of liberal arts and sciences drawing faculty and students from across the nation and throughout the world.

Goal of Reed College:

(from the report of the Committee on Long Range Priorities, George Hay, chair; approved by the Faculty and Trustees, 1971)

The goal of Reed College is to provide an education in the liberal arts and sciences, with emphasis on the highest intellectual and scholarly standards.

The Reed education pays particular attention to a balance between a broad study in the various areas of human knowledge and a close, in-depth study in a recognized academic discipline. The general program is designed to provide a background of humanistic and scientific study which will give an understanding of cultural phenomena as they relate to each other and modes of thought as they bear on the problem of man's various attempts to understand himself and his world. The advanced program provides opportunity for intensive examination of the subject matter and techniques of a more narrowly defined academic discipline.

The balance of a general and more specialized education is best achieved where students and faculty work closely together in an atmosphere of shared intellectual and scholarly concern, and where individual interests and disciplines must be pursued not in isolation, but with a sense of the larger intellectual life of which they are a part.

Operating principles and basic procedures of Reed College:

In carrying out its goals the college has developed certain operating principles and procedures. Some are basic and unalterable, such as academic freedom. Some refer to tested and valued methods that give the college some of its distinctive character. All are important to the present workings of the college and should guide its future development.

1. The college fosters and defends academic freedom and avoids taking positions on political issues that do not affect the college or higher education directly.
2. As a relatively small school, the college necessarily offers a limited number of subject areas, but by careful selection and judicious balance among these, strives to offer each well and in effective relationship to the whole.

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3. The college provides an intense and demanding education regimen. As stated by the first president of the college: "only those who want to work, and to work hard, and to gain the greatest possible benefit from their studies are welcomed."
4. Each student exercises wide choice in constructing his/her program, but employs course requirements to ensure that proper attention is given to the goals of both general and advanced study.
5. Most students complete their advanced study within a departmental major, but interdisciplinary programs are endorsed insofar as they represent carefully reasoned alternatives to a major within an academic discipline.
6. Students are not divided by academic ability or promise, and there are neither "honors" degrees nor other such programs.
7. The college program encourages a growing intellectual self-reliance. Independent study courses are available for students of proven ability, and each student writes a thesis and is examined on it during his/her final year.
8. Much of a student's class work is conducted by the conference method or by active participation in the laboratory. Lectures and formal expository presentations are used where they are effective alternatives or supplements to the conference method.
9. A faculty advisory system ensures that each student's program meets the requirements of both general and advanced study consistent with the student's goals and facilitates effective communication on matters such as the evaluation of student performance.
10. Although student performance is closely and frequently evaluated and the grades are recorded, students are encouraged to consider intellectual growth more important than grades.
11. The college provides an environment for student life in which unnecessary structuring and regulation are avoided. Areas of conduct not affected by college regulations are mediated by the honor principle.
12. The affairs of the college are conducted under constitutional government. The campus is an area of the freest exchange and open discussion of ideas. The use of force or threat of force is intolerable in such a community.
13. The college regularly seeks student advice on educational policy and other operating features of the college. But final decisions in uncertain spheres are made by the faculty, administrative officers and trustees.
14. The college provides a variety of extracurricular offerings in cultural affairs, in public and international affairs, and in personal and recreational sports.
15. The college supports and encourages scholarly research and the application of such scholarship to teaching.
16. The college is not an "experimental school," but continues to seek more effective ways to present the subject matters of the liberal arts curriculum.

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Subject: Academic program

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The curriculum has evolved over the years, but Reed has never deviated from certain fundamentals:

- 1) a core of studies that all students must master to ensure the growth of intellectual skills and to lay a cultural foundation for a broad education;
- 2) a humanities program, devoted to a systematic interdisciplinary study of the basic texts of the western intellectual tradition;
- 3) a distribution of courses in the student's four years to ensure breadth and integration of education; and
- 4) a substantial project or paper—the senior thesis—undertaken with a faculty adviser, to synthesize the knowledge and skills learned in the major elected field.

These principles have resulted in the shaping of the curriculum as an integrated whole. Reed students move from the humanities program and other introductory courses to the choice of a major field, then to the culminating thesis, building intellectual maturity as they go.

The curriculum focuses on learning as a process. Development of logical thinking, purposeful speaking, and good writing are an integral part of the work at Reed.

Central to Reed's educational philosophy is the conference method of teaching. Small classes generally of ten to twenty students meet with a professor who serves as facilitator. In this setting, each student is responsible for contributing to discussion of readings and lectures.

At Reed, grades are recorded in a traditional grading system, but they are reported to the student only upon request. There are no standard grade reports, no dean's list, and no posting of class grades.

Professors respond to student work with lengthy written evaluations and in frequent face to face "paper conferences," an important part of the Reed tradition.

The point of these policies is to de-emphasize competitiveness and to reinforce Reed's philosophy that academic work should be pursued for its own sake, and not to "get the grade". In classes, labs, individual conferences, and informal meetings, students and professors work cooperatively in an intellectual community.

Just as Reed attracts students who are particularly serious about their intellectual life, Reed attracts faculty members who choose Reed because of its emphasis on teaching quality and its high standard of achievement.

Reed students point to the opportunity to work closely with faculty members as one of the great benefits of a Reed education. The participants in such a closely knit process of classes, conferences, and individual meetings get to know one another as thoughtful people with their own styles and ideas. The common bond is that they all share the value of wide-ranging and intensive inquiry.

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The Board of Trustees:

Legal authority for the operation of the college, under the charter granted by the State of Oregon, rests with the Board of Trustees. A charter and bylaws (*Bylaws of the Reed Institute*) provide for a Board of Trustees, of whom one is the President of the college. Four are selected by the Alumni Association, one annually, each for a term of four years. The other trustees are elected by the board, with a nominating committee ordinarily presenting names for consideration; such trustees serve for a term that is normally five years.

In practice, it is generally recognized as a chief responsibility of a Board of Trustees to elect the President of the college. This task is undertaken by a search committee appointed by the Chair of the board and consisting of both trustees and members of the faculty. The board also approves faculty appointments, which are recommended by the President and considered by an Academic Affairs Committee of the board.

Other specific and important responsibilities of the board include approval of the college budget, including the general salary schedules; management of investment and other financial and property considerations, with the assistance of an investment counsel; approval of new buildings and general planning and upkeep of the campus; and assistance in fund raising.

In general, the board operates through a committee structure which includes an Executive Committee, Academic Affairs Committee, Budget Policy Committee, Buildings and Grounds Committee, Development Committee, Investment Committee, Nominating Committee, Student Affairs Committee, and such special committees as the Chair or the board shall deem necessary. In all of these matters, the President and other college officers are concerned to provide leadership and assistance to the board.

The Faculty Constitution:

The Faculty Constitution and Bylaws set forth the rights and responsibilities of the faculty and the processes by which the faculty participate in the governance of the college. It is jointly ratified by the faculty and the Board of Trustees. The faculty is charged by the Board of Trustees with the fundamental responsibility for the formulation, revision, and continuous review of educational policy. The Board of Trustees shall make no alterations in the basic educational policy of the college without a prior and full review by the faculty.

Much of the work of the faculty as a policy-making and administrative body is accomplished through:

1. the five academic divisions: arts; history and social sciences; literature and language; mathematics and natural science; and philosophy, education, religion, and psychology;
2. through standing and special committees provided for by the Faculty Constitution.

The most important standing committees include the:

- Committee on Academic Policy and Planning (CAPP)
- Committee on Advancement and Tenure (CAT)
- Community Affairs Committee (CAC)
- Appeals and Review Committee
- Administration Committee
- Committee on Admissions and Financial Aid
- Library Board
- Off-Campus Study Program Committee

The Student Body Constitution:

The constitution which establishes the governance of student affairs provides for a Student Body Senate, an elected body of representatives presided over by the student body President. It grants the

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senate the authority to initiate and review community legislation on behalf of the student body and to represent student interests before the faculty, administration, and trustees.

The Student Body Senate may recommend to any committee of the faculty that it address a particular problem within its competence. The senate also allocates, distributes, and supervises student body funds.

The Community Constitution:

(Approved by the Faculty and Student Body, November, 1989; approved by the Board of Trustees, January 27, 1990)

The faculty and student body have jointly enacted a Constitution of the Reed Community according to which they share responsibility for the governance of community affairs.

The Preamble to the Constitution reads as follows:

“The academic and administrative faculty and the student body of Reed College adopt this constitution in order to define how we may share responsibility for the government of community affairs. We declare our commitment to responsible and honorable conduct in academic and community affairs, and we reaffirm one another’s rights to freedom of inquiry and expression in coursework, scholarship, and the day-to-day life of the Reed community. Since such freedom requires an atmosphere of trust and mutual confidence, we further declare that dishonesty, intimidation, harassment, exploitation, and the use or threat of force are incompatible with the preservation of this freedom. “

The Constitution outlines the process by which the student body Senate and the faculty Community Affairs Committee initiate and review community legislation. It provides for an Agenda Committee that “facilitates communication among the various constituencies of the college on matters pertaining to the well-being of the Reed community as a whole...has the responsibility of ensuring that such matters come in a timely fashion before the representative and advisory bodies...(and) provides for appropriate publicity of the discussion of such matters, and of the conclusions reached” (Article V, section 5). It outlines the community judicial and grievance procedures.

The Constitution also provides that, with some exceptions, “all committees established under the Constitution and Bylaws of the faculty shall either have voting student members or shall work in relation to such parallel committees as may be established under the student body Constitution” (Article V, section 2).

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Subject:	Honor principle and council	Date: 7/1/07

The Honor Principle:

Students and faculty at Reed have always described the Honor Principle as one of the college’s most important and distinctive features. The first class of Reed students “voted to relieve the faculty of the burden of enforcing honesty in . . . tests, and agreed to make it a ‘point of honor’ not to cheat in examinations” (*Reed College Annual*, vol. I, 1915).

In 1919 the constitution of the student body asserted that student conduct generally should be controlled “by the application of the Honor Principle, which is based on the assumption that students will be guided and governed by their own knowledge of right and wrong.”

In 1963 the community Senate approved a statement amplifying on the knowledge of “right and wrong” which had heretofore sustained the Honor Principle:

“Two kinds of behavior are considered anti-social and therefore in violation of the honor principle:

1. Conduct which causes embarrassment, discomfort or injury to other individuals or to the community as a whole.
2. Conduct in violation of specific rules that have been developed over the years to meet special conditions in the community.”

In 1968 this statement was amended by inserting the word “unnecessary” before “embarrassment,” and redefining violations of community rules as potential violations of the Honor Principle.

In 1973 the faculty adopted a still more explicit statement:

“The members of the Reed College community believe that they should take upon themselves a responsibility for maintaining standards of conduct which insure an atmosphere of honesty and mutual trust in their academic and social lives. Such standards of conduct rest upon a principle of honor rather than a constitutional system of right and law. This principle entails the unquestioned integrity of the individual in all areas of his intellectual activity, and a shared responsibility for enabling the college as a whole to achieve its highest aims as a community of scholarship and learning. The honor principle also demands the respectful concern of each person for the other, and the exercise of conscionable judgment in all actions toward individuals and their property. Let it be understood that such integrity, concern, and judgment are not simply matters of an individual’s intentions, but, rather, entail qualities of conduct which are clearly reflected in one’s actions. Although the college does not call upon its members to sign a pledge of honor, it does recognize the necessity for tacit agreement by all its members to support the honor principle by governing their own conduct in accordance with its spirit, by respecting regulations which the community has established, by acting in a responsible manner toward honor violations which come to their attention. Members of the community should recognize their obligations to notify the Judicial Board of actions involving a breach of the honor principle, even though such actions may be their own.”

The Community Constitution provides in its preamble a description of what was once simply called the “Honor Spirit”:

“We declare our commitment to responsible and honorable conduct in academic and community affairs, and we reaffirm one another’s rights to freedom of inquiry and expression in coursework, scholarship, and the day-to-day life of the Reed community. Since such freedom requires an atmosphere of trust and mutual confidence, we further declare that dishonesty, intimidation, harassment, exploitation, and the use or threat of force are incompatible with the preservation of this freedom.”

The preamble to the Student Body Constitution emphasizes one dimension of these ideals:

“We commit ourselves to respect, encourage, and support one another in our academic and community lives.”

And writing in the 1989-90 Student Handbook, Jiro Feingold casts this spirit language in a more personal and less formal form:

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“What the Honor Principle means to me: Don’t lie, cheat, or steal. Don’t mock or humiliate someone in a public forum. Think about what you do, before you do it. If it will inconvenience someone, try to find a solution compatible to both of you. Try to make the community work.”

In the year 2000, the following joint resolution was adopted by the Reed College Student Senate on May 2, 2000 and by the Reed College faculty on September 11, 2000:

Whereas the Reed Community has from the beginning thought of itself as governed by an Honor Principle; and

Whereas we believe there exist practical, ethical and legal requirements that members of the Community receive adequate notice about the meaning, scope, and implications of the Honor Principle,

Be it resolved that the Student Senate and the faculty of Reed College jointly adopt the following statement to help guide the community, the Honor Council, the Judicial Board, and the Grievance Committees of both the staff and the faculty.

"The Preamble to the Community Constitution states that 'We declare our commitment to responsible and honorable conduct in academic and community affairs, and we reaffirm one another's rights to freedom of inquiry and expression in coursework, scholarship, and the day to day life of the Reed Community.'

In keeping with this declaration, we understand that all members of the community endeavor to be honest in every aspect of academic and community life. In addition, the students, in order to take on primary responsibility for upholding academic honesty, make it a particular point of honor neither to cheat on examinations or other academic work, nor to tolerate such behavior in others.

We also understand that a commitment to responsible and honorable conduct means that members of the community should behave in a way that does not cause unnecessary embarrassment, discomfort or injury to other individuals or to the community as a whole.

Alleged honor violations, except for those pertaining to academic dishonesty, should be resolved by mediation or other judicial processes, whichever is appropriate; cases pertaining to academic dishonesty shall be adjudicated as per the faculty code. When specific rules and policies have been duly enacted in the best interests of the community, community members are on their honor to respect those rules and policies, and to accept any mediated consequence or judicial sanction should the violation of a rule or policy result in unnecessary embarrassment, discomfort or injury to other individuals or to the community as a whole."

Despite changing norms of behavior between 1911 and the present, this sampling from statements made over the years suggests that certain ideas have remained essential to the meaning of the Honor Principle:

1. The Honor Principle is a universal one, binding all members of the college, including students, faculty, administrators, and staff.
2. The Honor Principle is based upon the assumption that members of the community will be honest (not only in their academic work but in all their behavior), will respect others' rights and persons, will take responsibility for the impact of their behavior on the college as a whole, and will engage in conscientious self-reflection about their words and deeds.
3. The Honor Principle itself is not a law or code of conduct and does not take the place of or eliminate the need for legislation; instead, it presupposes voluntary compliance with established rules, regulations, and policies.
4. The Honor Principle mandates maximum reliance on individual judgment and conscience and minimal enforcement of rules and regulations through surveillance.

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5. The Honor Principle implies that when individuals sincerely believe it necessary to violate a policy or break a rule, or to embarrass, discomfit, or in some way injure others or the community as a whole, they must acknowledge and explain their behavior and be prepared to accept the judgment of the community's judicial processes.
6. The Honor Principle depends on a collective concern for its survival: members of the community have to discuss and analyze the meaning of the Honor Principle, and must internalize an obligation to see to it that potentially dishonorable behavior—their own or others'—receives some scrutiny, through acknowledgment and discussion, direct confrontation, or the mechanisms of the judicial process.

Honor Council:

The Preamble of the Reed College Community Constitution begins with a statement by the academic and administrative faculty and the student body that defines how we may share responsibility for the government of community affairs.

“We declare our commitment to responsible and honorable conduct in academic and community affairs, and we reaffirm one another’s rights to freedom of inquiry and expression in coursework, scholarship, and the day-to-day life of the Reed community. Since such freedom requires an atmosphere of trust and mutual confidence, we further declare that dishonesty, intimidation, harassment, exploitation, and the use or threat of force are incompatible with the preservation of this freedom.”

In this same Constitution a new body called the Honor Council was established. It consists of equal numbers of students, staff, and faculty members. Under the Constitution, the Honor Council is responsible for educating incoming members of the community about the meaning and importance of responsible and honorable conduct at Reed College. But it is also intended to provide advice to persons seeking resolution of disputes and most importantly to informally mediate such disputes prior to more formal action.

There can be many kinds of disputes and they can involve any permutation of students, staff, and faculty. The Honor Council should be viewed as an important tool for the individual in our community, regardless of whether an individual is claiming that someone has violated Reed’s Honor Principle or whether an individual is being accused of a violation. For a complainant, it offers a first step in developing a resolution to the problem. For a defendant, it offers an opportunity to respond. To both parties it offers an opportunity to resolve the dispute prior to an initiation of often difficult and time-consuming formal proceedings.

Informal Procedures for Resolving Violations of the Honor Principle:

(Procedures for mediation have been enacted by the Student Senate and the faculty. They are reproduced here in their entirety. According to the Honor Council, they apply to staff members with the exception that disputes arising from the performance of assigned duties by staff members are excluded.)

Procedures for Mediation

Most disputes at Reed are and should be settled by direct discussion. In a community that subscribes to ideals of honor, responsibility, and freedom of expression, disagreements and grievances can usually be worked out through sincere and respectful conversation. Sometimes this conversation will take place with third persons present, but more often it just occurs between the parties themselves. When a disagreement or grievance cannot be resolved in this way, the next step should usually be mediation under the auspices of the Honor Council. To quote the Community Constitution, “members of the Reed community are bound in good faith to seek informal resolutions of disputes, grievances, and breaches of honor before formal steps are taken.”

Mediation occurs whenever persons in conflict agree to have some neutral third party help them understand and resolve their differences. Mediation is entirely voluntary, and can be broken off by any disputant at any time. Mediation of some sorts of disputes consists simply in all parties having a chance to state their views and discuss their disagreements in a structured, confidential, and non-

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judgmental forum. In other sorts of cases, successful mediation can result in a written agreement signed by both parties. Sometimes such a written agreement will simply amount to a statement of understanding or a contract between the parties, but will not be kept on file by anyone other than the parties themselves. But if that agreement involves one person's explicit acknowledgment that he or she has injured a community member, or committed a breach of honor, a copy of the agreement will be transmitted to the Chair of the Honor Council, and kept on file in accordance with the procedures of the Community Constitution, Article IV, Section 9.

Either party to a dispute may ask any member of the Honor Council to initiate the process of mediation. Before mediation can begin, both parties must agree to engage in mediation, must agree—in writing—to the ground rules of mediation for this case, and must agree on a particular mediator, who will be a member of the Honor Council. Certain ground rules must be agreed to for all mediation sponsored by the Honor Council:

1. mediation is confidential, unless all parties agree otherwise;
2. mediation is not a "hearing," and does not result in a judgment or finding, though it may result in a written agreement;
3. when disputants belong to different constituencies of the college (student, faculty, staff), each party has a right to have a mediator present from his or her own constituency, in which case the mediators will function as a team;
4. no one may be present at mediation except the disputants and the mediator(s);
5. a confidential report of the progress and outcome of mediation will be transmitted to the Chair of the Honor Council; 6) if mediation fails, either party retains the right to institute formal proceedings according to the processes described in Article IV of the Community Constitution.

Disputes about grades or other formal evaluations of student work (including allegations of academic dishonesty) and disagreements arising from formal personnel evaluations are not subject to mediation.

According to the Community Constitution, if informal procedures fail, every member of the faculty, staff, and student body has the right to bring a formal complaint against a member of the Reed community and have that complaint considered by an appropriate hearing board. Formal complaints against students must be filed with the Chair of the Student Judicial Board, with a copy of the complaint to the Dean of Student Services in accordance with procedures set forth in the Student Judicial Board Code. Formal complaints against members of the faculty must be filed with the Dean of the Faculty in accordance with procedures set forth in the Rules of Procedure of the

faculty. Formal complaints against staff members must be filed with the Director of Human Resources, or with the staff member's direct supervisor in accordance with procedures set forth in the Staff Policies and Procedures Manual.

In summary, if a member of the community feels wronged in some way, the Honor Council offers a potential vehicle for addressing the problem. All members of the Honor Council are available to discuss and advise on a strictly confidential basis how a person is to proceed both informally and formally with a grievance. Again, the Honor Council has the potential to be an important enfranchising tool for all members of the Reed community.

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Subject: The campus

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The Reed College campus is approximately 100 acres, made up of large lawns and wooded areas, a soccer/ rugby field, and the canyon. In good weather, classes are sometimes held on the lawns. One of the biggest attractions on the campus is the large number and variety of trees. There are over a thousand trees: deciduous and coniferous, large and small, native and exotic. They include some of the largest native oaks, sycamores, and maples in the area, plus fir, hemlock, redwood, tulip, dogwood, plum, apple, and ginkgo trees.

In the center of campus is the canyon, a wildlife refuge made up of a pond and surrounding woods. The pond is fed by natural underground springs at one end, and at its outlet it becomes a stream that flows through the campus and eventually into the Willamette River. This area is allowed to grow wild, and includes many native trees and shrubs. The canyon is also inhabited by fish, raccoons, beavers, muskrats, and squirrels, as well as birds including ducks, pheasants, and blue herons.

Reed's campus is one of its greatest assets.

College Presidents:

The following presidents have served Reed during the periods indicated:

William Trufant Foster	1910-1919
Richard F. Scholz	1921-1924
Norman F. Coleman	1924-1934
Dexter M. Keezer	1934-1942
Arthur F. Scott	1942-1945
Peter H. Odegard	1945-1948
E. B. MacNaughton	1948-1952
Duncan S. Ballantine	1952-1954
Richard H. Sullivan	1956-1967
Victor G. Rosenblum	1968-1970
Paul E. Bragdon	1971-1988
James L. Powell	1988-1991
Steven S. Koblik	1992-2001

Reed was also led by an Administrative Committee in 1919-1921, and by five acting Presidents: Frank Loxley Griffin, 1954-56; Byron L. Youtz, 1967-68; Ross B. Thompson, summer of 1968 and again in 1970-71; George A. Hay, who served in 1980-81, while President Bragdon was on a sabbatical leave; William R. Haden, 1991-92; and Peter Steinberger, 2001-02.

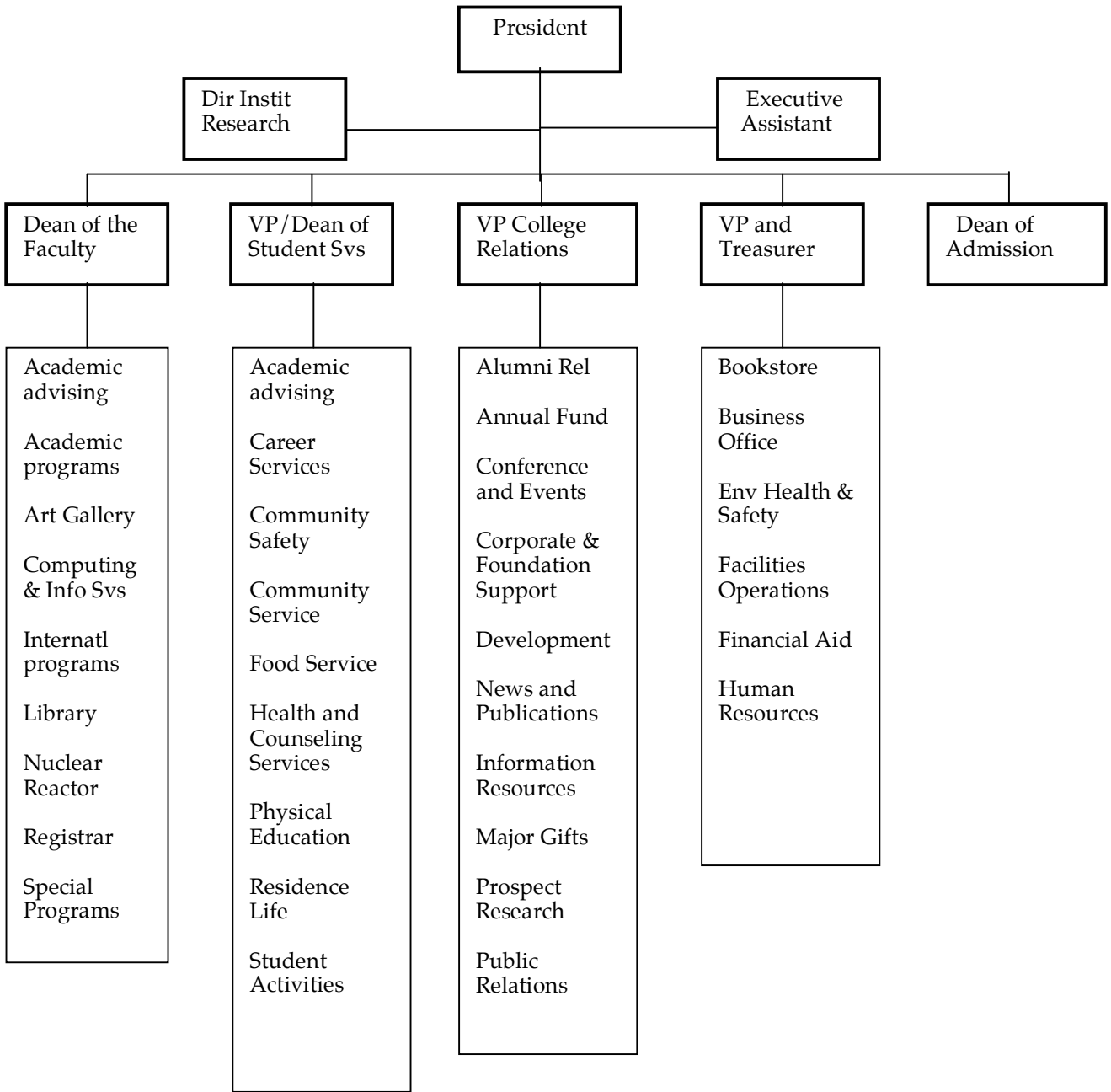
Role of the President:

As specified in the Bylaws of the Reed Institute, the President of Reed College is the chief executive officer of the college. He or she is appointed by the Board of Trustees and holds office at the pleasure of the board. He or she is selected from the nominee or nominees of a special search committee appointed by the Chair of the Board of Trustees and including equal numbers of faculty and trustee members, plus the Chair of the Board, ex officio. The Committee on Advancement and Tenure, after discussion with the faculty, will present nominations to the Chair for such faculty membership on the search committee.

The President is directly responsible to the Board of Trustees. He or she is the presiding officer of the faculty and the representative of the faculty to the Board. The President recommends the appointment, promotions, salaries, academic tenure, and other conditions of employment for the members of the faculty and for administrative officers. Within budgetary and other limitations set by the Board or Executive Committee, he or she employs other staff members of the college.

The President recommends budgets for the management and operation of the college, and he or she is responsible for sound financial conduct of the college. He or she reports on the state of the college and makes recommendations on desirable changes or clarifications of policy at each regular meeting and at appropriate special meetings of the Board.

The Dean of the Faculty reports to the President and is the second officer in charge.



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Section:	II. Administration	Page: II-3
Subject:	Human Resources Department	Date: 7/1/07

The Human Resources Department oversees the integrity and consistent application of the college's human resources policies, including equal opportunity, and provides some important central services for these. As appropriate, it recommends new directions and improvements in these policies. It also provides information about the college's human resources policies, including understanding of applicable federal, state and local laws.

It assists various college offices in all phases of the personnel process: classification of positions, setting compensation, recruitment and selection of new staff, orientation, performance appraisals, labor relations, and corrective action. It maintains personnel records for all members of the staff and faculty.

It provides assistance to individual members of the staff and faculty with regard to the college's benefits programs, researches available plans and carriers, negotiates contracts, prepares appropriate informational booklets, brochures and other communications, and completes government reports regarding benefits. It provides advice and guidance to supervisors, staff and faculty regarding work-related issues and problems.

It is responsible for overseeing and coordinating the college's grievance procedure for staff. In this regard it provides information and advice both to college offices and to individual members of the staff who may be involved in a grievance, it undertakes fact-finding or mediation where appropriate, and it maintains records in the formal phase of grievances.

It sponsors or provides training and staff development programs for members of the staff and faculty including programs that focus on performance review, performance awards and recognition of staff.

It is responsible for overseeing compensation, performance review, performance award, and staff recognition. In this regard, the Human Resources Office has the following important responsibilities that it shares in various ways with the supervisory staff of the college. It is responsible for developing and recommending system-wide recognition programs.

It is charged with maintaining the integrity of the classification/compensation plan by maintaining an accurate and updated catalog of classification descriptions, ensuring that they are objective and fair, reviewing and adjusting grade allocations as appropriate, and regularly distributing the plan to the staff. The classification/compensation plan provides an overall framework for compensation and provides a basis for performance reviews. It is charged with developing and recommending modifications of our compensation programs to ensure fairness and equity, and of our programs to recognize and reward employees for superior performance.

It is charged with developing and recommending revisions of our performance review process to see that it is both fair and flexible, and that it assesses consistency and equity on a system-wide basis. Human Resources should also ensure that performance reviews are properly filed in staff personnel files.

It is charged with assisting supervisory staff in developing individual methods or programs that recognize the importance and value of each staff member.

The office is located in Eliot Hall, Room 305 and is open weekdays from 8:30-5:00 p.m. The telephone extensions are 7704, 7705, 7700 and 7608; the job line number is 777-7706.

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Subject:	Staff committees	Date: 7/1/07

Awards Committee:

Charge: Purchase awards and assist in the presentation at the annual all-college staff recognition lunch, including service awards and the Excellence Award presentation.
 Composition: 3 staff members
 Term: one academic year

Benefits Committee:

Charge: Evaluate and make recommendations for a comprehensive, effective benefits program for staff and faculty.
 Composition: 3 staff members; 3 faculty members; 3 ex-officio: Assistant Director of Human Resources, Director of Human Resources and Vice President/Treasurer
 Term: staff: three academic years; faculty: one academic year but may be re-appointed

Canyon Committee:

Charge: Maintain and protect the natural habitat and environment of the Reed College campus canyon area.
 Composition: 3 staff members; 3 faculty members; 2 ex-officio: Vice President/Treasurer and Director of Facilities Operations
 Term: one academic year but may be re-appointed

Excellence Award Committee:

Charge: Evaluate the Excellence Award nominations received each spring, refer from 0-2 staff to the President for final approval.
 Composition: the prior year's recipient(s), if any, plus additional member(s) of the Reed community to equal 3 members.
 Term: one academic year

Golf Tournament Committee:

Charge: Plan and host the annual Reed College Golf Tournament for staff, faculty, and students.
 Composition: 5 community members
 Term: two academic years but may be re-appointed

Gray Fund Committee:

Charge: Assist in planning Gray Fund social, recreational and educational events for the community.
 Composition: 2 staff members, faculty, students
 Term: two academic years

Holiday Party Committee:

Charge: Plan and coordinate the annual day-time holiday party for staff, faculty and students.
 Composition: 3-5 staff members; 1 ex-officio: Director of Conference & Events
 Term: one holiday season

Honor Council:

Charge: Responsible for educating members of the community about the meaning and importance of responsible and honorable conduct at Reed College. It is also

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Subject:	Staff committees	Date: 7/1/07

intended to provide advice to persons seeking resolution of disputes and most importantly to informally mediate such disputes prior to more formal action.

Composition: students, faculty, and staff; an equal number of each
 Term: three academic years; staggered terms

Reed Entertainers Program Committee:

Charge: Plan the annual talent show consisting of Reed College faculty, staff and volunteer entertainers.
 Composition: 3-5 community members
 Term: one academic year but may be re-appointed

Reed Union Committee:

Charge: Assist in planning and coordinating all-community meetings (Reed Unions) when matters of specific relevance to the Reed community arise.
 Composition: 2 staff members, 2 faculty, and 3 students
 Term: two academic years

Safety Committee:

Charge as determined by Oregon state law:

- develop and maintain a loss prevention plan;
- evaluate the employer’s policies and procedures affecting health and safety in the workplace and make written recommendations;
- must hold monthly meetings with a written agenda and post minutes;
- must have a system to elicit suggestions and complaints;
- must have quarterly workplace inspections;
- review safety and health plans and procedures, and loss prevention efforts;
- investigate accidental injuries and deaths;
- review safety and health training.

Composition: must have at least 4 members and an equal number of employee/ employer representatives; 4 ex-officio: Environmental/Safety Coordinator, Assistant Director of Human Resources, and 2 Science Lab and Stockroom Managers; 1 position elected by custodial staff; must include one member of Community Safety.
 Term: two academic years; staggered terms

Space Allocation Committee:

Charge: Review and make recommendations on requests for additional or modified office and working space.
 Composition: 4 staff members; 3 ex-officio: Vice President/Treasurer, Dean of the Faculty and Director of CIS; 3 faculty
 Term: two academic years

Take Your Child to Work Day:

Charge: Plan and coordinate the annual all-day event for children of staff and faculty.
 Composition: 2 staff members
 Term: one academic year

Wellness Committee:

Charge: Develop, promote, and implement stand-alone and on-going programs to promote the health and well-being of Reed College community members.
 Composition: 5-7 staff members; 1 ex-officio: Medical Services Manager; 2 students; 1 faculty member
 Term: one academic year

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Subject:	Miscellaneous	Date: 7/1/07

Fiscal year:

Reed College operates on a twelve-month fiscal (budget) year, July 1 of one year through June 30 of the next year.

Use of facilities:

Staff members are both allowed and encouraged to use the facilities on campus, including the Sports Center, Library, Commons, and the Bookstore.

Keys:

College keys are not to be duplicated. All keys that are the property of Reed College must be returned when employment ends. If a key is lost, report the loss immediately to the supervisor and the Community Safety Department.

Lost and found:

Personal items found on campus are to be turned in at the switchboard office, Greywood Building. The college is not responsible for lost or stolen personal property.

Identification cards:

All employees are encouraged to secure a photo identification card. This card is required for the employee to participate in certain benefits on campus, such as use of the Sports Center and Library. The dates when pictures for cards can be taken are publicized on campus.

Automated teller machine:

An automated teller machine is available in the lobby outside the Bookstore.

Mailroom:

The college mailroom is located in the lower level of the Gray Commons area. Employees may purchase stamps and mail packages at the mailroom. Federal Express mailings and other services are also available through the mailroom.

Parking:

There are several parking lots surrounding the Reed campus that provide free parking for Reed College community members. Vehicles must be registered with the Community Safety Department, and forms for registering are available in Human Resources and Community Safety.

No solicitation/no distribution rule:

In order to prevent disruption in the operation of the college, interference with work and inconvenience to other employees, solicitation by any employee for any cause, or distribution of literature of any kind by any employee, during work time, is not permitted. Neither may an employee who is not on working time solicit an employee who is on working time for any cause or distribute literature of any kind to that person.

Whether on working time or not, no employee may distribute literature of any kind in any working areas.

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Subject: Miscellaneous

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For purposes of these rules, working time is that time which the employee is scheduled to be on duty and for which the employee is being paid, excluding rest periods, lunch periods, and time before and after the employee's working day.

Persons other than college employees shall not be permitted to solicit college employees or distribute literature to employees on the college premises at any time without prior approval of management.

Reed College Equal Opportunity Policy Statement:

Equal opportunity at Reed College is the fundamental philosophy that has characterized the college since it was founded. All relationships with the college are based on personal merit.

The college will not discriminate on the basis of individual characteristics of race, color, religion, sex, age, disability, veteran status, marital status, sexual orientation or any other characteristic protected by applicable state or federal law.

The college maintains a strict policy that prohibits harassment in any form.

Oregon Civil Rights Law (ORS 659.030):

It is unlawful for a public or private employer to refuse to hire, or to fire, or to discriminate against an individual in compensation, terms, conditions, or privileges of employment because of that individual's:

- | | | |
|-----------------|--|---|
| race | age (18 or older) | application for workers compensation benefits |
| color | disability | opposition to safety/health hazards |
| religion | marital status | expunged juvenile record |
| sex | family relationship | |
| national origin | association with anyone in a protected class | |

It is also unlawful to refuse to grant an eligible employee's request for a pregnancy leave, parental leave of absence or for family medical leave.

City of Portland:

It is unlawful to discriminate against an employee on the basis of sexual orientation or gender identity.

Federal Laws:

- 1) Title VII of the Civil Rights Act of 1964 prohibits discrimination and/or harassment on the basis of race, color, sex, religion, national origin.
- 2) Equal Pay Act of 1963 prohibits different rates of pay based on sex.
- 3) Age Discrimination in Employment Act prohibits discrimination on the basis of age for people 40 years and older.
- 4) Rehabilitation Act of 1973 Section 504 prohibits discrimination on the basis of a disability.
- 5) Rehabilitation Act of 1973 Section 503 requires affirmative action in employment for disabled people.
- 6) Vietnam Era Veterans Readjustment Act of 1974 requires affirmative action in employment for Vietnam veterans and disabled veterans.
- 7) Executive Order 11246 as amended requires affirmative action in employment for women and minorities.
- 8) Civil Rights Act of 1991 grants the right to a jury trial and remedies of compensatory and punitive damages for intentional discrimination based on sex, religion or disability, and in some cases for intentional discrimination based on race and national origin.

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Section:	III. Employment Law	Page: III-2
Subject:	Americans with Disabilities Act	Date: 7/1/07

The Americans with Disabilities Act (ADA) of 1990 is a federal law which includes Title I, Employment; Title II, Public Service; Title III, Public Accommodations operated by Private Entities; Title IV, Telecommunications; and Title V, Miscellaneous Provisions.

Title I, Employment:

On July 26, 1991, the Equal Employment Opportunity Commission (EEOC) issued regulations implementing the employment provisions of the ADA.

The regulations define a disability in the same way that the Rehabilitation Acts define handicap if the individual:

- 1) has a physical or mental impairment that substantially limits one or more major life activities;
- 2) has a record of such an impairment; or
- 3) is regarded as having such an impairment.

Physical or mental impairment includes any physiological disorder, condition, cosmetic disfigurement or anatomical loss affecting certain body systems, as well as mental or psychological disorders, such as mental retardation, emotional or mental illness, and specific learning disabilities.

Major life activities are those activities that the average person in the general population can perform with little or no difficulty. These activities include caring for oneself, walking, seeing, hearing, speaking, breathing, learning, and working in a broad class of jobs.

To determine whether a major life activity is substantially limited the following are considered:

- 1) the nature and severity of the impairment;
- 2) the duration or expected duration of the impairment; and
- 3) the permanent or long-term impact of the impairment.

The employer is obligated under the law to:

- 1) not discriminate against persons with disabilities in any way that adversely affects their opportunities or status;
- 2) not retaliate in any way; and
- 3) make reasonable accommodations unless those accommodations would create an undue hardship for the employer.

"Undue hardship" is defined as an action requiring significant difficulty or expense, when considered in light of:

- 1) nature and cost of the needed accommodation;
- 2) overall financial resources of the facility; the number of employees; the effect on expenses and resources, or the impact on the operation;
- 3) overall financial resources of the employer; the overall number of employees; the number, type and location of facilities; and
- 4) the type of operation.

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Section:	III. Employment Law	Page: III-3
Subject:	Sexual Harassment	Date: 7/1/07

On-line training:

Sexual harassment training is mandatory for all supervisors of the college and is available to all other community members. The college provides the training on-line with the following URL www.newmedialearning.com/psh/reed. Certificates of Completion are forwarded to Human Resources for inclusion in the employee's personnel file.

Policy statement:

(Policy statement approved by the faculty in May, 1993 and Board of Trustees in April, 1994; staff procedures approved by President in May, 1993)

Reed College is committed to creating and maintaining a community in which students, faculty, and staff can work, live, and learn together in an environment free of sexual harassment.

Membership in this community, as governed by the Honor Principle, imposes on students, faculty, and staff an obligation to respect the dignity and autonomy of others, to treat one another civilly and without regard to factors irrelevant to participation in the life of the college. These obligations derive from the necessity to protect both individuals and academic freedom. The college can fulfill its distinctive mission only in an arena where ideas are vigorously debated, including those which some find offensive, and in an arena where staff, students, and faculty respect one another's dignity in their common membership in a community of inquiry. We must take great care neither to stifle discussion nor to make it dangerous to speak one's mind. Community members are reminded by the preamble to the Community Constitution of the interrelationship between academic freedom and honorable conduct, both of which are central values of the college:

"We declare our commitment to responsible and honorable conduct in academic and community affairs, and we reaffirm one another's rights to freedom of inquiry and expression in course work, scholarship, and the day-to-day life of the Reed community. Since such freedom requires an atmosphere of trust and mutual confidence, we further declare that dishonesty, intimidation, harassment, exploitation, and the use or threat of force are incompatible with the preservation of this freedom."

Sexual harassment compromises academic freedom and damages the trust that we must all repose in one another. Furthermore, sexual harassment is a violation of local, state, and federal law. Reed College will therefore take all necessary actions to prevent sexual harassment. In cases where sexual harassment has occurred, the college is prepared to issue sanctions and take the steps necessary to prevent its recurrence.

Sexual advances, requests for sexual favors, sexually directed remarks, or other conduct of a sexual nature constitute harassment when:

1. such conduct occurs under circumstances implying that one's response might affect academic or personnel decisions that are subject to the influence of the person engaging in the conduct;
2. such conduct directed against an individual persists despite its rejection; or such conduct directed against an individual is unwelcome, and the person engaging in the conduct knew or should have known the conduct to be unwelcome; or
3. such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or is so pervasive or severe that it creates an intimidating, hostile, or offensive environment.

Sexual harassment can take many forms. Some of these are overt and unambiguous while others may be more subtle and indirect. Direct forms of sexual harassment, such as sexual assault, or sexual advances in an academic or employment context accompanied by an offer of reward or threats of reprisal, constitute serious misconduct. A single incident of such behavior establishes grounds for

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complaint. Other forms of sexual harassment include sexual advances, physical or verbal, that are repeated and unwanted. More subtle forms of behavior, such as innuendoes and jokes of a sexual nature, may constitute sexual harassment when they contribute to an intimidating, hostile, or offensive environment.

The college prohibits sexual harassment. This prohibition includes peer harassment among students, faculty, or staff. Sexual harassment by a faculty member of a student, or by a supervisor of a staff member or student employee is particularly serious.

No one at the college should reprimand, or retaliate, or discriminate against an individual for rejecting sexual advances or for having initiated or participated in the resolution of an inquiry or complaint regarding sexual harassment.

When both parties have consented at the outset to a romantic or sexual involvement, such consent does not preclude a charge of sexual harassment for subsequent unwelcome conduct of a sexual nature.

Romantic or sexual relationships that might be appropriate in other contexts may, within the college community, create the appearance or fact of an abuse of power or of undue advantage.

Because those who teach are entrusted with guiding students, judging their work, giving grades for courses and papers, and recommending students, instructors are in a particularly delicate relationship of trust and power. This relationship must not be jeopardized by possible doubt of intent, fairness of professional judgment, or the appearance to other students of favoritism. It is therefore inappropriate for faculty to have romantic or sexual relationships with students. Similar considerations render it inappropriate for faculty or staff to have romantic or sexual relationships with employees over whom they have supervisory authority. Sensitivity to possible conflicts of interest, or to misuse of power, is necessary in cases of other romantic or sexual relationships where one partner may be in a position of power or authority over another (which can occur between faculty and staff, staff and students, or within the staff, student body, or faculty).

The college will strive to educate its members about issues of sexual harassment, and in determinations of whether conduct constitutes such harassment, it will be guided by a standard of reasonableness, and consideration of all the circumstances of the conduct in question.

Procedures for the resolution of complaints:

All members of the community have an obligation to inform themselves about the nature and definition of sexual harassment, in order to recognize and take steps to prevent sexual harassment and to distinguish sexual harassment from other forms of behavior.

The college has both principled reasons and a legal obligation to investigate possible violations of its sexual harassment policy. When a faculty member, dean, or supervisor has reason to believe that a violation of the sexual harassment policy may have occurred, he or she must inform the Dean of the Faculty, the Dean of Students, or another designated officer of the college, or otherwise initiate the published procedures of the college, regardless of the wishes of any complainant. Students who are unsure whether they wish such procedures to be initiated may undertake confidential preliminary discussions of possible violations with a counselor in the Counseling Center. Faculty and staff may similarly undertake confidential discussions with a counselor through the Employee Assistance Program; however this should not be a substitute for reporting any incidents of harassment to the proper college authorities.

The Honor Principle and the traditions of Reed College encourage the informal resolution of complaints. Informal resolution may occur through direct discussion, through mediation under the auspices of the Honor Council, or with advice obtained from a designated officer of the college (a

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list of such officers is published, and may be obtained from the office of the President). Without feeling constrained by specific definitions, any person who believes that his or her educational or work experience is compromised by sexual harassment may discuss the problem with a faculty member, dean, or supervisor, and may request that faculty member, dean, or supervisor to speak informally to the person complained about. At any time in the course of an effort at informal resolution, either the complainant or the accused may ask that the matter under discussion be handled formally rather than informally.

Complainants wishing advice about how to proceed with a complaint should consult a member of the Honor Council or a designated officer of the college. Any complainant who believes that informal resolution is impossible or inappropriate has the right to file a formal complaint and have that complaint addressed according to the published procedures of the college. Such a complainant should file the formal complaint as quickly as possible after the events giving rise to the complaint, since failure to do so may make it difficult or impossible to resolve the matter. When the person accused of harassment is a student, a formal complaint should be filed according to the procedures of the Student Judicial Board Code. When the person accused of harassment is a staff employee of the college, the Director of Human Resources or the Vice President/Treasurer should guide a complainant through the appropriate process of the staff procedures. When the person accused of harassment is a faculty member, formal complaints should be filed with the Dean of the Faculty or his or her designee, and shall be addressed according to Sections F and G of the Rules of Procedure of the Faculty. These procedures are in addition to, and not a replacement for, other remedies (civil or criminal) for sexual harassment.

Formal complaint procedures for staff:

The procedures which are described herein are applicable to the internal governance of Reed College. They are not a replacement for normal staff supervisory authority, nor do they replace the right of the college to initiate an inquiry or investigation when a formal complaint has not been made.

In these matters, confidentiality is important but cannot be guaranteed. Confidentiality will be maintained to the extent it is possible to do so.

Personal advisers/representatives

Parties involved in a complaint may be assisted by an adviser of their choice who must be a Reed community member. The role of the adviser is to provide support and assistance to the individual and serve as a participatory adviser during any proceeding or hearing that may lead to corrective action.

This provision in no way restricts parties from seeking outside advice and/or consultation with representatives of their choosing, including legal counsel. However, such representatives may not participate in the college's internal proceedings.

Anonymous complaints

Anonymous complaints will be accepted but are not encouraged. An investigation will be conducted to the extent possible and deemed necessary. However, it is often the case that the full facts cannot be gathered in such an investigation, and the results are likely to be far less effective.

Who may initiate a complaint

A complaint may be initiated by any community member, not just by the individual or individuals to whom the alleged harassment has been directed.

Where to file a complaint

Formal complaints may be made either in writing or orally. The Offices of the Dean of the Faculty, Dean of Students, and Human Resources are authorized to receive formal complaints of harassment on behalf of the college.

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In the case of a complaint against a Vice President or the Director of Human Resources, the President's Office is also authorized to receive a complaint.

The initial complaint

The elements to be included when filing a formal complaint are:

1. name and status of the individual filing the complaint;
2. name and status of the individual against whom the complaint is filed;
3. a brief statement of the event or events which are the cause of the complaint;
4. if the complaint is in writing, the signature of complainant and date of filing of the complaint.

Emergency action

In the event there are reasonable grounds to believe that an individual poses a threat to other members of the Community, the President or appropriate Vice President may suspend a staff member and bar his/her access to campus, or may permit limited access under terms as designated.

This provision in no way limits a supervisor's right to discipline or discharge.

Notification to accused

The individual against whom a complaint has been filed will be notified of the complaint within two (2) business days, or as quickly as feasible. Notification will be the responsibility of the Human Resources Office in the case of a staff member being accused, Dean of Students' Office in the case of a student being accused, and the Dean of the Faculty's Office in the case of a faculty member being accused.

Investigation

When the accused is a staff member, the Director of Human Resources or his/her designee will conduct a thorough investigation. When the accused is the Director of Human Resources, the Vice President/Treasurer will appoint an investigator. The investigation will normally consist of interviews with both the complainant and accused and with witnesses and others who may have knowledge, and a review of pertinent documentation.

Failure to cooperate with or interference in an investigation may result in discipline up to and including discharge.

The investigation will proceed as quickly as possible.

Investigative report

At the conclusion of the investigation, the Director of Human Resources or his/her designee will prepare a report that summarizes all the pertinent information and a determination as to whether there is evidence of sexual harassment. Individuals interviewed, other than the complainant and accused, will not be identified by name in the report.

The original of the report will be hand-delivered to the appropriate Vice President or his/her designee and one copy will be retained in the Office of Human Resources. In the case of a complaint against a Vice President, the report will be delivered to the President. In the case of a complaint against the President, the report will be delivered to the Chair of the Board of Trustees. The report will be available to the complainant and to the accused only if requested by either party in writing to the Human Resources Office.

Response to complainant and accused

The appropriate Vice President/President/Chair will mail to the local home addresses of the complainant and the accused a letter that may include but is not limited to the following elements:

1. a statement as to whether there was or was not evidence of sexual harassment or other inappropriate behavior;
2. if there was evidence, a statement indicating the harassment will immediately cease;
3. what steps the complainant may take in the event of continued harassment or retaliation;

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4. a reference to the grievance procedure in the event either party disagrees with the conclusions.

A copy of this letter will not be included in the accused's personnel file unless there is evidence of harassment or other inappropriate behavior.

Evidence of sexual harassment or other inappropriate behavior

Decisions as to sanctions and conditions imposed will be made by the appropriate supervisor and/or the appropriate Dean/Vice President/President.

The individual will be notified immediately in writing with a copy for the personnel file that the harassment is to cease. In addition, appropriate steps will be taken that may include but are not limited to a recommendation the individual seek counseling, transfer to another work location, additional training, disciplinary action, or discharge.

Retaliation

Any attempts at retaliation from any party will not be condoned and will be dealt with swiftly. Possible sanctions will include discipline and discharge.

Grievance procedure

Either the complainant or the accused may file a grievance if in disagreement with the results and conclusion of the letter of response to both parties. The grievance must be filed in writing, with the President of the college within seven (7) working days of the date of the letter of response to both parties, stating why the employee believes the results and conclusion are unsatisfactory. The President shall review the record and investigate further if deemed necessary. The President shall make a decision in the matter which will be final and binding on all parties.

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In order to be eligible for federal funding, Reed College must comply with two pieces of legislation: the Drug-Free Workplace Act of 1988 (DFWA) and the Drug-Free Schools and Communities amendments of 1989 (DFSAC). Both require, in general, a statement of policy that the college prohibits unlawful activities, including use, associated with drugs and that the college enforce its prohibitions with sanctions up to and including suspension and termination of employment or expulsion. Further, both programs provide for governmental review of Reed's compliance.

Drug-Free Workplace:

Reed College is committed to maintaining a safe, healthy, and drug-free professional and educational environment for faculty, staff, and students. The college prohibits the unlawful use, sale, transfer, possession, manufacture, distribution, or dispensation of any illegal drug or controlled substance in the workplace. In addition the college prohibits employees from being under the influence of any illegal drug while on duty or performing college business.

The college normally assists employees who recognize that their abuse of drugs or controlled substances may interfere with their professional responsibilities through the provision of medical or rehabilitation leave. However, violation of this policy may also lead to disciplinary actions subject to the normal college grievance and judicial processes and discipline already imposed will remain in force.

Sanctions for violation of this policy will depend on the situation, but may include required medical or rehabilitation leaves, probationary conditions, termination, suspension, expulsion, referral for prosecution, or a combination of these measures.

Employees must abide by the terms of this statement as a condition of employment. In addition, employees must notify the college of any criminal drug statute conviction involving conduct in the workplace within five (5) days of the conviction.

Drug-Free Schools and Communities Amendments of 1989 (DFSAC):

The DFSAC requires annual distribution of information concerning the college's policies and a variety of other related materials. It also requires a biennial evaluation of the college's programs, including a review of its enforcement of its policies.

In March, 1993 the Student Senate and faculty approved a Drug and Alcohol Policy for the Reed College community. The policy is detailed below.

Reed College Drug and Alcohol Policy:

Drug and Alcohol Policy passed by the Student Senate, March 4, 1993; accepted by faculty, March 8, 1993; amended October 23, 1995. Further amended by the Student Senate, May 1998, and approved by the faculty, August 26, 1998

Preamble

Drug and alcohol use is a complex and controversial topic. Many would argue that public policy on drug and alcohol use has been counterproductive, discouraging rational analysis of substance use, abuse, and addiction. Whatever the views of its individual members, however, the Reed College Community must respond to empirical and legal realities.

The use, sale, or transfer of illicit drugs disturbs and offends many members of the Reed Community. Such actions are not only illegal (and often felonious) in themselves, they can also have

consequences (including the attraction to campus of dangerous outsiders and the theft of personal property by community members) that create an atmosphere of fear and distrust at odds with the educational mission of the college. Drug use, especially drug abuse, frequently leads to a deterioration in academic performance, which can compromise the education of others as well as that

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of the user. The illegal use and the abuse of alcohol can also have deleterious effects upon individuals and the community. Moreover, the college has certain legal obligations to make reasonable efforts to prevent the use (which includes being under the influence) and transfer of illegal drugs and the illegal use or abuse of alcohol on campus or during Reed activities.

The college encourages all members of the Reed community to become familiar with the health and legal aspects of drug and alcohol use and to make informed decisions regarding their own behavior. The college emphasizes that all members of the community are adults responsible for their own actions. Members of the community are expected to comply with this policy and to be aware of the consequences of violations thereof. The community therefore expects and admonishes individuals to evaluate their own behavior, as well as that of their peers, in order to create and maintain a healthy and safe environment.

This Drug and Alcohol Policy is intended to define the expectations of the college with respect to drugs and alcohol, to clarify the consequences of failing to abide by these expectations, and to identify the resources available within the college community to assist in dealing with drug and alcohol related problems.

I. Statement of Policy

- A. Reed College believes that it has a serious extralegal responsibility to the health and safety of the members of this community. Therefore, it has a responsibility to help prevent substance abuse through the provision of appropriate assistance, including educational materials and counseling. When substance abuse occurs, we believe that the most effective response relies on early identification of the problem and the availability of effective, confidential assistance. The community encourages individuals voluntarily to seek assistance for substance abuse problems. Moreover, drug or alcohol use that results in instances of behavior that are dangerous to the health or safety of the user, other members of the community, or adversely affects the institution as a whole, should be treated with exceptional concern and gravity.

- B. In keeping with local, state and federal laws, the illegal use, sale, transfer, dispensing, possession and manufacture of illicit drugs, or being under the influence of illegal drugs, or the illegal use, possession, or abusive use of alcohol on the Reed College campus or during official Reed activities is a violation of college policy and is prohibited. In particular,
 - 1. Illegal drugs and drug paraphernalia are not permitted anywhere on the Reed College campus.
 - 2. Without a brewers license, brewing beer or wine at the college is illegal, and a violation of this policy. Anyone brewing beer or wine on the Reed College campus must notify the Office of Residence Life and must comply with applicable laws (which treat personally brewed beer or wine like any other alcoholic beverage).
 - 3. The manufacture of illegal drugs, the growing of marijuana and other illegal psychoactive plants, and the distillation of alcohol are felonies under applicable federal law and are not allowed on college property, except that alcohol may be distilled for academic research purposes under the supervision of a faculty member.
 - 4. It is illegal and a violation of this policy for those under the age of twenty-one ("minors") to possess or consume alcoholic beverages, or for anyone to provide alcoholic beverages to minors.

II. Implementing Procedures

The following procedures have been developed with two goals in mind: 1) to promote increased understanding of the expectations embodied in this policy, and 2) to provide for its principled enforcement.

- A. Certain terms used in this policy and the associated guidelines for events with alcohol are defined as follows. "Public" area means any space on the Reed College campus (which as a whole is private property) other than student rooms in residence halls. As used in this policy, "college social event" is defined as any social gathering that 1) requires the reservation of any

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college property or facilities (including the Student Union, faculty lounges, and public areas in residence halls), or 2) that if otherwise occurring on campus receives publicity (including postings on electronic bulletin boards or mass e-mailings), or 3) that involves the expenditure of college funds. Lectures, discussion groups, and other gatherings associated with normal academic activities are not considered 'college social events.' But if alcohol is served at a reception following such lectures and other events, the organizers of the event are responsible for complying with the pertinent provisions of this policy. (In accordance with federal workplace legislation, alcohol may not be served or consumed at any academic event or in any place where academic activities are occurring.) "College funds" is defined as any money (including student body funds and funds generated through student organizations) collected or disbursed by Reed College. "Financial consideration" is defined in accordance with OLCC regulations and includes the use of college funds to purchase alcohol, as well as the purchase of alcohol through membership fees, the collection of donations, the sale of tickets, or direct purchase by persons being served.

- B. The college shall distribute to all community members, at the beginning of each academic year, the federally mandated information concerning federal, state, and local drug and alcohol laws, a copy of this policy, and a copy of the Guidelines for Events with Alcohol. These materials shall include the relevant Oregon State laws regarding alcohol consumption and the OLCC licensing requirements for events at which alcohol is sold or distributed and federal penalties and sanctions for illegal possession and trafficking of controlled substances.
- C. Reed College believes that students have certain rights to privacy in their residence hall rooms, as are specified in the housing contract and the associated Reed College Residential Rights and Responsibilities Guide. Students should nonetheless be aware that the right to privacy does not imply immunity from provisions of the law or of this policy, especially in the event of any violation coming to the explicit attention of a college official or legal authority.
- D. All members of the Reed community and their guests possessing alcoholic beverages must show legal proof of age on request from any member of the college community.
- E. When alcohol is being consumed by, or is in the possession of people on the Reed campus who do not provide proof of legal age, when it is being distributed to those under legal age, or in violation of this policy and the associated guidelines for events with alcohol, or when, regardless of age, a person in possession of alcohol is acting unacceptably as defined by community standards or with hazardous disregard for themselves or those around them, said alcohol is subject to confiscation and is a violation of the policy. Illegal drugs and drug paraphernalia, if discovered or if known to be in the possession of any person on the Reed campus, are always subject to confiscation and are a policy violation.
- F. Gatherings in any public facility or public area on campus may not be closed to any college officer or to any staff member charged with determining that the provisions of this policy are being complied with.
- G. For all events where alcohol is distributed or reasonably expected to be present, event organizers must follow the Guidelines for Events with Alcohol which outlines provisions to ensure that this policy must be followed. These Guidelines are found in the Campus Events Guidelines. The Guidelines for Events with Alcohol must be approved by both the Senate and

the CAC. In the event that the Senate and the CAC cannot agree on a set of guidelines or an alteration to the existing guidelines, the proposed changes shall be procedurally treated as community legislation.

III. Violations of Drug and Alcohol Policy

Alleged student violations of the Drug and Alcohol Policy should be

- 1) taken to the Honor Council, or
- 2) to the Student Judicial Board, or
- 3) to the Dean of Student Services (or designate), the latter particularly when a substance abuse problem may also be present.

Actions may include medical leave, drug and alcohol assessment, treatment, informal or formal mediation, referral to the Student Judicial Board, referral for prosecution, or other sanctions as outlined in Section VI.

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Alleged faculty violations of the Drug and Alcohol Policy should be referred to the Dean of the Faculty.

Alleged staff violations of the drug and alcohol policy should be handled as outlined in the Staff Policies and Procedures Manual.

Adjudicating bodies or offices and Community Safety shall forward summary information regarding the incidence and disposition of drug and alcohol related problems to the Drug and Alcohol counselor, who will compile a biennial summary report.

IV. Treatment of Substance Abuse Problems

- A. Individuals with substance abuse problems are encouraged voluntarily to seek assistance and appropriate treatment options. The college provides certain counseling and treatment-related resources as well as referrals to sources of help off campus. The college employs counselors, who are available to talk with any student on a confidential basis and to advise faculty and staff on student-related drug or alcohol problems. Students may also seek help through the Office of Student Services, the Health Center, and the Counseling Center. Faculty are encouraged to seek advice from the Office of the Dean of the Faculty. Staff are encouraged to talk with their supervisor or with the Director of Human Resources. Confidential counseling is available to Faculty and Staff through the Employee Assistance Program and information about this program is available at the Human Resources Office.
- B. The college may provide a medical or rehabilitation leave for an individual requiring in-patient treatment. The medical leave policy for students is described in the Faculty Code, Section III-G. The rehabilitation leave program for faculty is described in the "Drug Use Statement" passed by the faculty at its November 13, 1989, meeting. The voluntary alcohol/substance abuse rehabilitation leave for staff is described in the Staff Policies and Procedures Manual.
- C. The college should strive to preserve confidentiality for individuals voluntarily seeking assistance for a substance abuse problem.
- D. The college encourages students, faculty, and staff to share concern for and to help those involved in substance abuse. Individuals who know of a substance abuse problem or who are trying to help someone with such a problem may themselves require considerable support. The college will endeavor to provide confidential assistance to such individuals, through the resources described in the first paragraph of this section.
- E. Appropriate procedures for dealing with substance abuse problems in the case of faculty members are governed by the Rules of Procedure of the Faculty Constitution (Sections C-6 and F,

G, and H), the Faculty Resolution on Drug Use of November 13, 1989; and in the case of staff members by the Staff Policies and Procedures Manual. Appropriate procedures for dealing with substance abuse problems in the case of students are governed by this policy.

V. Behavioral Problems Related to Drugs and Alcohol

- A. Although the college hopes that individuals with substance abuse problems will voluntarily seek assistance, there are occasions when continuing abuse leads to harm or the danger of harm to the abuser or others or to an unacceptable detriment in academic or job-related performance. When suspected possession or use of drugs or alcohol results in behavioral or performance problems that come to the attention of the college, the response may include an informal inquiry into the possibility of a substance abuse problem. Members of the community should direct suggestions for such an inquiry to the Dean of Student Services, the Dean of the Faculty, or the Director of Human Resources, as appropriate.
- B. If it is determined by the informal inquiry that an abuse problem may be present but is being denied by the abuser, sanctions or intervention aimed at addressing the abuse problem may be imposed:

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1. for students, by the Dean of Student Services, under procedures described in section D below for disciplinary sanctions and in the Faculty Code Chapter III, Section A, 2 for therapeutic interventions.
2. for faculty, by the procedures set forth in the Rules of Procedure of the Faculty Constitution (Sections C-6 and F, G, and H).
3. for staff, by the procedures set forth in the Staff Policies and Procedures Manual, under Involuntary alcohol/substance abuse rehabilitation leave.

VI. Sanctions and Interventions

Violations of the Drug and Alcohol policy and associated guidelines will normally be handled through the Community's grievance and judicial procedures, including informal resolution or mediation. Moreover, the presence of a substance abuse problem does not prevent disciplinary action for related breaches of the standards of conduct expected of members of the Reed College community. These various infractions may result in sanctions or interventions including but not limited to warnings, fines, community service, required educational programs, required substance abuse assessment, enrollment in a treatment program, involuntary medical or rehabilitation leave of absence, probation, suspension, expulsion, termination of employment, and referral for prosecution.

Any manufacture or distribution of drugs or the illegal or prohibited manufacture or distribution of alcohol, especially that which endangers the health or safety of the user, other members of the community, or the institution as a whole will generally be viewed as a serious violation of college policy leading to serious sanctions such as suspension, expulsion, termination of employment, or referral for prosecution. The college reserves the right, however, to judge each case individually.

Noncompliance with therapeutic sanctions or repeated episodes of substance abuse may lead to serious sanctions including suspension, expulsion, or termination of employment.

- A. In all cases, the college should strive to maintain confidentiality consistent with involuntary medical/rehabilitative leave. Return from such a medical/rehabilitation leave may involve commitment on the part of the individual to follow aftercare recommendations imposed by the treatment program and to allow the college to monitor aftercare progress via a release of information with the treatment program.
- B. Should the Dean of Student Services take immediate disciplinary action against a student the complaint must be forwarded to the Student Judicial Board within eleven working days as prescribed in the Judicial Board code (section 3B). In such a case, the student shall be notified of the right to make an immediate appeal to the President of the college. Involuntary medical leave of absence (or other therapeutic intervention) may be appealed to the President of the college.
- C. In the case of faculty, a decision to impose sanctions or therapeutic intervention is subject to appeal by procedures outlined in the Rules of Procedure of the Faculty Constitution (Sections C-6 and F, G, and H), the Faculty Resolution on Drug Use of November 13, 1989.
- D. In the case of staff, a decision to impose sanctions or therapeutic intervention is subject to appeal by procedures outlined in the Staff Policies and Procedures Manual.

VII. Drug and Alcohol Committee

Each academic year, the President of the college shall appoint a Drug and Alcohol Committee, consisting of at least two faculty members (one a member of CAC), at least two students (one a member of Senate), the Associate Dean of Residence Life, and one member of the health services staff. The committee shall be charged with these duties:

1. To conduct surveys of incoming and enrolled students to determine the drug and alcohol use patterns of Reed students.
2. To promote education regarding the cognitive and social effects of drug and alcohol use and abuse, including research projects, research literature reviews, and informative public presentations.

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3. To work with Student Services, Residence Life, Health Services, CAC and the Student Senate to find better ways for the community to take positive actions to reduce drug and alcohol abuse.
4. To implement studies on the effects of Reed's Drug and Alcohol policies on student use and abuse, to review the biennial reports of the Drug and Alcohol Counselor and to make recommendations to the CAC and the Student Senate based on their findings.
5. The subcommittee will meet with the CAC at the beginning of each academic year in order to formulate an agenda for that year. It will report back to the CAC at least once each semester.
6. At least annually the Drug and Alcohol Committee will host a community-wide discussion on issues pertaining to drug and alcohol use.

Where To Go For Help

Reed College believes that the most effective responses to instances of substance abuse rely on appropriate identification of the problem and the availability of effective, confidential assistance. Individuals with substance abuse problems are encouraged to seek such assistance and appropriate treatment options. The college also encourages members of the community to care about each other and to express concern for and to offer help to those engaged in substance abuse.

On-Campus Counseling

The college provides counseling and treatment-related resources as well as referrals to sources of help off campus. Professionals counselors and other medical personnel are located in Health Services. Members of the Student Services and Residence Life staffs, the Director of Human Resources, and the Dean of Faculty can provide individuals with advice about college policies and procedures, on-campus resources, and the appropriate off-campus services. Faculty and staff are advised to consult the resources available through their health care plan, including the EAP program (228-3223 or 800-654-9778). Alcoholics Anonymous-Gryphon Group meets Tuesdays and Thursdays at 7 p.m. and Sundays at 4:30 p.m. in Eliot 314.

Medical and Rehabilitation Leaves

Generally the college provides a medical leave to students or a rehabilitation leave to faculty and staff seeking treatment for drug or alcohol abuse. The college will make reasonable efforts to keep the bases of medical and rehabilitation leaves confidential.

Students seeking a medical leave should speak with a member of the counseling staff, Dean of Student Services, Associate Dean of Student and Health Services, Assistant Dean of Student Services. A physician or mental health professional must provide a written recommendation for the medical leave. Re-admission for students on medical leave is contingent on a physician's or mental health professional's written recommendation. A medical leave can be taken at any point in the semester.

Faculty members seeking a rehabilitation leave should speak with the Dean of Faculty. Any faculty member who acknowledges a problem with drugs, and who decides voluntarily to enroll in a rehabilitation program, will be given up to 30 working days of paid leave to participate in such a program. The costs of participation will be paid by the faculty member or the faculty member's health insurance provider.

Off-Campus Resources

The following resources may be helpful to individuals with substance abuse problems:

- Alcoholics Anonymous 503-223-8569
- Alanon 503-292-1333
- Cocaine Anonymous 503-256-1666
- Narcotics Anonymous 503-727-3733

Resources Referral

The following resources may be helpful to people who are in a relationship with an individual with a substance abuse problem or who grew up in a drug or alcohol affected, or other types of dysfunctional homes.

- Adult Children of Alcoholics 503-245-8181
- Co-Dependents Anonymous 503-285-8891
- Alanon 503-292-1333

Legal Sanctions

Federal Laws

The following summary of Federal penalties and sanctions for illegal *possession* of a controlled substance is taken from *The Federal Register*, 55 (159), page 33589.

21 U.S.C. 844(a)

First conviction: Up to one year imprisonment and a fine of at least \$1,000 but not more than \$100,000, or both.

After one prior drug conviction: At least 15 days in prison, not to exceed two years, and a fine of at least \$2,500, but not more than \$250,000, or both.

After two or more prior drug convictions: At least 90 days in prison, not to exceed three years, and a fine of at least \$5,000 but not more than \$250,000, or both.

Special sentencing provisions for possession of crack cocaine: Mandatory sentence of at least five years in prison, not to exceed 20 years, and a fine of up to \$250,000, or both, if:

- (a) the first conviction and the amount of crack possessed exceeds five grams.
- (b) the second crack conviction and the amount of crack possessed exceeds three grams.
- (c) the third or subsequent crack conviction and the amount of crack possessed exceeds one gram.

21 U.S.C. 853(a)(2) and 881(a)(7)

Forfeiture of personal and real property used to possess or to facilitate possession of a controlled substance if that offense is punishable by more than one year imprisonment. (See special sentencing provisions re: crack.)

21 U.S.C. 881(a)(4)

Forfeiture of vehicles, boats, aircraft or any other conveyance used to transport or conceal a controlled substance.

21 U.S.C. 944a

Civil fine of up to \$10,000 (pending adoption of final regulations)

21 U.S.C. 853a

Denial of Federal benefits, i.e., student loans, grants, contracts, and professional and commercial licenses, up to one year for first offense, up to five years for second and subsequent offenses.

18 U.S.C. 922(g)

Ineligibility to receive or purchase a firearm.

Miscellaneous

Revocation of certain Federal licenses and benefits, e.g. pilot licenses, public housing tenancy, etc., are vested within the authorities of individual Federal agencies.

State Laws

The following information regarding legal sanctions under Oregon state laws for the unlawful *possession, use or distribution* of controlled substances and alcohol is taken from the *Criminal Code of Oregon* and from the *Peace Officer's Guide to the Oregon Criminal Code*.

1. Possession of liquor by a person under the age of 21, except in a private residence accompanied by a parent or guardian and with the parent or guardian's consent, is a misdemeanor.

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Section: III. Employment Law
Subject: Drug and Alcohol Policies

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2. Purchase or attempt to purchase liquor by a person under the age of 21 constitutes a misdemeanor.
3. Providing (giving, selling, or otherwise making available) liquor to a person known to be under 21 years of age is a class A misdemeanor.
4. Providing liquor to any person who is visibly intoxicated is a class A misdemeanor.
5. Driving under the influence of intoxicants (liquor and /or a controlled substance) is a class A misdemeanor. Blood alcohol levels of .08% or more as shown by chemical analysis of the breath or blood meet the standard of driving under the influence.
6. Possession of marijuana: possession of less than one ounce is punishable by a fine.
7. Marijuana sales: Delivering marijuana for consideration carries a typical sentence of 10 years. Delivering less than one ounce carries a typical sentence of one year and/or \$2,500. Delivering less than five grams invokes a fine of \$500.
8. Selling any substance, article, apparatus, or device, with knowledge that the substance, article, apparatus, or device will be used to manufacture, compound, convert, process, or prepare a controlled substance for unlawful sale or distribution is considered a class A misdemeanor.
9. Any person who keeps, maintains, frequents, or remains at a place while knowingly permitting persons to use controlled substances in such a place or to keep or sell them in violation of Oregon law is subject to a sentence of one year/\$2,500.

The following table summarizes penalties in the state of Oregon for *possession* of a sampling of drugs classified as controlled substances. The drugs are categorized by their placement in the Federal Drug Schedules.

Schedule	Max. prison time	Max. Fine
Schedule I: Class B Felony Heroin, LSD, other hallucinogens, marijuana, others	10 years	\$100,000
Schedule II: Class C Felony Methadone, morphine, amphetamine, cocaine, PCP	5 years	\$100,000
Schedule III: Class A Misdemeanor Non-amphetamine stimulants, some depressants	1 year	\$2,500
Schedule IV: Class C Misdemeanor Valium-type tranquilizers, some less potent depressants	30 days	\$500
Schedule V: Violation Dilute mixtures, compounds with small amounts of controlled drugs	none	\$1,000

Criminal convictions may have serious effects on an individual's future career, in addition to carrying the penalties cited above. When drug arrests occur, an attorney should be consulted. Resources for obtaining an attorney include the Oregon Attorney Referral Service, 241-0736, or Oregon Legal Aid Service, 224-4086.

Drug Effects

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

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Repeated use of alcohol can lead to dependence. After dependence develops, sudden cessation of alcohol intake without medical supervision is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of being hyperactive, developing anti-social behavior, and of becoming alcoholics themselves.

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Subject:	Fair Labor Standards Act	Date: 7/1/07

The Fair Labor Standards Act (FLSA) was adopted in 1938 to establish federal wage and hour standards for covered employees. As amended, the FLSA has three bases of coverage. A waiver of its minimum standards for minimum wage, equal pay, overtime, and child labor standards cannot be expressed or implied and it applies to employees, not specifically exempt, who are:

- engaged in interstate commerce;
- engaged in the production of goods for commerce;
- employed "in an enterprise engaged in commerce or the production of goods for commerce."

Because schools are specifically named for inclusion under the Act, Reed College is covered under the provisions of the FLSA.

Under the FLSA's overtime provision, non-exempt employees who are covered by the statute and work more than 40 hours per week are entitled to compensation for the time worked in excess of 40 hours at a rate at least one and one-half times their regular rate of compensation.

Failure to comply with the obligations of the FLSA can result in extensive administrative investigations and awards of double damages to aggrieved employees.

Some of the major provisions of the Act include the following:

- Executive, administrative, and professional employees are considered exempt under the FLSA and must be paid on a salary basis. Exempt employees are compensated not for the amount of time spent on the job, but rather for the general value of the services performed. The Act requires that their predetermined pay not be subject to reduction because of variations in the quantity of work performed. Exempt employees lose their exempt status when they are paid on an hourly basis or when the exempt employee's salary is reduced for a partial day absence from work.
- The Act forbids covered private employers from granting compensatory time to their non-exempt employees in lieu of overtime compensation.
- The Act requires that overtime be figured on the basis of a single work week (Sunday through Saturday) so that hours cannot be averaged over more than a week.
- There are no maximum hours limitations (e.g., restrictions on the number of hours an employee may work in one workday, workweek, or work period) for adult non-exempt employees under the FLSA. The Act merely requires overtime pay for the time worked in excess of 40 hours per week. Thus, employers can require overtime work of employees, as long as they are duly compensated for the time worked.
- Paid vacation, holiday and sick time is not included in calculating a non-exempt employee's regular rate of pay for overtime purposes. Thus, an employee would receive straight time for 48 hours of work in a single work week if on one 8-hour day the employee was on paid sick time.
- The Act requires employers to maintain and preserve for at least three years the payroll or other records setting forth the daily hours worked and total hours worked for each work week for each non-exempt employee.

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Section: III. Employment Law
Subject: Oregon wage and hour laws

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In addition to the FLSA, the Oregon Bureau of Labor and Industries Wage and Hour Division promulgates laws and regulations governing Oregon employers. In some cases, the laws parallel federal law and in some cases are in addition to federal provisions.

Major provisions of the state law include wage collection, wage agreements and benefits, minimum wage and overtime laws, hours limitations in certain industries, and employment of minors.

The Technical Assistance Unit is available to employers to answer questions regarding wage and hour issues. The Unit is totally separate from the compliance unit and may not report violations. The Unit also provides regular training programs for employers and in addition provides in-service training at the employer's work site for a minimal fee.

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Subject: Workers' compensation

Date: 7/1/07

Oregon workers' compensation laws are administered by the Workers' Compensation Division of the Oregon Department of Insurance and Finance. They were originally enacted to help injured workers and to protect employers from liability lawsuits.

Employers must provide the coverage either through a private carrier or the State Accident Insurance Fund (SAIF). Reed College provides the coverage through a private carrier.

All costs for workers' compensation insurance are paid by the employer. However, most employers and employees contribute a few cents a day for special programs designed to aid injured workers. These funds help pay higher benefits to workers hurt in the past when benefits were lower than they are today. The funds also help employ or reemploy handicapped workers, and they are used to reduce costs to employers when they reemploy injured workers.

Workers' compensation laws provide for the payment of benefits for an injured worker, including medical costs, out-of-pocket expenses, temporary total disability, permanent partial disability, permanent total disability, and death benefits. In some cases, the insurer may also provide vocational assistance for employees having difficulty returning to their former occupation because of the injury.

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Subject: Internal investigations

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From time to time it may be necessary for the college to conduct an internal investigation. All college employees are required to fully cooperate with such an investigation and may not interfere in the process. Failure or refusal to cooperate in or interference with an internal investigation is grounds for discipline up to and including immediate discharge.

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Section: III. Employment Law
Subject: Federal and state leave statutes

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The Federal Family and Medical Leave Act of 1993 requires employers to provide unpaid leave for up to 12 weeks to eligible employees for the birth, foster care, placement or adoption of a child, serious health condition of the employee, or serious health condition of the spouse, parent or child of the employee.

The Oregon Family Medical Leave law requires employers to provide unpaid leave for up to 12 weeks over a one year period to eligible employees for the care of a family member who suffers a "serious health condition," for the birth, foster care, placement or adoption of a child, serious health condition of the employee or sick child leave.

The Reed College policy on family and medical leaves combines the most generous provision of both the federal and state laws into one policy and is detailed in Section VII, Benefits.

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Subject: Smoke-Free Workplace

Date: 7/1/07

Multnomah County Ordinance 937 adopted December 16, 1999:

Effective July 1, 2000 all places of public and private employment in Multnomah County must be smoke-free. The ordinance prohibits smoking in all enclosed areas that employees frequent in carrying out their work responsibilities, including offices, employee lounges, restrooms, conference rooms, and hallways.

Failing to maintain a smoke-free workplace is considered a violation and an employer may be fined for each day that it is not in compliance. Employees who smoke in the workplace may also be penalized under the ordinance.

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Employment at will:

Employment is at the mutual consent of the employee and the college. All employees are hired for an unspecified duration. Accordingly, the employee or the college can terminate the employment relationship at will at any time, with or without cause or advance notice.

Public domain:

All work-related information and materials are the property of Reed College, including but not limited to office files on paper and electronic files, electronic mail messages and files, and voicemail messages and files.

Electronic communication is not private. It is possible for monitoring to occur, and it is subject to eavesdropping. Personal, private, and/or confidential information should not be passed electronically or stored in any kind of public domain.

Computer files are not inherently secure. While the college takes steps to prevent unauthorized access, files may still be read or altered through error or mischief. The college respects individuals' privacy. However, it reserves the right to examine files stored or transmitted on college equipment in certain cases such as potential violations of the law or college policy.

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Types of appointments:

Appointments to the staff of Reed College can be made in the following categories:

Regular full-time employees salaried work a full weekly schedule (37.5 or 40 hours) on a regular basis. They are paid on a regular salary basis and are eligible for all benefits afforded to staff employees.

Regular part-time employees-salaried work, by prior agreement, a reduced work week (less than 37.5 hours per week) on a regular basis. They are paid on a regular salary basis. Employees in this group who work .5 FTE or more are eligible for some benefits, some pro-rated on the basis of hours worked. Employees in this group who work less than .5 FTE are not eligible for most benefits except as required by law.

Regular part-time employees-hourly work, by prior agreement, a reduced work week (less than 37.5 hours per week) on a regular basis but often their hours will fluctuate from pay period to pay period. They are paid on an hourly rate of pay. Employees in this group generally work less than .5 FTE and are not eligible for most benefits except as required by law.

On-call employees work an uncertain schedule, usually on an irregular or on-call basis. They are paid on an hourly basis and are not eligible for benefits except as required by law.

Student employees are hired by each office on campus, through the student employment web site.

Contract employees:

Contract employees work either full-time or part-time in a limited duration assignment not to exceed 9 months. A contract employee may be re-appointed to one additional limited duration assignment not to exceed an additional 9 months with the approval of the appropriate Vice President or Dean. However, contract employees in the Sports Center, or others who teach in a similar capacity, may be re-appointed more than once.

If service needs require continued employment of the contract employee beyond a total of 18 months, the supervisor must seek approval from the appropriate Vice President to create a regular position.

Contract employees will typically replace a worker on leave, work on a special assignment that is above and beyond the normal work responsibilities of the department, assist with work overload, or be hired on a semester by semester or quarter by quarter basis to teach one or more classes.

Contract employees are not eligible for any benefits nor do most provisions of the Staff Policies and Procedures Manual apply outside of those legally required for any employee of the college.

Contract employees will be paid as college employees on either an hourly or lump sum basis. The standard payroll deductions will be made including worker's compensation and unemployment insurance.

Contract employees must sign a standard agreement with Reed College which specifies the terms and conditions of their limited duration appointment, including the specific duration (beginning and ending date) of the appointment. Contract forms are available in the Human Resources and Payroll Offices.

Supervisors must complete a Personnel Action Form attaching a copy of the signed contract in order to appoint a contract employee. Contract employees will be required to complete I-9, W-4, and other appropriate paperwork upon appointment.

Exempt/non-exempt employees:

Under Wage and Hour laws, some categories of employees are considered exempt from laws such as overtime requirements, timecard reporting, minimum wage, and others.

The categories of exempt employees are:

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- 1) executives, managers, supervisors;
- 2) administrative employees;
- 3) professional employees.

For a complete description of the categories, contact Human Resources.

Pay reductions for a partial day's absence may not be deducted from an exempt employee's wages. For example, if an exempt employee has no sick leave remaining and is subsequently absent for a partial day, pay cannot be docked for that partial day's absence. To do so will mean a redefinition of the position to non-exempt status.

Non-exempt status means that the employee and employer are required to comply with applicable wage and hour laws such as overtime payment, timecard reporting, minimum wage, and others.

The exempt/non-exempt status for each position will be determined by the Director of Human Resources based upon the legal requirements and the classification description.

The Human Resources Office maintains a listing of classifications and staff by their exempt/non-exempt status.

Bargaining unit staff:

The Building Services non-supervisory staff in Facilities Operations are members of the Service Employees International Union. As such they are bound by the terms of their collective bargaining agreement.

Provisions of this policy manual apply to unionized staff only when the same provision is not specifically addressed by language or intent in the bargaining agreement. In the event of a conflict between this manual and the bargaining agreement, the agreement will control for subject employees.

Independent contractor:

The college may occasionally employ an independent contractor for a specific project of limited duration. To be considered an independent contractor, the individual normally must meet all the following conditions:

- 1) the college has no right to fire but may terminate the contract at any time except as limited by the specific terms of the contract;
- 2) the independent contractor furnishes his/her own equipment;
- 3) the independent contractor may hire his/her own employees, and does not work hours established by the employer;
- 4) with certain limited exceptions (e.g. a requirement of compliance with state and federal laws) the independent contractor works under no control from the college, except insofar as the employer accepts or rejects the results of the work;
- 5) independent contractors negotiate the price to be paid for the work;
- 6) the independent contractor provides a service or skill which is not normally found in the employer's business operations.

Volunteers:

Volunteers are welcome at Reed College and provide valuable services in support of the regular paid staff. No paperwork is required when volunteering other than any records asked for by the individual department.

A paid non-exempt employee of the college may not volunteer or otherwise perform services for the college on an unpaid basis unless the following conditions are met:

- 1) work must be performed for a public, religious or humanitarian service;
- 2) without expectation of pay;

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- 3) at the employee's initiative;
- 4) on the employee's own time; and
- 5) the duties must not be his/her regular job duties.

Interns:

Internships may be offered to students who will receive school credit for working in a limited duration assignment that supplements their learning experience. Internships may be paid or unpaid; if paid, the payment is generally in the form of a small stipend.

Student learners in vocational training situations may be paid a sub-minimum wage of not less than 75% of the minimum wage. Application must be made to the labor department to approve the wage exception. Contact Human Resources for further details.

Employing relatives:

Employees of the college are encouraged to refer friends and family members for vacant, posted staff positions. However, the college will not employ a family member or domestic partner for a regular position who will supervise or be supervised by another family member or domestic partner.

Break in service:

Employees who terminate and are subsequently re-employed by the college within six months of their termination date will not be considered to have a break in service, unless a specific benefit contract requires a break in service when an employee terminates.

Employees who terminate and are subsequently re-employed by the college after six months of their termination date will be considered new employees and will be required to serve any and all applicable waiting periods in order to receive benefits. Refer to the individual benefit plan to determine any applicable break in service.

Contract employee appointment to regular appointment:

Staff who are appointed to a regular position while serving in a limited duration contract position will be considered a regular employee from the original date of hire in the case where the regular appointment is the same position as the limited duration contract position.

For such employees, vacation and sick leave accruals and time counted in service will be effective from the original date of hire. However, most insurance benefits will become effective on the first of the month following the regular appointment.

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Work week:

The official business hours of most college offices are 8:30 a.m. through 5 p.m., Monday through Friday, with a one-hour daily lunch break. Based on the nature of the particular services they provide, individual departments may open from 8 a.m. to 5 p.m. or on other alternative schedules.

Lunch periods:

Lunch periods for non-exempt employees are normally one unpaid hour and are scheduled by the department supervisor.

Wage and hour laws require that the employer provide meal periods of not less than 30 minutes to non-exempt employees who work shifts of six or more hours. For work periods of seven hours or less but at least six, the meal period is to be taken between the second and fifth hour worked. If the work period is more than seven hours, the meal period must be taken between the third and sixth hour worked.

If an employee is required to remain on duty during the meal period or performs any tasks, the employee must be paid for the meal period. Meal periods must be 30 minutes without interruption to be unpaid time.

Breaks:

Non-exempt employees may take a fifteen-minute paid break once in the morning and once in the afternoon. The time of the break should be scheduled with the supervisor and should be taken approximately midway in the work segment. Breaks are not cumulative, nor can they be used to shorten work days.

Wage and hour laws require that the employer provide a period of rest of not less than 10 minutes, without deduction from the employee's pay, for every segment of four hours worked in one work period. This time must be taken in addition to and separately from time allowed for meals.

Temporary schedule adjustments:

Non-exempt staff may adjust work schedules within a work week with the supervisor's approval, for instance, taking a one-half-hour lunch one day in the week so that the employee may take a one and one-half-hour lunch another day in the same work week.

Schedules may also be adjusted from week to week, but only to the extent that the time being made up does not equal more than 40 hours in the work week.

Overtime:

Reed College does not allow employees to work unauthorized overtime. Overtime must be approved in advance by the department supervisor. Request forms are available from the Business Office. Overtime will be approved only when the work to be accomplished is considered urgent and can only be accomplished at other than normal work hours.

Overtime is time worked in excess of 40 hours per week, regardless of the employee's regular work schedule. For example, an employee regularly scheduled to work 37.5 hours per week who works 42 hours a week would receive 2.5 hours of pay at their regular hourly rate and 2 hours of overtime pay at time-and-one-half. Overtime work, over 40 hours per week, is paid at the rate of time-and-one-half.

Payment of overtime for a non-exempt employee is mandatory and may not be waived or taken as "compensatory time" if the employee has actually worked more than 40 hours in a work week. If the employee has used sick leave, vacation, or other paid credits during the week in which he/she works

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over 40 hours, the employer is not obligated to pay the overtime rate unless the time actually worked exceeds 40 hours. Paid time off is not hours worked.

Exempt employees are not eligible for overtime pay, regardless of the number of hours worked. Staff working in exempt occupations are compensated for the results achieved, and overtime work is inherent in their positions. An exempt employee's pay includes consideration for additional hours the job may demand to meet work deadlines or department objectives.

Shift differential:

Employees who work a 5 day/8 hour shift (5/8) and start their shift from 7 a.m. until 2:59 p.m. are on day shift; 5/8 employees who start their shift from 3 p.m. until 10:59 p.m. are on evening shift; and 5/8 employees who start their shift from 11 p.m. to 6:59 a.m. are on night shift.

Employees who work a 4 day/10 hour shift (4/10) and start their shift from 6 a.m. until 3:59 p.m. are on day shift; 4/10 employees who start their shift from 4 p.m. until 11:59 p.m. are on evening shift; and 4/10 employees who start their shift from midnight until 5:59 a.m. are on night shift.

Maintenance on-call premium pay:

This program applies only to non-exempt maintenance staff who are required to carry a pager on a one-week rotation and respond immediately to emergency calls, both by telephone and in person.

Each maintenance person will receive \$50 premium pay for each full week he/she is required to carry the pager. This premium pay will be added to the employee's base rate of pay in the pay period following completion of the full week's rotation. No premium pay will be payable in advance.

Employees who are on-call in accordance with this premium pay program will receive time and one-half pay when called in to work. Regardless of the number of hours worked in the work week, pay will remain time and a half the employee's regular base rate of pay with only one exception. When called in to work on a regularly scheduled holiday, employees will receive double time plus their regular pay for the holiday.

Paid time will begin when the employee arrives on campus and begins work and end when the job is completed and the employee leaves campus. No travel time to and from home will be construed as work time or paid time. However, the minimum pay for this on-call premium pay will be two hours of pay when an employee is called in to work.

This program may be eliminated at any time the college believes it is not in its best interest to continue. The program is evaluated and the decision made to continue or discontinue generally on an annual basis.

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Subject: Alternative work schedules

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Flexible scheduling:

Subject to the supervisor's approval and the needs of the college, employees may adjust or modify their regular schedule in order to accommodate other needs such as day care, transportation, other employment, or for health-related reasons. The agreement to flex a schedule may be withdrawn at any time and for any reason, if in the supervisor's view it is no longer in the best interest of Reed College to continue the arrangement.

Four ten-hour shifts:

Departments whose staff work a 40 hour work week may arrange work schedules so that employees may opt for or be required to work a 4/10 schedule. In this case, vacation and sick leave accruals remain the same as if the employee were working a 5/8 schedule. In other words, for a full time employee working a 40-hour week vacation accrual remains 176 hours annually and sick leave accrual remains 96 hours annually. Accruals are pro-rated for part time employees.

Job sharing:

Subject to the supervisor's approval and the needs of the college, employees may job share a position under terms and conditions as defined by the college.

Job share is defined as one budgeted full-time position that is being equally shared by two part-time employees.

The supervisor reserves the right to discontinue the job share arrangement at any time he/she has reason to believe that continuing the job share arrangement is no longer in the best interest of Reed College.

Each employee's status is that of a part-time employee. All conditions of employment and status will be that accorded to a regular part-time employee, including but not limited to eligibility for insurance benefits, holiday pay, vacation accrual, and sick leave accrual.

Normally, the hours are divided so that one employee receives insurance benefits and the other does not. However, there may be situations in which the hours are divided equally and both parties receive insurance benefits. This adds considerably to the cost and should be considered carefully before making a final decision. In any case, the employees are expected to collectively work the regular schedule of the full-time position. In the absence of one member of the job share team, the supervisor has the right to expect that the other member will work the full hours when required to do so.

Each job share team member will learn and perform all aspects of the full-time position. All performance standards and appraisals will be based on the full duties of the position.

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Reporting absence to the supervisor:

Employees are expected to notify their supervisor as soon as it is possible to do so if they must be absent from work. Failure to notify the supervisor and/or continued absence from work may become a factor in evaluating an employee's performance and may lead to corrective action.

Absences may be deemed questionable or unexcused even if the employee has accrued sick leave.

An employee who fails to report to work for three consecutive days without notifying his/her supervisor may be considered to have voluntarily resigned his/her employment with the college.

Tardiness:

Employees are expected to notify their supervisor as soon as, and if, it is possible to do so if they are going to be tardy. Continued tardiness may become a factor in evaluating an employee's performance and may lead to corrective action.

Inclement weather:

Each incident of bad weather will be dealt with on a case by case basis. But generally, the college will not close due to most weather related incidents. Each employee should make decisions about his/her own personal safety in such cases. If the college is open, but circumstances require that an employee return to or remain at home, the employee should be encouraged to do so. Both vacation time or the option of unpaid leave are available to employees under those conditions. The college's policy regarding remaining open is not intended to encourage or require staff to take unnecessary risks.

When the college does not officially close

Unless notified in accordance with the procedures below, the college will be open and employees will be expected to use their best judgment as to whether or not they can safely come to work. Employees who decide to stay home must notify their supervisor of their decision and must use vacation time, other paid credits, or request unpaid leave for the time.

When employees are unavoidably late during severe weather conditions but have made a reasonable effort to arrive at work on time, they will be paid for the entire day of work.

When the college officially closes

Any decision to officially close will be made by the President, or in his/her absence the Dean of the Faculty, or in his/her absence one of the other Vice Presidents, or in their absence another member of the senior staff. A closure is reported to the local radio stations by the Director of Public Affairs, and the Switchboard would also be notified. In the absence of such notification, employees should assume that the college is open.

Employees will be paid for their regular hours during the closure, if the employee was scheduled to work those days. For safety reasons, some staff will be expected to report to work even during a closure. Employees should consult with their supervisor in advance to determine if their position is one that is expected to report for work.

Employees required to report to work as described above will receive paid time off equal to the time actually worked during the closure. This time off must be arranged at a time mutually agreed between the employee and supervisor, must be taken within 3 months of the closure or lost, and is considered administrative leave rather than an accrued benefit. The college will not pay out any unused time upon termination of employment.

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Payroll related questions:

Refer all questions to the Payroll Specialist, Business Office, Ext. 7282.

Pay periods and paydays for regular salaried staff:

The pay week for overtime purposes is generally considered to be the calendar week (Sunday through Saturday). There may be some variation for 24-hour / 7-days-per-week schedules.

Most regular full-time and part-time employees are paid on the last working day of the month for the calendar month and timecards are due in the Payroll Office by no later than the 5th of the following month. For Community Safety staff, the pay period is the 20th through the 19th and their pay day is the last day of the month. Bargaining unit staff are paid bi-weekly on Thursdays.

Paychecks are available at the cashier's window on the designated payday or may be directly deposited to an authorized bank, savings and loan, or credit union account.

Pay periods and paydays for hourly, on call, and contract employees and for student employees:

The work period is the 1st through the 15th of the current month, and the 16th through the end of the previous month. Timecards are due in the Business Office no later than the 20th of the month. Payday is the last working day of the month.

Paychecks for non-student employees are available at the cashier's window on the designated payday or may be directly deposited to an authorized bank, savings and loan, or credit union account. Employees may also make arrangements with the Payroll Office to have their paycheck mailed directly to their home. Student employee paychecks are delivered to student mailboxes in the Reed College mailroom.

Time sheets:

Non-exempt staff are required under Oregon law to be paid for each hour worked and are required to complete time sheets.

The employee must forward the "Reed College Time Sheet" to the supervisor for approval who in turn forwards them to the Payroll Office.

Salaried non-exempt employees who have adjustments in their pay will receive the adjustment in the following pay period. This allows the college to continue to pay employees at the end of the month rather than waiting several days into the following month in order to reconcile the time sheets.

Authorization to pay:

Any time worked in excess of a non-exempt employee's regularly scheduled hours must be recorded on the "Authorization to Pay" form available in the Business Office. The form is attached to the employee's "Reed College Time Sheet" form which is submitted to Payroll.

Special payroll authorization:

Any time worked on special projects outside the employee's regular job responsibilities are recorded and processed on the "Special Payroll Authorization" form available in the Business Office.

Direct deposit:

Direct deposit authorization forms are available from Human Resources or Payroll. Establishing direct deposit service takes one payroll cycle.

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Section: V. Hours and Payroll
Subject: Payroll information

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Payroll deductions:

Certain deductions required by law will be made from each employee's wages. These include state and federal income tax withholding, social security taxes (FICA), and state worker's compensation.

Deductions will also be made for insurance premiums, loan payments, charitable contributions, etc., as authorized by the employee.

Payroll advances:

If, in an emergency, an employee needs a payroll advance, he/she must request the advance through the Payroll Office. No more than one advance per semester may be requested.

Final wages:

When an employee quits without notice, wages are due on the next regular payday or within five working days, whichever comes first.

When an employee quits and has given at least 48 hours' notice or the employee is terminated by the college, wages are due on the last day worked.

When an employee is discharged by the college, wages are due by the end of the first business day following the discharge.

A terminating employee who has a personal loan or otherwise owes money to the college must make arrangements for final payment with the Business Officer prior to terminating.

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Subject:	Descriptions and Class/Comp Plan	Date: 7/1/07

Classification descriptions:

The Human Resources Office retains the official copy of the classification descriptions for Reed College staff positions.

The descriptions are used in a variety of ways, and it is essential that they be updated regularly. Supervisors may forward modifications to the Human Resources Office. When completed, a copy of the updated description will be returned to both the supervisor and employee(s).

The classification descriptions are of necessity general and broadly written.

Position descriptions:

Each employee of the college should have a position description that more specifically describes the tasks for which his/her position will be held responsible. These descriptions are for departmental use only and do not need to be forwarded to Human Resources.

In some cases, the classification description may also serve as the position description, particularly if there is only one position being described in the classification description.

Classification/compensation plan:

Effective each July 1st, the Human Resources Office produces an updated classification/compensation plan that lists the classifications in each grade and the salary range for each grade level.

The classification/compensation plan is sent to supervisors and is available upon request from the Human Resources Office.

Request for job audit:

Any time an employee and/or supervisor believes that a position is improperly classified and/or graded, either party may request a job audit by notifying Human Resources of the request.

The Human Resources Office considers any or all of the following in auditing a position:

- a current position description;
- a revised classification description;
- examples of work;
- an interview with the employee to determine scope of authority, decision making, and amount of time spent on tasks;
- an interview with the supervisor to confirm and add to the employee's remarks.

When a decision is reached to change or not to change a classification or grade, the employee receives the decision in writing from Human Resources with a copy to the supervisor.

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Subject:	Salary administration plan	Date: 7/1/07

Objective:

The purpose of Reed College's salary administration plan is to:

- provide a framework for the administration of a fair and equitable wage and salary system for all staff;
- further the goals and objectives of the college by recruiting and retaining qualified, competent staff;
- maintain internal consistency and equity among the staff on the basis of the particular job they perform; and
- allow staff to be rewarded on the basis of their performance.

Responsibility:

Administration of the salary policy is the responsibility of the President and Vice Presidents. The Director of Human Resources is responsible for maintaining the college's wage and salary schedules and for their consistent application in a non-discriminatory manner.

Each supervisor/ manager is responsible for determining the wages and salaries of staff in their department in accordance with the provisions and procedures of this salary administration policy and the annual guidelines. The real benefits of this salary administration plan will come only through consistency and the application of sound judgment and objectivity in dealing with individual wages and salaries within college policy and guidelines.

Salary ranges:

The college maintains an established salary structure with salary ranges consisting of a minimum and maximum rate of pay.

Each position is assigned to the appropriate classification, grade level, and salary range by reference to an evaluation of job content.

Range Minimum

The minimum rate reflects the amount necessary to hire a person with at least the minimum qualifications.

Range Maximum

The maximum of a salary range provides an upper limit for what staff in that range will be paid.

Salary determination at time of hire:

New staff will be paid at least the minimum of the appropriate salary range.

The appropriate Vice President, with the agreement of the Vice President/ Treasurer in consultation with the Director of Human Resources, may authorize a starting salary beyond the minimum of the salary range for one of the following reasons:

- 1) the applicant possesses extensive experience, education, or demonstrated ability above that normally required to fill the position; or
- 2) marketplace recruitment factors necessitate paying the salary level to attract a qualified candidate.

Promotions:

Promotional increases are granted when an employee is appointed to a position that is at a higher grade level or responsibility level than the one currently occupied.

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Timing:

A promotional increase should coincide with the date on which the staff member assumes the new assignment.

Amount:

Increases granted in a promotion will normally be the minimum of the salary range of the new position. The appropriate Vice President, with the agreement of the Vice President/Treasurer in consultation with the Director of Human Resources, may authorize a starting salary beyond the minimum of the salary range for one of the following reasons:

- 1) the applicant possesses extensive experience, education, or demonstrated ability above that normally required to fill the position; or
- 2) marketplace recruitment factors necessitate paying the salary level to attract a qualified candidate.

Transfers:

Transfer does not warrant a salary increase when the new position is in the same salary range. Generally, transfers are appointments to a position within the same grade level.

Reclassification:

An upward reclassification involves a significant growth in the duties and responsibilities over an extended period of time, which thereby results in reevaluation of the position to a higher salary range. Staff experiencing an upward reclassification will not receive an immediate salary adjustment unless it is necessary to raise the salary to the new range minimum.

A downward reclassification occurs when job duties and responsibilities decrease, which thereby results in reevaluation of the position to a lower salary range. Staff experiencing a downward reclassification to a job with a lower wage or salary range generally will maintain their current rate of pay.

Salary above the maximum rate of pay:

Staff whose salary is above the maximum of the salary range for their respective position are considered "frozen" and will not be eligible for any salary change except for eligibility for performance award increases until the range maximum overtakes the staff member's current pay level. In the case of a performance award when the salary is at or above the maximum, the award will be in the form of a bonus or lump sum award that does not increase base pay.

Documentation:

Proposed changes in staff wages salaries are to be initiated on a Personnel/Payroll Action Form. Information on this form must include the reason for the proposed adjustment.

Operating and control procedures:

Maintenance of salary structure

The college's pay structure will be reviewed annually to determine its adequacy. Adjustments may be made to the structure and salaries paid to individuals may be adjusted at such time.

Establishment of new positions

The establishment of a new position requires prior approval of the Vice President/Treasurer in consultation with the Director of Human Resources. No commitment to hire may precede this approval.

Proposals for establishment of a new position must be accompanied by:

- 1) documentation explaining need;

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- 2) a position description; and
- 3) a revised department organizational chart showing proposed new position.

After approval for the establishment of the position, the Director of Human Resources will arrange for position evaluation to determine the appropriate classification and salary range in consultation with the supervisor.

The supervisor will draft the new classification description, if one is required. All final classification descriptions must be reviewed by the Director of Human Resources.

Reevaluation procedures

Employees and supervisors are responsible for revising and updating classification descriptions. The Director of Human Resources will assist in the final editing of the classification description.

After approvals have been received on the revised classification description, the Director of Human Resources will reevaluate the classification and grade.

Position titles

Position titles shall be organizationally appropriate, definitive and compatible with existing titles. Approval of titles or title changes are normally part of approving the creation of a new position or modification of an existing position. Review and approval of the position title will be made by the Director of Human Resources.

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Subject:	Performance award program	Date: 7/1/07

The performance award program is designed to reward and recognize employees who have achieved exceptional performance over the past academic year. This level of performance must be consistent and must occur over an extended period. The decision as to granting or not of performance awards and amount of the awards is determined and announced prior to the beginning of the academic year.

Criteria to be included in the evaluation are:

1. Describe the specific achievements that are examples of the employee's having exceeded performance expectations including the ways in which the work unit, department, and/or College has benefited.
(consider projects, assignments, tasks, streamlining, improving the effectiveness of the department, increased productivity, specific cost savings expected or realized, improved morale, what was new about the achievements, what was different about the achievements, what is not being done anymore as a result of the employee's contributions)
 2. Describe the employee's outstanding skills and abilities that contributed to this success.
(consider communication skills, listening skills, analytical ability, decision making, organizational ability, innovation, dealing effectively with change, initiative, creativity, exceedingly high quality of work, beating deadlines without compromising quality, and related topics)
 3. Describe the outstanding manner and style in which this employee does his/her work that contributed to this success.
(consider enthusiasm, cheerfulness, cooperation, collaboration, strong service orientation, interpersonal skills, dealing effectively with conflict/confrontation, desire for creating a positive image for the department and the college, and related topics)
- Complete Question 4 if the employee is a supervisor or managerial employee.*
4. Describe the supervisory, managerial, and leadership skills that have exceeded performance expectations.
(consider selection, training, performance evaluation, corrective action, effective delegation, understanding and motivating employees, managing change, human and financial resource allocation, strategic planning, policy development, organizational design, program design, empowerment, inspiring innovation and creativity, and related topics)

Eligibility:

All regular full-time and part-time employees are eligible for consideration after one full year of employment in an eligible class. After meeting eligibility requirements, employees are eligible each year.

Amount and timing of increase:

The college will make a determination each year as to the amount of the performance award, if any, for that given year. The award is added to an employee's base pay normally effective on July 1st. However, if an employee's base pay exceeds the maximum of the salary range, the performance award increase is given as a one-time bonus.

Procedures:

In April of each year, the college sends a memo to all supervisory staff to advise them of the deadline for submission of performance award requests. The Dean of the Faculty's Office sends a memo in March of each year to the faculty who supervise staff.

Supervisors are responsible for assessing the performance of each subordinate and making a determination as to whether the employee has achieved a level of performance that is truly

exceptional. Although the performance review process is separate from the performance award process, the most recent performance review for the employee must be attached to the performance award request and be consistent with the request.

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The supervisor must prepare each request in writing on the request form available in the Human Resources Office.

The supervisor has the option of informing the employee of the decision to recommend or not recommend the employee for a performance award at this time.

The written request with a copy of the employee's most recent performance review is forwarded by the supervisor to the appropriate vice president or dean for review. The vice president/dean may deny the request at this point and inform the supervisor.

When all requests have been reviewed individually, the Dean of the Faculty and the three college vice presidents may meet as a group to make a final decision. The dean/vice presidents notify each supervisor in his/her area of responsibility of the final decision regarding each request.

Employees are notified of their performance award increase first by the supervisor upon notification by the appropriate vice president, and then in the salary letter distributed by the President in June of each year.

The written request for a performance award, whether approved or denied, is forwarded to Human Resources for inclusion in the personnel file of each employee. If the supervisor has not yet informed the employee that the performance award request was made, the supervisor must notify the employee at this time and indicate that a copy of the request is being forwarded to Human Resources for inclusion in the employee's personnel file.

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Section: VII. Benefits
Subject: Retirement Plan

Page: VII-1
Date: 7/1/07

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason. This is a summary only; refer to the plan document for specific and complete information.

Eligibility:

Regular full-time employees and regular part-time employees who work .5 FTE or more annually; who have attained the age of 21; and who have completed one year of service in an eligible class. Employees who have come directly from another higher educational institution that received employer contributions may begin immediate participation if they meet the other Reed College eligibility requirements.

College contribution:

The college pays an annual premium which is currently 10 percent of regular gross salary toward the purchase of an annuity. Contributions are invested at the direction of each employee in one or more of the funding vehicles available under the plan.

The plan:

This retirement plan is a defined contribution plan with the Teachers Insurance and Annuity Association (TIAA) and College Retirement Equities Fund (CREF). Employees are immediately vested when the first contribution is made. Both the TIAA and CREF accumulations belong to the individual, regardless of whether or not he/she continues to work at Reed.

The amount of income an employee will receive at retirement will depend on the employee's age and the value of his/her accumulations at the time benefits begin, as well as the income option selected. Under certain conditions, terminated or retired participants have the option of withdrawing all or part of the funds upon reaching age 55.

The descriptions and regulations of the TIAA-CREF retirement plan are available directly from the company, but the Human Resources Office will assist in getting information from TIAA-CREF and in answering questions.

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Subject: Supplemental Retirement Annuities (SRA)

Date: 7/1/07

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason. This is a summary only; refer to the plan document for specific and complete information.

Eligibility:

All regular full-time and part-time employees may begin immediate participation in the SRA plan.

The plan:

College employees may voluntarily contribute to the supplemental retirement plan, which is a Section 403(b) tax deferred annuity plan. Contributions are subject to limitations established by the Internal Revenue Service. SRA contracts differ from the regular TIAA-CREF annuities in that generally the owner may access the funds through withdrawals or loan procedures not possible with the retirement plan annuity.

The descriptions and regulations of the TIAA-CREF supplemental retirement annuity program are available directly from the company, but the Human Resources Office will assist in getting information from TIAA-CREF and in answering questions.

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Subject: Health insurance for active employees

Date: 7/1/07

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason. This is a summary only; refer to the plan document for specific and complete information.

Initial eligibility:

- Regular full-time employees and regular part-time employees who work .5 FTE or more annually.
- Coverage is available for spouses, domestic partners who meet the Reed College criteria for domestic partnership, and dependent children of eligible employees.

The plan:

The college, in its sole discretion, may offer more than one plan or carrier. A "Health Insurance Plans Comparison Chart" is available in the Human Resources Office.

Contribution:

Annually the college will determine the amount of contribution it will provide in that year. The college's contribution to the employee is based on the core benefit, which is defined to be the least expensive single party coverage offered by the college. The college's contribution to two-party and family coverage is also based on the core benefit. Employees may choose more expensive coverage but must pay the difference in the premium amounts between the college's contribution toward the core benefit and the elected coverage.

Any amount the employee is required to pay toward the premium is through salary reduction, and therefore the premium is paid from pre-tax dollars. However, domestic partner coverage is taxable.

Insurance Waiver:

Employees who are eligible for health insurance but are covered under a spouse or domestic partner's health insurance policy may waive health insurance. In this case, the employee receives a lump sum amount of money on an annual basis. This is the only type of waiver allowed.

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Subject:	Health insurance for retirees	Date: 4/1/08

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason. This is a summary only; refer to the plan document for specific and complete information.

Initial eligibility:

Employees of the college who:

- are regular employees of the college on September 1, 2001 and eligible for the college’s health insurance benefits for 10 or more consecutive years; OR begin their regular employment with the college on or after September 2, 2001 and eligible for the college’s health insurance benefits for 20 or more consecutive years; and
- are age 55 or older; and
- terminate employment or remain employed by Reed College but no longer meet the eligibility requirements for health insurance for active employees; and
- have been enrolled in the college’s health insurance as required by the insurance carrier.

Spouse / domestic partner and dependent children eligibility:

- A spouse to whom the employee was legally married is allowed to enroll in the health insurance plan on the date of retirement and will be eligible for coverage under the group health insurance plan.
- A domestic partner who meets the Reed College criteria for domestic partnership which was effective on the date of retirement is allowed to enroll in the health insurance plan on the date of retirement and will be eligible for coverage under the group health insurance plan.
- Dependent children of the eligible employee is allowed to enroll in the health insurance plan at the time of retirement and will be eligible for coverage under the group health insurance plan in accordance with the provisions of the plan.

Duration of eligibility:

- The retiree will be eligible for the lifetime of the retiree.
- The spouse will be eligible as long as the spouse remains married to the retiree.
- The domestic partner will be eligible as long as he / she remains in the partnership with the retiree.
- Dependent children will remain eligible in accordance with the plan document.

Death benefits:

The spouse / domestic partner and dependent children of an eligible but deceased retiree will remain eligible for health insurance benefits.

Definition of retiree:

Early retiree: between 55 and 64 years of age

Regular retiree: 65 years of age or older

Medicare coordination:

Retirees eligible for Medicare are required to have both Part A and Part B of Medicare in order to qualify for retiree health insurance benefits.

The plan:

The college, in its sole discretion, shall determine the plan(s) and benefits available to retirees. A summary of the benefits provided, in any given year, is available in the Human Resources Office.

Contribution:

Annually the college will determine the amount of contribution it will provide in that year.

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Subject: Health insurance for retirees

Date: 4/1/08

For employees who retire on or after January 1, 2002 (without having declared their intent to retire prior to that date) the college's contribution to the retiree is based on the core benefit, which is defined to be the least expensive single party coverage offered by the college. The college's contribution to two-party and family coverage is also based on the core benefit. Retirees may choose more expensive coverage but must pay the difference in the premium amounts between the college's contribution toward the core benefit and the elected coverage.

For employees hired on or after July 1, 2006 the college's contribution will begin at age 40 and continue for 25 years while the employee is working in an eligible class. Employees are vested when they meet eligibility as stated in the Initial Eligibility section of this manual.

Discontinuance of coverage for non-payment:

A retiree who fails to make a premium payment, as required, for more than three consecutive months, will be removed from coverage and will not be reinstated.

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Section: VII. Benefits
Subject: Dental Insurance

Page: VII-6
Date: 7/1/07

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason. This is a summary only; refer to the plan document for specific and complete information.

Eligibility:

Regular full-time employees and regular part-time employees who work .5 FTE or more annually. Coverage is also available for a spouse or domestic partner and dependent children of an eligible employee.

College contribution:

The "core benefit," that is, the level of benefit the college provides in full to the eligible employee, is the least expensive single party coverage provided by the insurance policy in any given year. Employees may choose more expensive coverage (often called "buy-up") but must pay the difference in the premium amounts.

The college's contribution to two-party and family coverage is also based on the "core benefit". The college will determine the amount of contribution it will provide toward two-party and family coverage in any given year. Employees may also "buy-up" to more expensive two-party or family coverage, but must pay the difference.

Any amount the employee is required to pay toward the premium is done through salary reduction, and therefore the premium is paid from pre-tax dollars. However, domestic partner coverage is taxable.

The plan:

The college, in its sole discretion, may offer more than one plan or carrier. A "Dental Insurance Plans Comparison Chart" is available in the Human Resources Office.

Insurance Waiver:

Employees who are eligible for dental insurance but are covered under a spouse or domestic partner's dental insurance policy may waive dental insurance. In this case, the employee receives a lump sum amount of money annually. This is the only type of waiver allowed.

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Subject:	COBRA	Date: 7/1/07

Employee eligibility:

Any employee who loses health or dental insurance coverage through termination or another qualifying event.

Eligibility for group coverage for dependent children:

Unmarried children under age 24 who reside with the insured employee.

The plan:

Federal law requires most employers sponsoring group health plans to offer eligible employees and their eligible families the opportunity to elect a temporary extension of health coverage (called "continuation coverage" or "COBRA coverage") in certain instances where coverage under the plan would otherwise end. At the time of the qualifying event, employees may also opt for a portability plan.

Reed College group health and dental plans are subject to this coverage. Employees do not have to show they are insurable to elect continuation coverage. However, employees will have to pay all of the premium plus a surcharge for continuation of coverage. At the end of the maximum coverage period, employees will be allowed to enroll in a portability plan if it is otherwise available under the plan.

Qualifying events:

Employees have a right to elect continuation coverage if coverage is lost because of any one of the following two "qualifying events":

- termination of employment; or
- reduction in the hours of employment that affects the employee's eligibility for coverage.

The spouse or domestic partner of an employee has the right to elect continuation coverage if coverage is lost because of any of the following four "qualifying events":

1. The death of the spouse/ domestic partner;
2. A termination of the spouse's/ domestic partner's employment or qualifying reduction in the spouse's/ domestic partner's hours of employment with the employer;
3. Divorce or legal separation from the spouse/ discontinuance of the relationship with the domestic partner; or
4. The spouse/ domestic partner becomes entitled to Medicare benefits.

In the case of a dependent child of an employee covered by the Plan, he or she has the right to elect continuation coverage if group coverage under the Plan is lost because of any of the following five "qualifying events":

1. the death of the employee parent;
2. the termination of the employee parent's employment or qualifying reduction in the employee parent's hours of employment with the employer;
3. parents' divorce or legal separation;
4. the employee parent becomes entitled to Medicare benefits and has no other coverage; or
5. the dependent ceases to be a "dependent child" under the Plan.

COBRA is not available to an insured employee, spouse, or dependent who is entitled to Medicare at the time of the qualifying event.

Notification:

When an employee terminates or otherwise loses coverage, the Human Resources Office or insurance carrier sends a letter to the employee's home within 30 days of the termination with information regarding the employee's right to COBRA coverage.

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Further, under the COBRA statute, the employee or a covered family member has the responsibility to notify the Human Resources Office if one of the above qualifying events has occurred. The employee or a family member must give this notice no later than 60 days after the last day of the month of the divorce, legal separation, or a child losing dependent status. If the employee or a family member fails to notify the Human Resources Office during the 60-day notice period, any family member who loses coverage will NOT be offered the option to elect continuation of coverage. The Human Resources Office will send information about COBRA coverage after receiving notice from the employee or family member.

Additional information:

Contact the Human Resources Office for further detailed information regarding COBRA coverage.

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Subject: Health/dependent care banks

Date: 7/1/07

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason. This is a summary only; refer to the plan document for specific and complete information.

Eligibility:

Regular full-time employees and regular part-time employees who work .5 FTE or more annually.

The plan:

These banks are also known as a Section 125 plan. They allow the employee to pay through salary reduction (and therefore from pre-tax dollars) any qualified health-care related expenses not reimbursed by insurance plans and for certain dependent care expenses while the employee and spouse work.

The banks operate on a plan year basis, April through March. During the annual enrollment period, participating employees estimate the eligible dependent and health care-related expenses they will incur for the coming year. The annual amount will be divided by the twelve pay periods and an equal portion deposited to each employee's account each pay period.

The total amount that can be payroll-deducted and deposited in either account per year is \$5,000.

IRS rules state that employees cannot change or stop the amount deposited to the account during the year, except for certain changes in family status that include birth, adoption, death, marriage, divorce, or termination of spouse or domestic partner's employment.

It is important to remember that the Internal Revenue Service (IRS) requires that any money remaining in this type of bank account at the end of the year must be forfeited.

Claim forms for reimbursement are available in the Human Resources Office.

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Subject:	Disability insurance	Date: 7/1/07

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason. This is a summary only; refer to the plan document for specific and complete information.

Long-term disability insurance:

Eligibility

After one year of service in an eligible class, regular full-time employees and regular part-time employees who work .5 FTE or more annually.

College contribution

The college pays the full premium for the plan.

The Plan

This plan provides a monthly income equal to 60% of gross salary, beginning after six months of disability. The employee must be unable to perform the basic functions of his/her own occupation for 36 months of disability and any occupation after 36 months of disability.

Short-term disability:

Eligibility

After one year of service in an eligible class, regular full-time employees and regular part-time employees who work .5 FTE or more annually.

College contribution

The college pays 60% of the employee's salary.

The plan

During the first six months of disability, if a health care professional certifies in writing that the employee will be fully disabled for a period exceeding six months, the employee will receive payment under the short-term disability plan.

If the employee cannot provide such certification but subsequently becomes eligible for long-term disability, the college will pay the employee retroactively for any time loss. During this time, the employee will also be placed on Family and Medical Leave for a maximum of 12 weeks and the time will run concurrently.

Long-term care insurance:

Eligibility

Regular full-time and part-time employees.

The plan

The college offers a long-term care insurance program that provides a broad range of supportive medical, personal, and social services designed to meet the basic daily living needs of those who are chronically ill or disabled over a long period of time. This program is available to employees on a voluntary basis and is paid by the employee through payroll deduction.

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Subject: Life insurance

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Date: 7/1/07

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason. This is a summary only; refer to the plan document for specific and complete information.

Life insurance:

Eligibility

Regular full-time employees and regular part-time employees who work .5 FTE or more annually. Coverage begins on the first of the month following eligible employment.

College contribution

The college pays the full premium for the plan.

The plan

This term insurance is provided in an amount two times the employee's annual salary and also provides accidental death and dismemberment coverage.

Voluntary life insurance and accidental death and dismemberment insurance:

Eligibility

Regular full-time employees and regular part-time employees who work .5 FTE or more annually. Employees may also include their spouse or domestic partner and dependent children under this plan. Coverage begins on the first of the month following eligible employment.

The plan

This a voluntary plan paid by the employee. Employees may select the amount of coverage they wish to purchase in \$10,000 installments up to a \$500,000 maximum. Dependent coverage is a percentage of the employee's coverage.

Travel insurance:

Eligibility

Regular full-time employees and regular part-time employees who work .5 FTE or more annually. Coverage begins on the first of the month following eligible employment.

College contribution

The college pays the full premium for the plan.

The plan

This plan provides accident insurance up to \$100,000 for the loss of life, limb, or sight while traveling on official college business.

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Subject:	Tuition programs	Date: 7/1/07

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason.

Tuition remission for spouse or domestic partner:

Eligibility

- Spouse or domestic partners, as defined by the college, of regular full-time employees and regular part-time employees who work .5 FTE or more annually;
- if hired prior to July 1, 1993 must have three or more years of service;
- if hired after July 1, 1993 faculty must have tenure and staff must have six or more years of service in an eligible class.

The program

Spouse or domestic partner may audit courses at the college with permission of the instructor without payment of the usual audit fee.

Spouse or domestic partners may also enroll in courses at the college and work toward a Reed degree, upon payment of one-third of the usual tuition and fees for the courses taken, if the individual has been admitted to the college through regular admissions programs.

Tuition remission program for dependent children:

Eligibility

- the employee must work at least .5 FTE or more annually in an eligible job class to be eligible for tuition remission;
- the amount of any grant will be reduced for part-time employees in direct proportion to hours worked;
- if hired prior to July 1, 1993, must have three or more years of service;
- if hired after July 1, 1993, faculty must have tenure and staff must have six or more years of service in an eligible class;
- dependent children of deceased faculty or staff are eligible if the faculty / staff member was employed by Reed College prior to September 2, 2001 in an eligible category for at least ten years; if employed on or after September 2, 2001 in an eligible category, the deceased employee must have at least twenty years of service to qualify;
- dependent children of retired employees are eligible if the employee meets the criteria for eligibility for retiree health insurance benefits at the time of retirement;
- dependent children must be qualified as an exemption under the U.S. Internal Revenue Service Code and be claimed as a dependent on the employee's most recent tax form.

The program

Upon admittance to Reed College through the regular admissions process, those eligible will receive a waiver of full tuition and required fees.

Upon admittance to any other college outside the tuition exchange program, those eligible will receive a grant in an amount not exceeding two-thirds of tuition and required fees at the college attended, but the grant may not exceed more than two-thirds of Reed College's tuition and required fees.

The exact percentage of the grant may depend in part upon Reed College's budgetary situation, and any change of the percentage in effect for any given academic year will be announced as soon as possible in the year preceding.

Payment will be made directly by Reed College to the other college. The receiving college may include the amount of this grant in determining financial aid need for the student. Questions regarding financial aid should be directed to the attending college.

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Subject:	Tuition programs	Date: 7/1/07

Tuition exchange program for dependent children:

Eligibility

- the employee must work full-time in an eligible job class to be eligible for the tuition exchange program;
- if hired prior to July 1, 1993, must have three or more years of service;
- if hired after July 1, 1993, faculty must have tenure and staff must have six or more years of service in an eligible class;
- dependent children of deceased faculty or staff are eligible if the faculty /staff member was employed by Reed College prior to September 2, 2001 in an eligible category for at least ten years; if employed on or after September 2, 2001 in an eligible category, the deceased employee must have at least twenty years of service to qualify;
- dependent children of retired employees are eligible if the employee meets the criteria for eligibility for retiree health insurance benefits at the time of retirement;
- dependent children must be qualified as an exemption under the U.S. Internal Revenue Service Code and be claimed as a dependent on the employee's most recent tax form.

The program

Reed College is a participant in the Northwest Independent College Tuition Exchange Program. The colleges participating in the program along with Reed College are: Lewis and Clark College, University of Puget Sound, Whitman College, and Willamette University.

Colleges in this program offer waivers of tuition for dependent children who are admitted through regular admission procedures to any one of the colleges.

Further information regarding the tuition exchange program is available in the Reed College Financial Aid Office.

To apply for tuition remission/exchange:

Application for tuition remission benefits is to be made in the Business Office and repeated before each payment period. Each application must include the semester or quarter billing from the college the dependent is attending.

Application for the tuition exchange program is made by contacting the Financial Aid Office.

General provisions for remission/exchange:

- applies only to undergraduate academic work at accredited colleges or universities, including public community colleges;
- eligibility is for no more than a total of eight semesters or twelve quarters. The quarters/semesters do not have to be consecutive, nor do they have to be at the same institution. If payment is made for a regular summer session (quarter or semester), it will be counted as a regular academic term in determining eligibility;
- the term "required fees" as used herein includes only those fees which are payable and non-refundable by all full-time, regular undergraduate students at the particular college;
- if there are not enough student exchanges between schools, the exchange program may be denied.

Tuition remission for employees:

Eligibility

Regular full-time employees only, and after one year of continuous service in an eligible class.

The program

Eligible employees may register for up to one unit or one course listed in the college catalog per semester without payment of tuition, provided that they meet the standards of admission required by the respective Admission Offices and provided that their time in class can be arranged so as not

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to interfere with the normal work of the department. The employee will be expected to work the regular hours per week required of all full-time employees.

If any additional expenses are incurred for the class, such as laboratory fees, the employee will be expected to pay for these.

If the employee ceases to work for the college before the completion of the course, a proportional tuition charge must be paid or the employee will be considered to have withdrawn from the course as of that date.

For employees enrolled in the undergraduate program, this opportunity is provided to meet the casual interest of employees and is not intended for the individual pursuing a degree. Employees enrolled in the graduate program may pursue a graduate degree under this tuition remission program.

Employees taking graduate level courses under this program may be required to pay federal income tax on the value of the class(es) during each tax year, depending on requirements of the federal law.

The same arrangements will apply if a regular full-time employee wishes to audit one undergraduate course per semester.

Employees who wish to take college courses at other institutions may request financial assistance under the staff development program (refer to Section VIII. Staff Development; Training).

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Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason.

Employee assistance program (EAP):

Eligibility

Regular full-time employees and regular part-time employees who work .5 FTE or more annually. Spouse or domestic partners and dependent children of eligible employees are also covered under this plan.

College contribution

The college pays the full premium for this plan.

The plan

This program is available to assist employees and their dependents who may be experiencing personal life problems such as marital strife, legal or financial stress, mental illness, emotional problems, family problems, alcoholism, etc. Employees can call any time of the day or night and arrange to talk with a professional counselor. Three appointments are provided at no cost to the employee.

To reach a counselor, the phone numbers for the current provider, EASE, are (503) 228-3223 or 1-800-654-9778.

Moving allowance:

Eligibility

Professional or management level employees, their spouse or domestic partners, and dependents.

College contribution

If assistance is offered, the amount of assistance will be determined solely by the college.

The program

At the discretion of the President or his/her designee, moving assistance may be provided to who must move to the local area upon initially being hired by Reed College.

Automobile and homeowners insurance:

Eligibility

All regular full-time and part-time employees.

The plan

This plan provides the opportunity to participate in payroll deduction for automobile and/or homeowner's insurance.

On Point Community Credit Union:

Eligibility

All regular full-time and part-time employees, their spouse or domestic partners, and dependents.

The program

A multitude of services are provided, including payroll deduction for savings and loan payments.

Savings bonds:

All employees are eligible to participate in payroll deduction to buy U.S. Savings Bonds.

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MacLoan program:

Eligibility

Regular full-time employees only, and after six months of service in an eligible class.

The program

The college will loan employees a fixed amount to purchase a Macintosh personal computer and related equipment. This loan must be repaid within one year through an authorized payroll deduction. A flyer with more detailed information and an application form are available in the Human Resources Office.

Mortgage loan program:

Eligibility

Regular full-time employees only and must be in their 4th, 5th, or 6th year of employment in an eligible class with Reed College.

The program

This program provides for a personal loan to assist with the down payment when purchasing a home. A flyer with more detailed information is available in both the Business Office and Human Resources. Application forms are available in the Business Office.

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Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason.

Eligibility:

The employee and domestic partner are sharing a long-term committed relationship of indefinite duration with only one another, have not affirmed another qualifying domestic partner within the previous six months, and meet all the following requirements:

- have lived together for at least six (6) months;
- have an exclusive mutual commitment and are responsible for each other's common welfare;
- are both 18 years of age or older;
- neither is married to anyone; neither has another domestic partner;
- share the same regular and permanent residence with the intent of continuing to do so indefinitely;
- are not related by blood closer than would bar marriage in the state of Oregon;
- were both mentally competent to consent to contract when the committed partnership began;
- share joint financial responsibility for basic living expenses and have, and can provide documentation if asked, for at least four (4) of the following:
 1. joint, with right of survivorship, mortgage, deed, rental or lease agreement;
 2. joint, with right of survivorship, ownership of a vehicle;
 3. joint, with right of survivorship, ownership of a checking account, credit account, and/or other financial instruments and accounts;
 4. designation of the domestic partner as a primary beneficiary for the employee's life insurance or retirement benefits;
 5. designation of the domestic partner as a primary beneficiary of the employee's will;
 6. designation of the domestic partner as holding power of attorney for health care.

A child must be a dependent of the employee in accordance with IRS regulations and be claimed as a dependent (IRS QD) on the employee's last tax return in order to be eligible for Reed College benefits.

Benefits:

The insurance benefits available to domestic partners include: health and dental insurance, supplemental life insurance and voluntary accidental death and dismemberment.

The insurance benefits not available to domestic partners include the health and dependent care banks.

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Subject: Vacation

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Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason.

Eligibility:

All regular full-time and part-time employees. May not take vacation during first six months of employment in an eligible class.

The program:

Vacation accrues on a fiscal year basis, that is, July 1 to June 30. Vacation time accrues in the current fiscal year and is to be taken in the following fiscal year. In that following fiscal year, the complete accrual must be taken or it is lost.

New employees do not accrue vacation until they have reached six months of service in an eligible class. At six months, a full-time employee immediately earns 12 days of vacation and thereafter accrues vacation at the rate of two days per month to a maximum of 22 days. An employee on unpaid leave, including time loss under worker's compensation, does not accrue vacation time.

Regular full-time employees accrue 22 days of vacation each fiscal year. Regular part-time employees accrue vacation on a pro-rated basis; i.e., if the employee works half time, the vacation hours accrued are half that of a full-time employee. Full time employees who work alternative schedules, such as 4 10-hour days, accrue only the equivalent hours of vacation they would receive on a 5 day schedule.

Vacations are scheduled by the department supervisor based on employee requests in coordination with the workload requirements of each particular department. A supervisor has the right to deny a vacation request if he/she believes taking vacation at that time is not in the best interest of Reed College.

Supervisors have the discretion to allow employees to take vacation already accrued in the current fiscal year, but it must be clearly understood that this is time "borrowed against" the following fiscal year.

If an employee becomes ill or otherwise qualifies for sick leave for three or more days while on a scheduled vacation, the employee may request to have the vacation hours converted to sick leave hours. In this case, the employee must provide written confirmation from a health care provider.

When an employee terminates, the employee is paid for vacation accrued in the previous fiscal year but not yet taken. In addition, the employee is paid for vacation accrued but not taken in the current fiscal year, but only up to the 22-day maximum for both years.

Several examples:

- A full-time employee is hired on November 15, 2001; the employee receives 12 days of vacation on May 15, 2002 and accrues three more days by the end of the fiscal year 2001-2002. The employee has 15 days of vacation to take in the fiscal year 2002-2003.
- This same employee begins accruing vacation on July 1, 2002 at the rate of two days per month and at the end of the fiscal year 2003 has accrued another 22 days of vacation to be taken in fiscal year 2003-2004.
- If this employee terminated on September 30, 2002 and had not taken any vacation from July-September, 2002, the employee's vacation payoff would be 15 days plus the 6 days accrued July-September.

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- If this employee terminated on September 30, 2003 and had not taken any vacation from July-September, 2003, the employee's vacation payoff would be 22 days, not 28 days, because of the 22-day maximum.

- A part-time employee works 20 hours per week; the regular work week is 37.5 hours per week. The ratio of part-time hours to the regular full-time schedule is $20 \div 37.5$ or 53%. The number of hours of vacation the part-time employee accrues annually is $22 \times 7.5 = 165$ hours (number of hours a full-time employee accrues) times $.53 = 87.5$ vacation hours.

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Section: VII. Benefits
Subject: Holidays

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Date: 7/1/07

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason.

Eligibility:

All regular full-time and part-time employees.

The program:

Seven holidays are regularly observed by the college. These are:

New Years Day	Labor Day
Martin Luther King's Birthday	Thanksgiving Day
Memorial Day	Christmas Day
4th of July	

In some years, the academic calendar will require that the MLK holiday be celebrated on his actual birthday rather than on the day of the federal holiday.

Part-time employees are eligible for holiday pay if the employee is regularly scheduled to work on the day of the holiday. The employee is paid for the hours regularly worked on the day of the holiday.

An employee on unpaid leave, including time loss under worker's compensation, does not receive holiday pay.

Non-exempt employees who work on a day that falls on a holiday receive their regular pay, plus pay for the holiday (double time). Non-exempt employees required to work overtime hours on a holiday receive one-and-a-half times their regular pay for overtime hours, plus holiday pay (double time-and-one-half). All calculations for overtime, double time, and double time and a half on holidays will be based on actual hours worked on the holiday.

The start of a work shift determines pay status for purposes of holiday pay.

A full-time employee who is scheduled off on a holiday will receive a compensatory day off within three months of the holiday. The compensatory day must be at a time that is convenient as determined by the supervisor.

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Subject: Administrative leave/holiday break

Date: 7/1/07

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason.

Administrative leave days:

Eligibility

All regular full-time and part-time employees.

The program

At the beginning of each academic year, the college will make a determination as to what, if any, additional days of closure may be observed during the year. The college may schedule administrative leave days at its discretion. The college may also determine there will be fewer or no administrative leave days in any given year than in past years.

Employees will receive their regular rate of pay on an administrative leave day, based on the employee's regular schedule.

The time allowed during administrative leave days is not holiday time and may not be accrued, carried over, used as compensatory time or otherwise paid if not taken. Employees who are not scheduled to work during an administrative leave day will not be paid for the time. Not all employees will be able to take advantage of administrative leave days on a regular or even occasional basis.

At its sole discretion, the college may close on some Friday afternoons during the summer. If the college determines to close during such times, it is understood that not all offices may close and not all employees will be able to take the time off. Vacation time taken on Fridays during closures are taken as a full day of vacation.

Holiday break:

Eligibility

All regular full-time and part-time employees.

The program

At its sole discretion, the college may be closed between the Christmas and New Year's holidays. The additional days of closure, outside of holiday time, are assessed against accrued vacation time unless the employee specifically requests in writing that these days be treated as unpaid leave days. If the college determines to close during such times, it is understood that not all offices may close and not all employees will be able to take the time off.

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Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason.

Eligibility:

All regular full-time and part-time employees; may not take sick leave for first six months of employment in an eligible class.

The program:

Paid sick leave is granted during an employee's illness and for medical and dental appointments. Sick leave may also be used for a maximum of 5 working days per incident (unless eligible for family and medical leave) for the illness / appointments of a dependent child, spouse or domestic partner, or anyone for whom the employee is the primary care provider.

Full-time employees earn one day of sick leave for each month of employment; sick leave accrual is pro-rated for part-time employees. Full time employees who work alternative schedules, such as 4 10-hour days, accrue only the equivalent hours of sick leave they would receive on a 5-day schedule.

Accrual begins with regular employment and sick leave may be used after the initial six-month waiting period. An employee on unpaid leave, including time loss under worker's compensation, does not accrue sick time.

An employee can accumulate up to six months (130 working days) of sick leave. After accruing the maximum amount of sick leave, accrual will cease until the employee uses sick leave, then accrual will resume until the maximum is reached.

If an employee is absent due to illness for more than three consecutive working days, a supervisor may request that the employee provide a written statement as to the necessity for absence, signed by the employee's attending health care provider. In addition, if an eligible employee is absent on sick leave for more than three consecutive working days for reasons that qualify, the employee will be placed on family and medical leave.

Accrued sick leave is forfeited upon termination.

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Subject: Unpaid medical leave

Date: 7/1/07

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason.

Eligibility:

All regular full-time and regular part-time employees who have been employed in an eligible class for six months. During the first six months of employment, the employee may take unpaid medical leave only in exceptional circumstances such as a short-term emergency.

The program:

An employee may request an unpaid medical leave of absence for the employee's extended illness or incapacity; however, the employee must first have exhausted all accrued paid sick leave and/or other leaves for which the employee may be eligible. The total length of unpaid medical leave, including time spent on sick leave and/or other leaves for which the employee may be eligible, is six months.

Approval for an unpaid medical leave of absence must have the prior approval of the supervisor and the appropriate Vice President. Approval is at the sole discretion of the college.

The employee must have a written statement from a health care provider confirming the need for medical leave at the beginning of the leave and a written release when returning from leave.

An employee is not eligible for holiday pay or accrual of vacation and sick leave while on unpaid medical leave.

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Subject: Return to work from off-the-job injury

Date: 7/1/07

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason.

Except as otherwise provided by applicable law and specifically FMLA or OFLA leave laws, the following procedures must be followed by employees who wish to return to work following an off-the-job injury which has resulted in the employee's being off work for more than one calendar day.

1. All requests to return to work must be made in writing, dated and signed by the employee.
2. If medical attention is otherwise required, all requests to return to work must be accompanied by a dated, written release signed by the attending health care provider. This release must clearly specify whether the employee is released for the former job or is restricted in any way.
3. Requests to return to work must be made no later than the seventh calendar day following the date specified for return to work on the written release signed by the attending health care provider. Except where recognized extenuating circumstances exist, failure to make a timely request will be considered a voluntary termination. Failure to seek a written release upon becoming able to return to work may constitute abandonment of employment.
4. Requests to return to work may be brought in personally or mailed to the college. If mailed, the request should be directed to the Human Resources Office. Requests brought in personally will be deemed made the date on which the written request is given to the college. Mailed requests will be deemed made on the date of receipt. All requests will be date-stamped upon receipt.
5. All requests to return to work must be directed to Human Resources.
6. If the employee is not returned to work at the time of the request, he/she must contact Human Resources in person or by telephone once a week to renew the request. If a period of 10 days elapses without such a contact, he/she will be considered to have abandoned the request to return to work.
7. All job offers will be made by telephone. It is the employee's obligation to keep the college advised of any changes in his/her telephone number. Unless the college is advised otherwise in the request to return to work, the most recent telephone number in the personnel file will be used.
8. If offered a position in response to the request to return to work and it is refused, the employee will be considered to have voluntarily terminated employment.

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This policy combines benefits required by the federal Family and Medical Leave Act of 1993 and the Oregon Family Leave Act. Reed College will place an employee on family medical leave any time the employee is off work for reasons that qualify as family medical leave.

Eligibility:

Generally, employees who work 25 hours per week or more and have been employed for 180 days (6 months) or more.

Length of leave:

All eligible employees may take 12 weeks of family medical leave. In unusual circumstances involving conditions related to pregnancy or childbirth, an employee may be eligible for an additional 12 weeks as parental leave. In the event an employee takes an entire 12 weeks of parental leave, he or she may also be eligible for 12 weeks of sick child leave.

Sometimes more than one type of leave may apply to a situation. Where allowed by the federal or state law, leaves will run concurrently. This means that workers' compensation leave, leave for a non-industrial injury or illness (including paid leave such as sick leave), leave as a reasonable accommodation for a qualified individual with a disability, paid vacation used for a family leave qualifying reason, and federal family medical leave and state family medical leave may all run concurrently and be counted against the employee's annual family medical leave entitlement.

Reasons for leave:

Family medical leave may be taken for any of the following four purposes:

1. to care for a family member with a serious health condition; family member is defined to include: spouse or domestic partner, parent, parent-in-law and /or child (this type of leave may be referred to as "serious health condition leave");
2. to recover from or seek treatment for a serious health condition of the employee (this type of leave may be referred to as "serious health condition leave");
3. for the birth of a child or for placement of a child under 18 years of age for adoption or foster care (this type of leave may be referred to as "parental leave");
4. to care for a child (defined as one under 18 years of age as well as those of any age with substantial physical or mental impairments) who suffers from an illness or injury that does not qualify as a serious health condition but that requires home care (this type of leave may also be referred to as "sick child leave").

Notice:

If possible, advanced written notice is required for each increment of family medical leave requested and must be made in writing on a form available in the Human Resources Office. Requests must be made as soon as practicable after the necessity for the leave becomes known to the employee.

In cases where the reason for the leave is anticipated, the notice must be provided at least 30 days before the family medical leave of absence. Where the reason for the leave is unanticipated, the employee must give the college oral notice within 24 hours of the commencement of the leave and must provide written notice of returning to work within 3 days of the employee's return to work.

Certification:

Where the need for the leave is anticipated, the employee must provide medical certification in advance of the leave, when possible. Certification is not required for parental leave although employees may be required to provide documents evidencing birth, adoption, or foster placement.

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When the need for the leave is unanticipated, the employee must provide written certification within 15 days of the college's request for such certification. In some cases, the college may require a second or third opinion (except for sick child leave), at the college's expense.

If the leave is taken to care for a child requiring home care ("sick child leave"), medical certification will not be required unless the employee has taken 3 instances of sick child leave within a one year period.

When an employee is on family medical leave because of his/her own serious health condition, the employee will be required to furnish a medical release certification (fitness for duty certification) from the employee's health care provider upon returning to work.

Benefits continuation:

Eligible employees on family medical leave will continue to receive benefits, including group health insurance, for up to 12 weeks provided the employee pays his/her portion of the premiums. While on paid family medical leave, the employee's insurance contributions will continue through payroll deduction. When the employee begins unpaid family medical leave, arrangements must be made with Human Resources to make the monthly payments for continued insurance coverage.

In certain situations, the college reserves the right to recover any premiums paid on the employee's behalf for group health insurance during the leave. For example, if after a leave an employee decides not to return to work for reasons other than a serious health condition, the college reserves the right to recover those premiums paid on the employee's behalf for health insurance during the unpaid leave.

An employee on family medical leave may be eligible for additional benefits under the college's short term disability plan and/or workers' compensation. Check with the Human Resources Office for more information.

Sick leave and vacation accruals:

Generally, family medical leave is unpaid. However, an employee will be required to use accrued sick leave for the employee's own serious health condition (including pregnancy leave), to care for a family member, or for parental leave.

Employees will also be required to use accrued vacation leave for all types of leave. Where accrued paid leave is available, it must be utilized while on family medical leave before unpaid family medical leave is taken.

Benefits accrual and seniority:

The employee will retain credit for seniority, the retirement plan, sick leave, and vacation earned prior to the leave, except for the amount of sick leave and vacation time used during the leave. However, there will be no accrual or accumulation of other benefits during any unpaid period of leave, and holidays observed by the college will not be paid during any period of unpaid leave.

Absenteeism:

Absences due to family medical leave which are within the maximum required by law are not a basis for corrective action for absenteeism. Where bonus programs are provided, an employee on family medical leave is not entitled to bonuses or awards based on productivity during the period of family medical leave but may be eligible for bonuses based on attendance or safety if the employee would otherwise qualify.

Reinstatement:

The position held by an employee on family medical leave will be considered vacant for the period of the leave, and the employee will not be subject to removal or discharge as a consequence of taking family medical leave. When the employee returns to work, the employee will be returned to his or her former job. If the employee's former job has been eliminated, the employee may be entitled to reinstatement to an available equivalent position. The employee is not guaranteed a job, however, if the employee's former position has been eliminated under circumstances where the law does not require reinstatement.

If circumstances change during the leave and the necessary leave period is shorter than originally anticipated, the employee must notify the employer as soon as possible and request reinstatement. Additional time, if necessary, must be requested in writing as provided above. Employees are expected to promptly return to work when the circumstances which necessitated their leave ends.

With the exception of employees who are off work as the result of industrial injury or illness, employee's lose their reinstatement rights when the period of leave exceeds the maximum allowed.

One year calculation period:

The 12-month period during which leave is available will start with the first day of the first leave taken by the employee. A second 12-month period will commence with the first day of the first leave taken by the employee following the initial 12-month period, and so forth.

Intermittent leave:

If medically necessary, family medical leave may be taken intermittently or on a reduced schedule basis. With the college's approval, an employee may be allowed to work intermittently during leave for a serious health condition, leave to care for a sick child and/or parental leave. An employee may be temporarily reassigned to an alternative position that better accommodates intermittent or reduced schedule leave. The temporary assignment must be voluntary in nature and the employee retains his/her original rate of pay as well as reinstatement rights to the original job.

Employees may take leave for the remainder of a shift or work day if they learn of a family member's serious health condition after reporting to work.

Serious health condition leave:

A serious health condition is defined as an illness, injury, impairment or physical or mental condition that involves:

1. **inpatient care** in a hospital, hospice or residential medical facility including any period of incapacity or any subsequent treatment in connection with such inpatient care; or
2. **continuing treatment** by a health care provider for a serious health condition for:
 - a) a period of incapacity of more than three consecutive calendar days and any subsequent treatment or period of incapacity relating to the same condition that also involves:
 - treatment two or more times by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health care services under order of, or on referral by a health care provider; or
 - treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision of the health care provider.
 - b) Any period of incapacity due to pregnancy or for prenatal care;
 - c) Any period of incapacity or treatment for such incapacity due to a chronic serious health condition. A chronic serious health condition is one which:

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- requires periodic visits for treatment by a health care provider or by a nurse or physician's assistant under direct supervision of a health care provider;
 - continues over an extended period of time, and
 - may cause episodic rather than a continuing period of incapacity.
- d) A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider.
- e) Any period of absence to receive multiple treatments, including recovery from, by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment.

Periods of employee disability resulting from industrial injury or illness will qualify as family medical leave if the injury or illness is a serious health condition as defined in this policy.

Unless complications arise, the following conditions do not qualify as serious health conditions: cosmetic treatments which do not require inpatient hospital care, the common cold, flu, earaches, headaches (except migraine), routine dental or orthodontic problems, and periodontal disease. "Stress" is not considered a serious health condition unless it results in mental illness.

The college may not approve the employee's request for leave where another family member is available to care for a sick child.

Parental leave:

Leave for birth or placement of a child must be taken within 12 months of the event. Each parent is entitled to 12 weeks of leave. Employees are generally only entitled to a total of 12 weeks of family medical leave, which includes parental leave, in a one-year period.

If both parents work for the company, they are not entitled to take concurrent leave except in limited situations. Employees will only be allowed to take leave in two or more nonconsecutive periods with the college's prior approval. Employees who have taken twelve weeks of parental leave may be entitled to an additional 12 weeks to care for a sick child. However, this does not entitle the employee to additional leave to care for a sick child with a serious health condition. The definition of sick child in this case is a child with a less than serious health condition.

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Subject:	Unpaid personal leaves	Date: 7/1/07

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason.

Short term unpaid personal leave:

Eligibility

All regular full-time and part-time employees.

The program

A short term personal leave is defined as a leave of two weeks duration or less. Normally, the purpose for this type of leave is to provide unpaid time to accommodate a commitment a new employee has made prior to employment with Reed College or to deal with an emergency.

Employees may request a short term personal leave by submitting a written request to their supervisor indicating the necessity for the leave and the dates leaving and returning. In the event of an emergency, an oral request may be approved until the appropriate paperwork can be completed.

Short term personal leaves require the prior approval of the supervisor and appropriate Vice President/Dean. Personal leaves will be granted at the sole discretion of the college.

An employee on short term personal leave must first use all accrued and available vacation before being placed on unpaid leave, but in no case may the paid and unpaid leave combined equal more than two weeks.

An employee on unpaid short term personal leave does not accrue vacation or sick leave time or receive paid holidays. Other benefits, such as health insurance, normally are not affected by a short term leave.

Employees returning from short term personal leave generally will be restored to their prior position.

Long term unpaid personal leave:

Eligibility

Normally for all regular full-time and part-time employees who have been employed in an eligible class for five years or more. This leave is normally granted no more than once every five years.

The program

A long term personal leave is defined as a leave of more than two weeks' duration but not more than nine months' duration. Under no circumstances may a personal leave of absence exceed nine months.

Normally, the purpose for this type of leave is to provide the opportunity for an employee to enhance his/her professional development. The developmental opportunity should be directly related to the employee's current position with the college.

Employees may request a leave by submitting a written request to their supervisor indicating the necessity for the leave and the dates leaving and returning.

Long term personal leaves require the prior approval of the supervisor and the appropriate Vice President/Dean. Personal leaves will be granted at the sole discretion of the college.

Leaves will be granted only if cost effective and appropriate means can be found to replace the employee proposing the leave.

An employee on long term personal leave must first use all accrued and available vacation before being placed on unpaid leave, but in no case may the paid and unpaid leave combined equal more than nine months.

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An employee on unpaid personal leave does not accrue vacation or sick leave time or receive paid holidays during the time of the leave.

The college generally continues health and dental benefits for employees with this coverage when going on long term personal leave. The employee, however, is responsible for paying the full premium for health and dental benefits. Payment arrangements are to be made with Human Resources. The college will continue to pay the premiums for group life insurance. The college will continue coverage for voluntary accidental death and dismemberment; however the employee must pay the premium. Long term disability insurance cannot be continued while the employee is on long-term leave.

If the employee has a MacLoan or mortgage loan with the college, arrangements for continuation of payment must be made with the Business Office.

Employees returning from personal leave will be restored to their prior position, unless it has become necessary for the college to fill the position on a regular basis. In this case, the employee will be returned to an available and suitable position; the position assigned will be at the sole discretion of the college.

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Subject:	Other leaves	Date: 7/1/07

Reed College reserves the right to change, terminate or otherwise modify any or all provisions of the following benefits at any time and for any reason.

Court leave:

Eligibility

All regular full-time and part-time employees.

The program

Employees called for jury duty are requested to notify their supervisor immediately. Employees on jury duty will be paid their regular wages while on jury duty, up to a maximum of two weeks. Pay received for jury duty is to be turned over to the Cashier in the Business Office upon receipt. Employees may keep travel expense money received while on jury duty. If the employee is required to serve longer than two weeks or is not eligible for paid court leave, the time will be unpaid.

Employees subpoenaed as witnesses in criminal or civil proceedings may receive up to two paid court leave days in a calendar year.

Funeral leave:

Eligibility

All regular full-time and part-time employees.

The program

In the event of death of an immediate family member, domestic partner, or another person living in the same household as the employee, the employee will be allowed up to three normally scheduled working days immediately following the death to arrange for and attend the funeral or up to three days to plan for and attend a memorial service in lieu of a funeral.

The employee will be paid for the scheduled work day(s) missed and may be required to furnish satisfactory evidence to support the leave. Additional days beyond three may be used from accrued vacation time or taken without pay, with the approval of the employee's supervisor.

"Immediate family" is defined as current spouse or domestic partner, mother, father, sister, brother, child, current mother-in-law, current father-in-law, grandparents, and grandchildren.

Military leave:

Eligibility

All employees.

The program

Employees who enter or serve in the Armed Forces of the United States will be granted unpaid leaves of absence in accordance with federal and state laws governing such leaves.

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Section: VIII. Staff Development

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Subject: Performance Review and Planning

Date: 7/1/07

It is the policy of Reed College to provide a regular and consistent approach to conducting performance reviews for all members of the staff. It will serve at least these purposes:

- to recognize and encourage excellence in performance and to provide one measure in creating an equitable basis for award of merit pay increases;
- to improve performance, to identify weaknesses or problems and strategies for dealing with these, and to promote professional growth; and
- to foster a positive work environment and to promote communication among staff and between supervisors and staff.

Performance reviews are based on a person's job description. While there is a common and consistent approach to performance reviews, members of the staff are evaluated with regard to those tasks and responsibilities that are contained in his/her specific job description.

Performance reviews are both reflective (appraising work completed) and forward looking (setting expectations and objectives for the future).

There will normally be a written appraisal at least once each year, and this written appraisal will be the basis of a discussion between a staff member and his/her supervisor. There should be on-going feedback over the course of the year.

Supervisors initiate the formal performance review and planning process on an annual basis. This cycle can be based on the employee's anniversary date, on the fiscal year, calendar year, or any basis that works most effectively. The supervisor must, however, indicate in advance to his/her supervisor and to the employee what the annual cycle will be.

Two versions of forms for conducting the formal performance review and planning process are available in the Human Resources Office.

Excellence awards:

This award acknowledges outstanding contribution to the college through individual effort and achievement. Each year it will be given typically to only one or two staff who demonstrate an extraordinary contribution to the college. The award will be in the form of a certificate and a \$1,000 cash award. In addition, the award recipient's name is included on a plaque which remains on display at the college.

All staff are eligible for nomination for the award, with the exception of the President's senior staff and past years' recipients will be ineligible. To be eligible to receive the award, the employee must be employed by the college as of the date the award is to be given. Any member of the Reed community may nominate a staff member for the award. Forms are available in the Human Resources Office or may be copied and kept on file in departments.

The nomination form should be submitted to the nominee's immediate supervisor no later than the date announced each year. The supervisor will review the nomination form and determine if it will be forwarded to the Excellence Award Committee in care of the Human Resource's Office. Supervisors who nominate subordinates may send the nomination directly to the Excellence Award Committee.

Each spring, the President will appoint staff and faculty to serve on the Excellence Award Committee. Their charge is to review the nominations and recommend to the President the names and achievements of the select few who should receive the award. The President will make the final and binding decision as to award recipients.

The college Excellence Award recipients will be announced at the college recognition lunch held each spring.

Length of service awards:

In recognition of continuous service to the college and enhanced knowledge of college operations, staff will be formally recognized for their service at five-year intervals. Each year at the college recognition lunch, staff who have reached these service milestones during that academic year will receive from the President a small token of appreciation from the college.

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Subject:	Thank you fund	Date: 7/1/07

The college provides an instant thank you fund which is a small but immediately accessible pool of money for supervisors who wish to recognize and reward employees. The fund may be used for gifts, gift certificates, meals, or other similar awards.

The pool of money available each academic year is allocated based on size of staff as follows: President-\$500; Vice President for Development and VP/Dean of Student Services-\$750 each; Dean of the Faculty and VP/Treasurer-\$1,000 each.

Because of tax implications, the award must not be cash or readily convertible to cash. Any cash received by an employee is considered by the IRS to be the same as wages and therefore taxable. If a portion of a gift certificate amount is used for merchandise, food, etc. and the balance is received in cash, that cash amount received is also subject to payroll tax.

Process for requesting an allocation from the fund:

Supervisors request an allocation by sending a written request to the appropriate Vice President, Dean of the Faculty or to the President. The written request must include the following information: 1-the recipient's name; 2-the reason for the award; 3-the type of award being requested; and 4-the cost of the award.

If approved, supervisors may either:

1. purchase the award on their own and receive reimbursement, or
2. receive the cash from the Business Office and then purchase the award.

In either case, the Business Office will need the receipt for the purchase to attach to the disbursement request.

The payee name on the disbursement form is the supervisor requesting the award. If purchased in advance, attach the receipt to the disbursement form. If purchased after the fact, forward the receipt to the Business Office so that they can attach it to the disbursement request.

The disbursement form must be signed by the appropriate Vice President, Dean of the Faculty or the President who will assign the appropriate organization and account numbers. The request is then forwarded to the Business Office staff who will process the request within 48 hours.

Each Vice President, the Dean of the Faculty and the President is responsible for monitoring his/her instant thank you fund budget to ensure the disbursements do not exceed the funds available. Funds will become available as of July 1st of each year. Unexpended funds will not be carried over from year to year.

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Section:	VIII. Staff Development	Page: VIII-4
Subject:	Education and Training	Date: 7/1/07

College coursework, non-degree seeking:

Eligibility

Regular full-time or part-time employee

The program

The college may pay all or part of the expense for staff to attend specific college level classes at the undergraduate or graduate levels when the following conditions are met:

- the class is taken on the employee's own time and does not interfere with his/her ability to meet the requirements of the job;
- the specific class is directly related to the employee's current position and job responsibilities;
- the knowledge acquired would enhance the employee's work skills;
- the supervisor has approved in advance the participation, attendance and reimbursement;
- funds are available in the departmental budget to pay any or all the expenses;
- reimbursement is made only after the employee provides documentation that he/she has successfully completed the course.

This program is not intended to assist employees in seeking a degree even if the degree would be relevant to the job.

This program is different from the tuition remission program for courses at Reed College. Refer to Section VII, Benefits; Tuition Programs for more information about taking classes at Reed.

College coursework, degree seeking:

Eligibility

Must be a regular full-time employee in an eligible class for no less than six years prior to the beginning of the class(es) for which the employee would be seeking reimbursement.

The program

The college may pay all or part of the expense for staff to attend specific college level classes at the undergraduate or graduate levels when the following conditions are met:

- the request is made in writing and includes information about the program/coursework;
- the class(es) is taken on the employee's own time and does not interfere with his/her ability to meet the requirements of the job;
- the specific program/major is directly related to the employee's current position and job responsibilities;
- the knowledge acquired would enhance the employee's work skills; this determination would be made at the sole discretion of Reed College;
- the supervisor and the vice presidents have approved in advance in writing the participation, attendance and reimbursement;
- funds are available in the college's benefit/tuition reimbursement budget to pay any or all the expenses;
- reimbursement is made only after the employee provides written documentation that he/she has successfully completed each course/program.

This program is different from the tuition remission program for courses at Reed College. Refer to Section VII, Benefits; Tuition Programs for more information about taking classes at Reed.

Professional associations and conferences:

Eligibility

Regular full-time and part-time staff

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The program

The college generally encourages and supports participation in professional associations and will pay all or part of the expenses for attendance at conferences and for annual dues when the following conditions are met:

- the professional association is directly related to the employee's current position and job responsibilities;
- the knowledge gained and the network of associates would enhance both the individual and the college;
- the supervisor has approved in advance the participation, attendance and reimbursement; and
- funds are available in the departmental budget to pay any or all the expenses.

Staff professional development fund:

Eligibility

Regular full-time and part-time staff

The program

The college has created an endowed fund to be used for staff development opportunities. It is not the intent of this program to replace or duplicate funds already available in existing office budgets for sending staff to conferences and other workshops. It is intended to provide an opportunity for staff to participate in programs that provide an extraordinary learning experience and will be of direct benefit to both the college and the employee.

Normally it will be given to staff who participate in a workshop, institute, or course(s) which provides knowledge and skills in an area in which the college would like to initiate new programs or make major improvements or changes in existing ones.

Staff members will be nominated for grants by their immediate supervisor. Staff who wish to apply for such a staff development opportunity should make the request to their immediate supervisor, realizing that a request does not guarantee approval. The request must be submitted in writing on the Staff Professional Development Nomination Form available in Human Resources.

If the immediate supervisor approves the request, it is forwarded to the Vice President, Dean of the Faculty or President as appropriate. Nominations will be considered on an academic year basis. Therefore, the nomination forms must be completed by no later than June 30th of any given year. Nominations may also be considered during the academic year if the available funds have not been completely expended at the beginning of the academic year.

The Vice Presidents and Dean of the Faculty will together review the nominations and decide which grant(s) will be funded by no later than August 15th. The nominee and immediate supervisor will be notified of the results including a brief explanation in the case of a nomination that is denied. The request and results will be included in the nominee's personnel file.

In-service training:

The Human Resources Office develops and sponsors in-service training for faculty and staff. In addition, a number of sessions are offered for management staff designed to improve and enhance supervisory skills and communication.

Seminars and workshops:

The college will pay all or part of the expense for staff to attend seminars and workshops on work time when the following conditions are met:

- the seminar or workshop is directly related to the employee's current position and job responsibilities;

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- the knowledge acquired would enhance the employee's work skills;
- the supervisor has approved in advance the participation, attendance and reimbursement;
and
- funds are available in the departmental budget to pay any or all the expenses.

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Subject:	Promotion and transfer	Date: 7/1/07

Promotion:

A promotion is defined as an appointment to a position in a grade higher than the one currently occupied.

For salary information regarding promotion, refer to Section VI, Classification/Compensation, Salary Administration Plan.

Transfer:

A transfer is defined as an appointment to a position within the same grade level, with no increase or adjustment in salary.

Applying for vacancies:

Generally, the college announces a vacancy for which there will be an open recruitment through a number of inside resources:

- postings on the bulletin board outside the Human Resources Office;
- posting on the Reed web page; and
- a brief summary on the Reed College JobLine (777-7706).

In many cases, there is also recruitment outside the college, including the "Help Wanted" section of the classified ads in the Sunday *Oregonian* the *Chronicle of Higher Education* and other publications.

Application for positions should be made in accordance with the instructions in the recruitment posting or ad.

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Section:	IX. Safety and Health	Page: IX-1
Subject:	Policy Statement	Date: 7/1/07

The health and safety of all personnel of Reed College is of primary importance. To the greatest extent possible, the college will provide all mechanical and physical facilities required for personal health and safety, in keeping with the highest standards.

To be successful, such a program must embody the proper attitudes toward injury and illness prevention on the part of the whole Reed community. It also requires cooperation in all safety and health matters, not only between the supervisor and his/her staff, but also between each person and his/her fellow worker. Only through a cooperative effort can a safety record in the best interest of all be established and preserved.

Objectives:

The primary objective is a safety and health program that will reduce the number of disabling injuries and illnesses to a minimum. The safety and health program will include:

- 1) conducting a program of safety and health inspections to find and eliminate unsafe working conditions or practices, to control health hazards, and to comply with local, state, and federal codes. Inspections will be conducted by the Environmental/Safety Coordinator, by the Occupational Safety Committee, and by outside agencies, as required;
- 2) training personnel in good safety and health practices, including job specific training, as necessary;
- 3) providing necessary personal protective equipment, together with the training in its use, to enhance the mechanical and physical safety of the workplace;
- 4) developing and enforcing safety and health rules, requiring that all affected personnel cooperate with these rules as a condition of employment; and
- 5) investigating promptly and thoroughly occupational accidents to determine the cause and how to prevent a reoccurrence.

Responsibilities:

We recognize that the responsibilities for safety and health are shared by all members of the community.

The college accepts the responsibility for leadership of the safety and health program, for its effectiveness and improvement, and for providing the safeguards required to ensure safe conditions.

The Environmental/Safety Coordinator is responsible for the training in and implementation of the college's environmental, safety, and health policy, program development, coordination, and compliance. This position also serves as liaison to all appropriate off-campus agencies and jurisdictions. The Environmental/Safety Coordinator reports to the Vice President/Treasurer of the college.

The supervisors of work areas have been delegated a great deal of responsibility for the safety and health program. A supervisor may be a department head, director, manager, administrator, or any other faculty or staff member who is in charge of one or more employees. As representatives of the administration, they are delegated responsibility for carrying out the following objectives. The acceptance of these duties, devotion to this task, and the safety attitude of supervisors will determine the success of the Reed College safety program.

Supervisors are expected to:

- set the proper safety example;
- assume the responsibility for employee safety;
- enforce safety rules;
- counsel and train employees in safe work practices;
- conduct frequent safety inspections;
- investigate and properly report all accidents in detail;

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Subject: Policy Statement

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- see that injured employees receive prompt medical attention;
- respond to employees' concerns for safety in a positive manner; and
- contribute safety ideas to Environmental Health and Safety.

The active interest and cooperation of each employee is vital to the success of the Reed College safety and health program. Therefore, safety is the responsibility of each individual. Employees are urged to make safe performance an essential element of every task.

Every employee will assume the following responsibilities for safety and health:

- observe all safety and health rules and procedures;
- report unsafe conditions and practices to the supervisor as soon as possible;
- conduct work activities in a manner that will not endanger other people;
- set an example for new employees;
- undertake only those jobs you are authorized to do and that you understand;
- make safety suggestions;
- report all injuries to your supervisor immediately;
- wear personal protective equipment as needed;
- cooperate fully with supervisors in conducting investigations;
- participate in early return to work programs following injury.

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Subject:	Resources	Date: 7/1/07

Safety Committee:

The Reed College Safety Committee meets approximately once a month to review accident reports, worker's compensation claims, unsafe or unhealthy conditions which have been reported, and to conduct investigations. Any safety violations should be reported immediately to the supervisor for prompt action. Employees may also report violations directly to the Safety Committee.

Refer also to Section II, Administration, Staff Committees, Safety Committee

Stop smoking treatment:

The college may support employees who wish to quit smoking and require help to do so. Normally the maximum the college will contribute toward the treatment is \$150. Payment will be reimbursed to the employee after successful completion of the program. Should the employee begin smoking within six months of the reimbursement, the college will request the employee return the full payment. Application for stop smoking treatment may be made through the Human Resources Office.

Prescription safety glasses:

Employees who are required to wear safety goggles on the job, and wear prescription glasses, will be provided with safety glasses at Reed's expense within certain conditions and limitations. Employees who believe that they require prescription safety glasses should request an evaluation with the Environmental/Safety Coordinator.

It will be the responsibility of the employee to obtain a lens prescription from his/her own doctor. Reed College will supply polycarbonate safety glasses with side shields and safety sun glasses with side shields (if needed) on a three year basis. If the glasses should break in the course of the employee's duties, they will be replaced by the college. If the glasses are lost, the employee will be required to pay for the replacement. The costs per pair of glasses will be approximately \$100 to \$170 depending on single vision, bifocal, or trifocal correction.

If the employee receives safety glasses, he/she will be required to wear these glasses while on the job.

Workers' Compensation:

Workers' compensation helps injured workers by paying them "benefits." Benefit payments help the injured worker while he or she is not working. The different types of benefits are: medical, out-of-pocket expenses, time-loss benefits for temporary injuries, permanent disability benefits, and death benefits.

Under the workers' compensation law, employees have certain guaranteed rights, including the right to file a claim. If the claim is accepted, the employee has the right to receive benefits and the right to request assistance in returning to work. The employee also has the right to ask questions about the claim or to appeal any decision made about the claim.

For questions or a problem with a claim, contact first the Human Resources office or speak directly with the carrier. If this does not solve the problem, contact the Workers' Compensation Division at 1-800-452-0288.

Refer also to Section III, Employment Law, Workers' Compensation.

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Subject:	Accident reporting and investigation	Date: 7/1/07

Most accidents are caused by a failure of people, equipment, materials, or environments to behave or react as expected. Accident investigations are an important part of the college's accident prevention program. By providing insight into the causes of an accident, it is possible to prevent a similar or more serious accident from happening.

Reports to be completed:

Even an injury that does not require medical attention *must be immediately reported to the supervisor*. This protects the worker should the injury worsen and result in lost time and/or the need for medical attention. It is important to report even those injuries which seem trivial at the time. Studies show that time loss injuries are often preceded by less severe incidents. Early investigation and mitigation of potential problems can lead to reduced occupational accidents, but once again, these incidents must be reported in order for the college to adequately evaluate the risk to the employee.

A "Report of Accident" form (see sample at the end of this section) can be obtained from the Human Resources Office. This form should be used by supervisors to report any incident (an accident involving no medical treatment or time lost) which occurs in his/her area, even if it happens to a volunteer or visitor. A copy of this form should be forwarded to the Human Resources Office within 48 hours following the accident so that a timely investigation can occur.

If an on-the-job injury results in a visit to a physician or in time lost from work, a "Report of Occupational Injury and Disease" form (see sample at the end of this section), also known as an 801 form must be filled out. These forms are available in the Human Resources Office. The form should be completed and returned to the Human Resources Office within 48 hours following the injury. The Human Resources Office will forward a copy of the completed form to the Environmental/Safety Coordinator so that a timely investigation can be conducted. Because of the lag time associated with these written reports, all serious accidents should also be reported by telephone to the Human Resources Office and/or the Environmental/Safety Coordinator immediately.

Failure to promptly file an 801 form may slow or reduce and in some cases preclude an injured worker's benefits:

Accident investigations are performed in order to evaluate the risk of repeat accidents to others and to remove the causes altogether, if possible. Accident investigations will be conducted by the Environmental/Safety Coordinator and/or the Safety Committee.

Workers' Compensation rules and information:

What happens if you get hurt on the job? First, as noted above, *you must report your injury immediately!* (If you are severely injured and need immediate medical attention, a co-worker can inform your supervisor.) Then, if necessary, seek medical attention. In Oregon, you may choose your own physician; however, the doctor you select must practice in Oregon. When you first see your physician for a workers' compensation claim, *you must inform the physician that your injury happened on the job* or that you believe your illness is job-related.

After receiving your completed 801 form, the insurance company will decide to accept or deny it. This decision must be made within 90 days from the day you told your employer about your injury. If your claim is accepted, you will receive a Notice of Acceptance from the insurer. If your claim is denied, you will receive a letter from the insurer telling you about your right to appeal the denial.

Reed College will compensate you for the 3 day waiting period (date of injury and first two days after injury), and this time will be charged against your sick leave. Thereafter, if your claim is accepted you will receive payments from the worker's compensation company at 66 2/3% of your regular pay. This pay is not subject to taxes.

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Employees who are off for longer than 12 weeks in accordance with the Family and Medical Leave Act, will be placed on Worker's Compensation Leave until released to work by the physician. The maximum leave permitted is three years from the date of injury, at which point employment will be terminated.

The college will continue to provide health, dental, life, and disability insurance for you while on unpaid Worker's Compensation leave under the same terms and conditions it would have been provided if you had not gone on leave. However, there will be no retirement contributions, accrual or accumulation of vacation and sick leave during the unpaid leave, and holidays observed by the college will not be paid during the unpaid leave.

You are responsible for payment of the employee portion of health and dental benefits and must submit payment to the Human Resources Office on a monthly basis. Failure to do so may result in the termination of benefits.

The supervisor is to complete time slips for injured employees indicating days missed from work with a "W" for worker's compensation until the employee returns to work. Time slips are to be sent to the payroll office with a copy to Human Resources.

There are several types of benefits which you may receive from a workers' compensation claim. *Medical* benefits include all reasonable medical costs such as doctor's office visits, surgical, hospital, ambulance, medication, crutches, and prosthetic appliances. You cannot be charged for any medical costs related to your on-the-job injury.

Time loss benefits are paid for injuries which result in time off of work. Temporary Total Disability (TTD) means that you have a *temporary* disability from which you are expected to recover and return to work. You are eligible for these benefits after the first three consecutive calendar days you are absent from work as a result of a "compensable" injury. The three day waiting period begins with the first day you lose time from work because of your injury. If you are unable to work for the next 14 days or you are admitted as an inpatient in a hospital during that time, your time loss benefits are paid back to the first day you missed work. These benefits will continue until your employer extends to you a written offer of modified work, or your physician releases you to return to work. These benefits may be lost, however, if you do not keep in contact with your physician and your employer.

Permanent Partial Disability (PPD) means that your injury is permanent, but not totally disabling. It is expected that you will return to some type of work. If you have a PPD, you will receive a Determination Order or a Notice of Closure. These documents will describe the extent of your injury and the dollar value of your benefit.

Permanent Total Disability (PTD) means that your injury is permanent and you are not expected to be able to return to work. Your Determination Order will indicate whether you are permanently and totally disabled and will tell you the amount of the benefit which you will receive in monthly payments for as long as your condition remains unchanged.

Death benefits will be paid to your dependents if you die of an occupational injury or disease. These benefits include burial expenses, a monthly income for your spouse for life (or until remarriage), and payments for your children until age 23 if enrolled in an approved higher education program (age 18-19 if not).

You have certain responsibilities as an injured worker. You are obliged to return to work as soon as possible. To help make this happen, you must:

- keep in touch with your employer;
- keep appointments made with your doctor;

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- follow your doctor's instructions and treatment plan;
- do nothing to slow or stop your recovery;
- cooperate fully with persons who are helping you get back to work; and
- contact your employer immediately when your doctor releases you for work.

For more information on Workers' Compensation, contact the Reed College Human Resources Office or the Workers' Compensation Division in Salem at (503) 378-5421.

Instructions for completing "Accident Report":

Forms are available in the Human Resources Office. The supervisor, instructor, or department administrator is required to complete sections 1-3 of the Accident Report. The name and title of the individual completing the form are required on the lines provided at the bottom. (Sections below correspond to the sections on the form.)

Refer to sample at the end of this section.

Section I: Complete the information about the injured person.

Section II: Findings, report what you think caused the accident.

Section III: Recommendations, immediate and long term corrections.

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Subject: Accident reporting and investigation

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Instructions for completing "801 Form":

Forms are available in the Human Resources Office. The 801 form must be completed and sent to the Human Resources Office within 48 hours of the date the employer first knew of the injury. If the employee is not available, the supervisor should complete the form for the employee and note "not available for signature" on the worker signature line. *Do not delay* submitting the 801 by waiting for a signature.

Send all copies to the Human Resources Office.

Refer to sample 801 form at the end of this section.

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Subject: Early return to work program

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A major part of the cost of an occupational accident is related to the time lost from productive work by the injured employee. An early return to work program has been established in order to reduce the financial and psychological impact of a severe injury on both the employee and the college. This program will be administered by the Director of Human Resources.

The program is designed to return an injured employee to work to a restricted work assignment compatible with the worker's physical capability. The program procedures are as follows:

1. Fill out appropriate forms.
An injured employee and the employee's supervisor shall follow procedures for filling out all related forms ("Supervisor's Accident Report" form and Form 801- "Report of Occupational Injury and Disease"), as described in the procedure titled "Accident Reporting and Investigation", within 48 hours following the accident. In the event that an employee is hospitalized as an in-patient as the result of an occupational injury or accident, the supervisor should inform Reed College's Worker's Compensation insurance carrier by telephone as soon as possible, in addition to completing the appropriate claim forms.
2. Make early contact with the injured employee.
When an employee has an on-the-job injury that involves time lost from work, the employee's supervisor shall notify the Human Resources Office which shall contact the employee within *three working days* of the accident. The purpose of this contact is to assess the injured worker's needs, attitude, and the extent of injury, and to acquire the name and address of the attending physician.
3. Determine the injured worker's capability.
If it appears the injured worker will be off work for more than *five* days, the Human Resources Office shall contact the attending physician to get a determination of the employee's physical restrictions and projected recuperation time. At this time, the physician should be supplied with a job analysis describing the specific task requirements of the modified work assignment which will be offered to the worker. Each supervisor should maintain a file of such assignments to be readily available when needed.
4. Arrange a restricted work assignment.
If the physician's report suggests that the injured worker may have an extended period of recuperation and may be able safely and comfortably to perform some tasks, the physician may release the worker to perform the duties described on the job analysis. If the physician does not release the worker to perform these tasks, the supervisor should proceed to arrange a restricted work assignment which meets the criteria described by the physician.

If the worker's current job cannot be modified to accommodate the employee's restrictions, the Human Resources Office shall attempt to arrange appropriate duties in another work area within the college. The Office will notify all managers and supervisors of the employee's abilities through email and ask supervisors to contact Human Resources if they have work available that might be suitable.
5. Ask the injured worker to return to work for a limited period.
The employee will be offered the temporary, modified work. The Human Resources Office may offer the modified position to the employee over the telephone, but shall also follow up with a job offer by certified mail. The employee may start working before receiving the written offer. The restricted work assignment should be for the period of physical recuperation, with the understanding that the employee will return to a full-time work assignment when the attending physician believes it is feasible.

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The offer shall include location of job, date and time to report to work, name and phone number of supervisor, number of days or weeks that work will be available (usually no more than 90 days), and wage rate. The employee will be paid at his/her regular rate of pay.

When a written offer of modified work is extended to the worker, temporary disability benefits cease, according to state law. If the employee refuses the modified work, he/she may also lose his/her right to be reinstated into the formerly held job, following recovery.

6. Review and complete "Return to Work Agreement" with employee.
When the employee reports to work, the supervisor will review and complete the "Return to Work Agreement" with the employee. This agreement outlines the doctor's medical limits. A copy of this document is available in Human Resources, and when completed, must be sent to the Human Resources Office.

The Human Resources Office will forward copies of all completed forms and letters to the Workers' Compensation insurance carrier.

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Subject: Procedure for returning to work

Date: 7/1/07

The following procedures must be followed by employees who wish to return to work following an on-the-job injury which has resulted in the employee's being off work for more than one calendar day. These procedures are followed both under the early return to work program and a regular return to work.

1. All requests to return to work must be made in writing, dated, and signed by you.
2. All requests to return to work must be accompanied by a dated, written release signed by your attending physician. This release must clearly specify whether you are released for your former job or are restricted in any way.
3. Requests to return to work must be made no later than the seventh calendar day following the date of the written release signed by your attending physician or following the date you were notified by the college or its insurance carrier of the release, whichever is earlier. Except where recognized extenuating circumstances exist, failure to make a timely request terminates your right to reinstatement or reemployment. Failure to seek a written release upon your becoming able to return to work may constitute abandonment of your right to reinstatement or reemployment.
4. Requests to return to work may be brought in personally or mailed to the college. If mailed, the request should be directed to the Human Resources Office. Requests brought in personally will be deemed made the date on which the written request is given to the college. Mailed requests will be deemed made on the date of receipt. All requests will be date-stamped upon receipt.
5. All requests to return to work must be directed to the Human Resources Office.
6. If your former job does not exist or a suitable alternative is not available at the time of your request, you must contact the Human Resources Office in person or by telephone once a week to renew your request. If a period of 10 days elapses without such a contact, you will be considered to have abandoned your right to be returned to work.
7. All job offers will be made by telephone. It is your obligation to keep the college advised of any changes in your telephone number. Unless you advise the college otherwise in your request to return to work, the most recent telephone number in your personnel file will be used.
8. If you are offered a suitable position in response to your request to return to work and you refuse to accept it, you will be considered to have voluntarily terminated your employment and abandoned your right to reinstatement or reemployment.

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Section: X. Communication
Subject: Written

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At Reed:

The college produces a weekly electronic newsletter for all members of the community. Articles may be submitted to the News and Publications Office, Eliot 212 , or by e-mail to AT REED.

The Quest:

This is the newspaper produced by Reed College students.

Reed Magazine:

The Reed Magazine is published quarterly and is mailed to staff members at their home address. The magazine includes articles of interest about the academic program, community activities and events, and faculty and alumni.

Annual Report:

The Office of Public Affairs publishes an Annual Report of Donors each fall, with financial statements for the previous year and information on fund raising. It is mailed to all staff members at their home address.

Calendar of Events:

Each month, staff receive a brochure mailed to their home address of upcoming special events at the college, to which all members of the community are invited.

Academic calendar:

The Registrar's Office produces the annual academic calendar.

Purple paper:

The Human Resources Office uses a distinctive shade of purple paper when distributing important announcements to each member of the staff and faculty. These announcements usually are related to benefits changes, new or clarified policies, or salary information.

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President's staff meetings:

On alternate months during the academic year, the President holds an open meeting with staff to discuss current events or topics of general interest. Meeting times are announced in "At Reed."

Quarterly invitational meetings with the President:

Each quarter the names of eight staff members are selected at random and those employees are invited to meet with the President for the purpose of discussing issues and asking questions. This provides an opportunity for staff to meet with the President on a more personal level and in a smaller setting than the regular staff meetings.

Supervisor's lunches:

Each quarter through the academic year the supervisory and management staff of the college meets for a "Supervisor's Lunch" in which information is shared with the group and time is allowed for general questions and discussion.

The agenda is prepared and distributed in advance of the meeting by the Human Resources Office. Attendance is by invitation only.

Open forums:

Open forums are occasions for the staff and faculty to come together to learn about an issue, engage in open discussion, ask questions, and express opinions. These sessions are generally information gathering opportunities prior to a final decision being made or action taken on a given issue.

Informational meetings:

Informational meetings are occasions for the staff and faculty to come together to learn about an event that has occurred or will occur. These sessions are designed to give information to members of the community.

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Subject: Letters of Reference

Date: 7/1/07

Employees may contact a supervisor or the Human Resources Office for a letter of reference. A copy of a reference letter should be included in the employee's personnel file.

If a potential employer contacts Human Resources with a request for information, they must include a signed release from the employee. The Human Resources Office will normally release written factual, documented information regarding an employee's history with the college when the request for information comes from an employer or individual who has the right to know and the request is accompanied by a signed release.

The Human Resources Office will not give out information over the telephone to potential employers or credit references, other than whether or not the person is or was employed and for what period of time.

It is Reed College's policy to maintain complete and accurate personnel records. These records are to be retained for the period of their immediate use, unless longer retention is required for historical reference, contractual requirements or legal requirements. Records that are no longer required, or have satisfied their required period of retention, are to be destroyed in an appropriate manner.

This policy describes those personnel documents that should be maintained for employees, the manner in which those records should be maintained and sets forth a schedule for retention of documents.

The destruction of records is only to be carried out under the supervision of the Human Resources Office in the case of staff files and the Dean of the Faculty's Office in the case of faculty files. If litigation is threatened or pending, no pertinent documents will be destroyed.

Files maintained by the college:

Properly maintained personnel records are made up of a series of files containing information on each employee. The following files and documents will be maintained:

Personnel file

The following types of information will normally be maintained in the personnel file:

- Application / resume / inquiries
- Non-medical leaves of absence
- Employment contract (if any)
- Acknowledgment of receipt for policies and handbooks
- Personnel / payroll action forms
- Employee status (part-time / full-time / tenured)
- Job history such as position, promotion, demotion, layoff, seniority
- Records of employee choices, such as declining promotions or training
- Annual salary letters
- Performance evaluations
- Training and education
- Discipline records
- Emergency contact
- Certifications or licenses
- Offer letters / acceptances
- Attendance records

In addition benefits information will be included in the personnel file and will contain all information on employee benefits including information on enrollment and beneficiaries.

Employees may include appropriate materials in their personnel file upon request by contacting Human Resources.

Grievances filed by an employee will be maintained in a separate file but will be considered a part of the official personnel record of the employee.

All medical information will be excluded from the employee's personnel file and maintained in a confidential medical file.

INS I-9 form file

I-9 forms for all employees will be maintained in a single file in the Human Resources Office.

Payroll files

A payroll file will be maintained in the Payroll Office. The payroll file will include the following payroll information: employee name; Social Security number; home address; date of birth; gender; occupation; time and date that work week begins; regular hourly pay rate; hours worked each week; total daily / weekly straight-time earnings; weekly overtime earnings; total wages paid each pay period; date of payment and pay period covered; additions or deductions in each pay period.

Medical file

A separate confidential medical file will be maintained for employees and may include the following information:

- Results of drug and alcohol tests
- Results of hearing tests
- Other records of diagnoses
- Doctor's notes and excuses

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- Documentation of medical leaves of absence
- Physical examination reports, including post-hire and fitness-for-duty examinations and medical certifications for Family and Medical Leave Act (FMLA) and/or Oregon Family Leave Act (OFLA) leave

Any medical information about an employee, whether or not specifically listed above, will be maintained only in this separate medical file. Worker's compensation claims and accident investigation reports will be maintained in a separate file in the Human Resources Office.

The Americans with Disabilities Act requires employers to maintain confidential medical records which are separate from other personnel records. Supervisors generally may not be provided with medical information about employees. Supervisors are entitled to know any necessary restrictions on an employee's duties and information necessary to make reasonable accommodations. Safety and first-aid personnel may be advised of medical information if they have a need to know this information in order to perform their safety or first-aid functions.

Safety training records

Safety training records are maintained by the departments responsible for the training, such as environmental/safety, community safety, and the sports center in the case of driver's safety training.

Complaint files

Occasionally Reed College deals with issues that are in dispute such as complaints arising under its policy against harassment and complaints arguably arising under various statutes. If an investigation is conducted, the materials relating to the complaint, the investigation and results will be maintained in a separate file.

Since Reed will always try to resolve each issue appropriately and legally, it is in Reed's best interest to retain the entire file for the longest statute of limitations period for a potential claim, which is six years from the date of the incident. After the six-year period has elapsed, it still is in Reed's best interest to retain the documents for an additional four years, since such documents may be requested in litigation of similar claims.

However, if multiple complaints are filed against an employee, all the complaints will be retained for a period of 10 years from the date of the most recent complaint.

Supervisors' files

Reed College's policy is to discourage the practice of supervisors keeping informal personnel files on employees. Reed College recognizes, however, that it may be necessary for a supervisor to keep records concerning employee performance which, because of an ongoing need for access and updating, cannot be solely maintained with the remainder of the employee's personnel file. Such files should be kept in a locked, confidential file and should be destroyed when the employee terminates if there appears no likelihood for legal action. If the likelihood exists, the supervisor should maintain the records until the matter is resolved recognizing that they may become subject to subpoena. No medical records may be maintained by supervisors.

Changes in information:

Employees are responsible for keeping supervisors and the Human Resources Office informed of changes of name, address, telephone number, and whom to contact in an emergency. Change of address forms are available in Human Resources.

In addition, employees should check their benefits records periodically, to ensure that the proper coverage is in force, family status and dependent information is current, and the beneficiary information is correct.

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Subject: Records maintenance policy

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Access to files:

All personnel records maintained by Reed College are confidential. Access is limited to those persons with an administrative or human resources function which requires access to those records. Generally a supervisor, or a supervisor who is considering hiring a current employee, will have access only to an employee's personnel file and not to other files.

Employees' right of access to personnel records:

In compliance with Oregon law, an employee may inspect his/her personnel file. Reed College will make the personnel files governed by this law available for inspection at the workplace when it is appropriate, i.e. for current employees. Upon request, Reed College will mail a copy of the personnel file to the employee or former employee. Reed College will not charge more than the reasonable costs for copying the information.

In all cases where an employee or former employee inspects or is sent a copy of his or her personnel file, a record will be maintained reflecting the date on which the file was reviewed or copied, and the contents of the file on that date.

Maintenance of other personnel records:

State and federal laws also require that Reed College maintain personnel records which do not necessarily pertain to a single employee. Examples of these records include collective bargaining agreements and health and safety records. These records will be retained according to the document retention schedule set forth below.

Storage of personnel records:

All confidential records normally are to be stored in locked offices and/or locked cabinets when not in use.

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Type of Record	Minimum Retention Period
Personnel file (including grievances filed)	7 years after termination
Benefits file	7 years after termination
INS I-9 Form	3 years after date of hire/recruitment/referral from agency or 1 year after termination, whichever is later
Payroll file	3 years after termination
Medical file	7 years after termination
Health and safety training records	5 years
Complaint file	6 years
Supervisor's file	Varies
Worker's compensation file	5 years after claim closure
Job descriptions	1 year
EEO-6 reports	3 years
Collective bargaining agreements	3 years after termination
Job applications by unsuccessful applicants	3 years
Child labor records	3 years
Apprenticeship program records and EEO-2 reports	The longer of 2 years from date application received or period of successful applicant's apprenticeship; 1 year for report
Health and safety records (OSHA Form 200 and related state health and safety records such as records of work-related deaths, serious illnesses or injuries)	5 years
Health and safety records regarding exposure to toxic substances or harmful physical agents where employer subject to the "record access rule"	30 years; 1 year for certain background date in exposure records

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Subject:

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The college wishes to provide each employee with a process for achieving resolution of work-related misunderstandings. To ensure this occurs, the college has established a grievance procedure which all except union employees may follow to identify and resolve differences with the college over wages, hours, or working conditions.

Union employee grievance procedures are provided by the contract between the union and the college.

This same process applies to achieve resolution of charges of discrimination on the basis of race, color, religion, sex, age, handicap, national or ethnic origin, veteran status, marital status, sexual orientation, gender identity or any other characteristic protected by applicable state or federal law. Charges of sexual harassment should be resolved in accordance with the procedures outlined in Section III, Employment Law. Charges of other types of harassment should be resolved according to the steps of this process.

Employees shall not be discriminated against or disciplined because they have in good faith availed themselves of this procedure.

Employees are allowed to have a co-worker of their choice present, if they request it, during the grievance process up to and including the grievance board hearing.

Step 1:

The employee shall discuss the complaint, harassment, or act of discrimination with either the immediate supervisor, or alternately, with the Director of Human Resources, within ten (10) working days of the occurrence giving rise to the complaint. Every effort should be made to resolve the complaint at this step. However, if resolution is not achieved after the Step 1 discussion and the employee wishes to pursue the matter further, then...

Step 2:

Within seven (7) working days of the discussion of Step 1, the employee will discuss the grievance with the Director of Human Resources, who will attempt to resolve the grievance. If resolution is not achieved after the Step 2 discussion, and if the employee wishes to pursue the matter further, then...

Step 3:

The employee shall, within seven (7) working days of the discussion at Step 2, present a written grievance explaining the basis for the grievance to the Director of Human Resources.

Step 4:

Upon receipt of a written grievance, the Director of Human Resources shall promptly arrange for a Hearing Board consisting of up to three of the college's four vice presidents (excluding any vice president involved or responsible for the area where the grieving employee works). The Director of Human Resources shall provide the board members with a copy of the employee's written grievance and a statement regarding the Director's efforts to resolve the grievance at Step 2. The board shall make inquiry into the alleged grievance, conducting such interviews and making such inquiries as it considers necessary to obtain a full understanding of the facts surrounding it. The board should make a written recommendation of specific action for the resolution of the grievance.

The board may choose to record its interviews. Transcripts will not be provided to any of the participants or the employee presenting the grievance. The Director of Human Resources will serve

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as recorder for the Hearing Board. None of the participants in the process may be represented by an attorney.

Step 5:

If the employee wishes to pursue the matter further, the employee shall, within seven (7) working days of the issuance of the Hearing Board's recommended resolution, file a written statement with the President of the college stating why the employee believes the recommended action to be unsatisfactory. The President shall review the record and make a decision in the matter, which decision shall be final and binding on all parties.

Failure to present a grievance or to pursue it to the next step of the above procedure within the specified time periods shall be deemed a waiver by the employee of any further appeal of the matter, and it shall then be considered resolved and closed.

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Resignation:

If an employee resigns, the college requests advance notice in writing to the supervisor specifying the last day at work. This date will be considered the effective day of resignation.

Employees are requested, as a courtesy to the college, to give two weeks' advance notice of the effective date of a resignation. All terminating employees are asked to notify the Human Resources Office to schedule an exit interview before leaving.

Exit interviews:

Exit interviews are encouraged upon termination of employment with the college. The employee or supervisor may arrange an appointment with the Human Resources Office for an interview. At this time, employees may make any comments regarding their department or supervisor. The employee's identity will be protected, unless the employee specifically requests that the information be forwarded to management without the protection or unless required by law. Comments based on first-hand experience can be extremely helpful to improve management of the college.

Retirement:

When an employee prepares to retire, it is best to give three months' written notice of retirement to the supervisor and the Human Resources Office to facilitate any necessary transition of benefits and annuities.

The employee is responsible for contacting Social Security three months prior to retirement regarding the initiation of social security benefits, and TIAA-CREF regarding the initiation of the retirement annuity.

Retiring staff will be given honorable mention at the staff recognition lunch held each spring.

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Discharge:

When an employee is involuntarily terminated, the college in its sole discretion as an at-will employer may provide immediate termination with or without cause, with or without notice or additional pay.

Permanent layoff guidelines:

Policy

Reed College is committed to designing and planning for a stable work environment and workforce. However, it may become necessary at certain times to eliminate positions due to reorganization, lack of available work or funds, or any other circumstances. Reed College reserves the right to make such determinations at its sole discretion under the terms described in the Staff Policies and Procedures Manual and to alter or modify these guidelines at any time.

Elimination of positions

When a position is eliminated, the incumbent occupying the position will be placed on permanent layoff.

Consolidation of positions

When existing positions are combined or consolidated, the resulting new position will be offered to the incumbent who has the best overall qualifications to be retained as determined by Reed College. Qualifications will include skills, knowledge, experience, education, aptitude, and personal attributes which are job related.

In the rare event the incumbents are equally qualified as determined by Reed College, length of time in their current positions will be considered in making the final determination. The remaining incumbent(s) will be placed on permanent layoff.

Creation of new positions

When a new position is created at the same time that positions are eliminated, Reed College will first consider those individuals whose positions are being eliminated before beginning an open recruitment for the newly created position.

Return to work

Although there are no bumping or recall provisions, employees on permanent layoff are encouraged to apply for positions as new hires when such positions are opened for recruitment.

Benefits

- **Vacation**
Employees on permanent layoff will be paid their vacation accrual in accordance with the provisions for a terminating employee.
- **Tuition Remission**
Employees receiving tuition remission will retain the tuition reimbursement through the balance of the quarter or semester in which the permanent layoff occurs.
- **Medical and Dental Insurance**
Employees on permanent layoff will continue to receive the Reed College contribution toward the premium for medical and dental insurance for the three consecutive months following the layoff. This benefit will apply only to those employees on permanent layoff who were not waiving insurance benefits at the time of layoff.
- **COBRA**
Prior to the end of the third month as defined above, arrangements must be made with the Reed College Human Resources Office if the employee wishes to continue medical insurance coverage

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under COBRA. The Human Resources Office will give to each employee information regarding COBRA at the time of layoff.

Personal Loans

Arrangements must be made with the Business Office for continued payment of any personal loans that were being paid by payroll deduction.

Severance pay

In the college's sole discretion, employees on permanent layoff may be paid severance pay normally in accordance with the following formula:

- for each year of the employee's most recent period of continuous regular full-time or regular part-time employment with Reed College, the employee will receive one week of severance pay based upon the employee's regular rate of pay;
- this severance pay calculation will be pro-rated for a partial year of regular service, pro-rated to the nearest month; and
- under no circumstances will the severance pay award exceed six (6) months of pay.

However, management employees (defined as an employee occupying a classification at Grade 9 or greater in the Reed College Classification/Compensation Plan) will receive six (6) months' severance pay, regardless of length of service.

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Role of the supervisor:

The role of college supervisors is to provide for the creation and delivery of those services required to support the educational mission of the college.

The duties accepted by a supervisor include training, sharing, and developing expertise among the staff, participating in planning activities and formation of policy, and maintaining fiscal control.

It is especially important to the college that supervisors allow staff the freedom to challenge and examine the way things are done. Staff are essential to and full partners in the continuing development of Reed College.

Responsibilities of the supervisor:

Supervisors are considered management staff of the college, and as such, they represent Reed College to the staff, faculty, students, and general public. Supervisors have a responsibility to adhere to college policies and procedures, treat staff with respect and dignity, and actively seek out and resolve problems or issues in the workplace that may be affecting the staff member's ability to perform the work.

Supervisors are responsible for ensuring that they are in compliance with all applicable local, state, and federal laws, including but not limited to equal employment opportunity and sexual harassment.

Sexual harassment training is mandatory for all supervisors of the college and is available on-line with the following URL www.newmedialearning.com/psh/reed Certificates of Completion are forwarded to Human Resources for inclusion in the supervisor's personnel file.

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Subject: Hiring a new employee

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Legal requirements:

Civil rights laws forbid the discriminatory use of information when making hiring decisions. Questions asked on applications or in interviews could lead an applicant to believe he or she was denied a job illegally. The burden is on the employer to show why the information requested was needed and how it was used in the hiring decision.

To lessen the likelihood that discrimination might occur in hiring, it is important to eliminate inappropriate inquiries that elicit information about someone's protected class status. There are three main types of inappropriate inquiries:

- 1) those asking for direct information about an individual's race, sex, age, etc;
- 2) those asking for information usually evaluated differently for men and women; and
- 3) those asking for information that could be used to screen out disproportionate numbers of a particular group protected by law.

Some <i>examples</i> of areas of inquiry that <i>may not</i> be asked at any time in the process:		
marital status	religion	whether ever arrested
name of spouse or partner	race	own or rent home
whether pregnant	national origin	what kind of car owned
whether they have children	citizenship	name of bank
names or ages of children	parent's birthplace	type of military discharge
who will care for children	age or birthdate	nature of a disability
who resides in their home	gender	height or weight

Indicating to an applicant that the interview has not officially begun or is now officially over, and then asking questions in the above areas, such as during a luncheon or on the way from or to the airport, will also be suspect.

The Americans with Disabilities Act (refer to Section III, Employment Law) requires employers to consider persons with disabilities who are able to perform, with or without accommodation, the *essential functions* of a position.

A job *function* may be considered *essential* for many reasons, including but not limited to: 1) the reason the position exists is to perform that function; 2) the limited number of employees available to carry out that job function; and/or 3) the fact that the function is highly specialized, and therefore the person in the position is hired for his/her expertise or ability to perform the particular function.

An employer may ask applicants whether they can perform the *essential functions* of the position; whether accommodations would need to be made in order to perform the job; and what kind of accommodations might be helpful.

Charges of discrimination can be filed months and even years after a selection process is complete. It is important to collect and retain a factual and objective record of the process, particularly during the interviews.

Position Analysis:

When a position becomes vacant, the supervisor has an opportunity to rethink the role and goal of the position, and the type of background and experience most important to success in the position.

Some *examples* of questions to consider in this analysis:

- What would happen if this position were not filled or the job performed? Is there something to be gained by transferring essential functions of the job to other positions or offices?
- Are there developments within the position's area of responsibility that prompt different ways of thinking about the position?

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- Where does the position fit within the overall organizational structure?
- What can be learned from the past five years' experience with this position? What accounts for the current vacancy?
- What kind of background and experience is the best fit with the essential functions of the position?
- What have superior employees in this position done that those less successful did not do?
- What are some examples of things done in this job that were very effective; not very effective?
- What are the most immediate priorities, long-range plans, etc.?
- What issues about this job are the most important to higher levels of management?
- In what areas would you be willing to provide training or additional instruction, and in what areas must the person hired be thoroughly knowledgeable and already trained?
- Are there special demands or characteristics of this job that need to be made clear to the applicants, such as rotating shift work, strenuous physical demands, extensive travel?

Review the classification description, the position description, and the assigned grade to ensure they are up-to-date and accurate. If modifications are necessary, prepare a revised position description, refer it to the appropriate vice president for approval, and forward the revised description to Human Resources for classification and grade allocation.

For the creation of a new position, refer to Section VI, Classification and Compensation, Salary Administration Plan.

Recruitment:

Decisions to be made before beginning the recruiting process are:

- in addition to internal recruiting methods, what if any external sources will be used;
- how long will the position remain open for receiving applications;
- what is the approximate timeline for screening and interviewing;
- where should applications be sent;
- what will be required from applicants, i.e. resume and cover letter, Reed College application form, current salary, salary history, reference letters;
- who will do the screening;
- who will notify unsuccessful candidates;
- what levels of management must approve the selection, prior to a position being offered;
- if travel expenses become necessary, to what account must they be charged.

Internal Procedures

The college has made a commitment to staff that, to the extent that it is feasible and appropriate, the college will post all vacant positions internally. The Human Resources Office will ensure that the following steps are taken when notified a recruitment is to begin:

- 1) the announcement will be posted on the bulletin board outside the Human Resources;
- 2) the announcement will be posted on the Reed College web page; and
- 3) a brief summary will be included on the Reed College JobLine (777-7706).

External Procedures

Supervisors may decide to recruit externally 1) only if necessary after screening internal candidates, or 2) may recruit both internally and externally at the same time.

Sources typically used in an external recruitment are *The Oregonian* (Sunday only), *The Chronicle of Higher Education*, and other publications as needed. Generally, employment agencies that charge fees to either the employer or applicant are not used.

Each advertisement must indicate that Reed College is an Equal Opportunity Employer.

The cost of advertisements will be charged to the budget of the department placing the ad.

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An *example* of a newspaper ad:

"Clerical Assistant Full time position responsible for telephone reception, screening visitors, maintaining departmental calendar, word processing, filing, and related tasks. Requires three years of progressively responsible clerical work, including extensive knowledge of word processing, preferably in a Macintosh environment. Forward resume with cover letter and salary history by no later than Friday, (date) to: Human Resources, Reed College, 3203 S.E. Woodstock Blvd, Portland, OR 97202-8199. Equal Opportunity Employer"

Words used in ads should be to the point and used sparingly. The ad serves as a notification of vacancy, but can also serve as an initial screening device. In other words, it should encourage applications from those whose background and experience meet the minimum qualifications required for the position. Most people believe that they have good communication skills, are team players, and are able to work independently, and most employers want traits such as these in everyone they hire. So consequently they serve little purpose in an ad; they are more effectively assessed in a face-to-face interview.

Human Resources is available for assistance in determining methods of recruitment and the creation of postings and advertisements.

Screening the resume/application:

The initial screening process should determine which of the candidates meet the minimum qualifications advertised for the position. In the sample shown above, no candidates should be included who do not have "three or more years of progressively responsible clerical work".

The remainder of the screening process should be an assessment of the combination of experience and education of each candidate, and a determination as to which of the candidates' backgrounds on paper are the closest match to the essential functions of the position.

Goal of an interview process:

The goal of an interview process is to gather information to aid in the selection of an employee; create among the applicants a good image of Reed College; present a realistic description of the vacant position; make all applicants feel they have been heard and treated fairly; and establish adequate records in the event that the decision must be justified at some future date.

General guidelines for interviewing:

Developing questions

- Develop questions based on each major task and responsibility in the position description.
- Develop questions based on the knowledge, skills, and abilities required of the position.
- Prepare questions that supplement the written information.
- Prepare questions that force the applicant to think.
- Include problem-solving questions that allow the applicant to think creatively.
- Develop questions that elicit more than a yes or no response.
- DO NOT ask questions that could be viewed as discriminatory such as questions about the applicant's race, color, or national origin, age, disability, religious affiliation, family plans, economic status, cultural background.

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Refer to "Supplemental Information A" at the back of this section for sample questions that may be used. Human Resources also has additional samples of questions and is available to assist supervisors in developing an interview.

Selecting interviewers

In order for a selection process to be fair and defensible, interviewers must have a clear and thorough understanding of the vacant position and a thorough knowledge and understanding of the laws related to selection and discrimination.

It is the responsibility of the hiring supervisor to ensure that everyone he/she asks to participate as an interviewer has this knowledge and understanding. Each person who interacts with the applicant will be viewed as an agent of Reed College. Improper questions, promises that are not kept, and inappropriate remarks will reflect badly on the college and may be legally indefensible.

When asking others to interview, consider whether interviewing as a panel or group is feasible. There are a number of advantages, including:

- 1) each interviewer hears the same information and has a common basis for comparison;
- 2) it allows for better discussion among the interviewers of each of the applicants;
- 3) applicants are not asked the same questions over and over again;
- 4) applicants do not have to give up as much time, particularly if they are currently employed;
- 5) the hiring supervisor can maintain better control of the process and of the relative value of the information being collected and weighed.

Common interviewer or rating errors

- "halo effect" is the tendency to rate a person high on all factors even though they were outstanding on only one factor;
- "horns effect" is the opposite of the "halo effect";
- "central tendency" is the inability to rate all or most applicants anywhere but in the middle;
- "similar to me" is the tendency to rate higher those people who look, act, or have a background most like the interviewer;
- "first impression" is making the hiring decision within the first few minutes of the interview, instead of evaluating all the information from the full interview.

Preparing for the interview:

- Determine approximately how long each interview will take.
- Schedule the interviews relatively close together for better comparison of the candidates.
- Schedule a room or location that is private and where you will be undisturbed during the interviews.
- Contact the applicants by phone or by letter inviting them to the interview, being specific as to day, time, location, and length of time they can expect to be on campus.

Note: Length of time is especially important if the applicant will be interviewed by a number of constituencies or groups over a period of a full day or more. Outside of higher education, this is often not what applicants will expect, and many will not have planned to spend a full day being interviewed.

- Read the applicant's written materials prior to beginning the interview, taking note of follow-up questions you might ask, such as gaps in the work history or clarifying the type of position held. Don't waste time asking questions about information that is already included on the resume/application, unless clarification or elaboration are important.

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Conducting the interview:

Beginning the interview

- be open and friendly but not overly chatty;
- show the applicant where to sit, if it is not immediately obvious;
- introduce yourself, using your name and title; introduce other panel members;
- explain the process that will be used:
 - how long is the interview scheduled for;
 - if reading the questions, explain that you will be reading them so that all applicants are asked the same questions;
 - explain that you will be taking notes of their answers;
 - explain the format, for instance, asking questions first, brief explanation of the job, applicant asks questions, tour of the building, etc;
 - when will a decision be made;
 - will all interviewees be notified.

Facilitating the interview

- give the applicant your undivided attention;
- take notes of the applicant's responses;
- ask each applicant the same basic questions;
- avoid questions that elicit only a "yes" or "no" response;
- ask follow-up questions that encourage further conversation, such as "can you say more", "will you expand on that"; "I'd like to hear more about that"; "would you elaborate"; "can you give me more detail"; "could you give me an example";
- give non-verbal signals that you are listening, such as head nodding, eye contact, and leaning forward;
- avoid facial expressions, gestures, or words which are unduly sympathetic or disapproving;
- keep questions as short as possible, and avoid making speeches;
- avoid giving personal opinions;
- do not digress into sensitive, personal areas that are non-job related;
- maintain control of the interview, so that questions are answered without unnecessary digression;
- when asking role playing or situational types of questions, do not suggest the desired answer;
- allow silence.

Closing the interview

- ask applicant if he/she has any additional questions;
- give applicant any appropriate materials, such as a business card or benefits information;
- repeat what the next steps will be (when is decision made, etc);
- do not give the applicant false expectations;
- escort the applicant from the room.

Types of interviews:

Structured screening interview

Done properly and with ease, a structured interview can be a very effective and very defensible screening device. It is an interview that meets the following criteria:

- all questions are job-related and developed from the tasks detailed on the position description;
- all questions are prepared in writing, in advance, and read to each applicant;
- all applicants are asked the same questions;
- brief notes are kept of the applicant's responses;
- in some cases, a scoring device is used to rate the applicant's responses.

Structured interviews may be conducted by a single individual or a panel of up to 3-4 people and can be conducted in person or by telephone. A structured interview provides a more detailed analysis of

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quality and length of experience, problem-solving abilities, oral communication skills, depth of technical skills and knowledge, and related specific characteristics. This type of interview usually takes no longer than 30-45 minutes.

The goal of a structured interview is to screen the applicants, using objective criteria, to a pool of from one to three candidates who can then be referred to the hiring supervisor.

Interview with hiring supervisor

Candidates referred to the hiring supervisor should be properly screened so that each of the candidates interviewed at this stage has demonstrated that he/she has the skills and knowledge to do the job.

This interview should focus on whether the employee will want to do the job; the individual's motivations and interests; and whether the individual's goals and aspirations fit well with the overall mission, values, and plans of the college. This type of interview is more like a discussion than is the structured interview.

This is also the time to give specific information to the candidate about the position so that there is a clear understanding of the tasks and expectations. Be careful not to elaborate on the tasks in a way that will make the job appear more glamorous, interesting, or challenging than it might be in actuality. Do not make or hint at promises that you may not be able to keep.

The hours of work, starting and ending times, salary, location, support staff (if any), benefits package (contact Human Resources for a benefits summary chart), organizational structure of the college, and other related information should be explained to a candidate who is a serious possibility for a job offer.

Reference checking:

Reference checking can be accomplished in ways that give the supervisor appropriate and accurate information about an applicant and protect the rights of the applicant. Information gathered through reference checks is confidential and should be communicated only to those who have a business need to know.

Some general guidelines that may be helpful when soliciting reference information:

- obtain written releases from candidates prior to checking references; contact Human Resources for a form or format;
- obtain an applicant's specific permission prior to contacting a current employer;
- collect the information in writing rather than over the telephone;
- request job-related information that can be verified, such as dates of employment, job titles and duties, length of service in each position, promotions, demotions, attendance, salary, reason for termination;
- do not ask for subjective information or information that could be considered discriminatory; if the information is offered, ignore it.

Sample questions

1. What was (or is) your relationship to (candidate)? *(If person is a current/former employer)*
2. What were his/her dates of employment?
3. Beginning date: _____ Ending date: _____
4. How long have you known the candidate?
5. What was the nature of his/her job with your institution?
6. For what reason did he/she leave your employment? *(If person is a current or former co-worker or professional associate)*
7. For what period of time have you worked together? *(If person is a personal acquaintance)*
8. For what period of time have you known one another?

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9. Our position requires a successful, demonstrable track record as a manager of people, programs and budgets. What can you tell me about this candidate's strengths in each of these areas? In which areas could the candidate have benefited from additional training or development?
10. Our position requires excellent oral communication and public speaking skills, effective writing skills, and the ability to listen carefully and quickly synthesize information. What can you tell me about this candidate's strengths in these areas? What were the areas in which the candidate could have benefited from additional training or development?
11. Our position requires self-motivation, an ability to get results, and tremendous energy. What can you tell me about this candidate's demonstration, or lack of demonstration, of those characteristics?
12. Can you give me some examples of occasions when this candidate demonstrated exceptional skill in diplomacy, consensus building and/or collaboration? Can you give me some examples of occasions when diplomacy, consensus building and collaboration might have been better demonstrated?
13. If or when you were considering this candidate for a leadership position under your supervision, what qualities would you find most appealing about this person?
14. If or when you were considering this candidate for a leadership position under your supervision, what qualities would you find to be of most concern about this person?
15. Is there anything else you believe is important for us to know but has not yet been asked?
16. Are there other professional references we should talk with who might have other useful information or a different perspective?

Making a job offer:

When a final candidate is selected, the hiring supervisor should contact the candidate by telephone to offer the position. Be specific as to salary, benefits, hours of work, specific job title, starting date, assistance with moving expenses if appropriate, and any other appropriate conditions or information. For salary information, refer Section VI, Classification and Compensation, Salary Administration Plan.

When the employee has accepted the position, follow up with a letter of confirmation. See Supplemental Information B following this section.

Background checks:

For certain positions, background checks are required. These positions include employees in the nuclear reactor, employees who work with children in the Psychology Department, and Community Safety. The background checks for Community Safety are through DPSST (Department of Safety and Security Training) certification process.

All job offers for these positions must be made contingent upon an acceptable background investigation. In most cases, the background investigation will be conducted only on the final candidate to whom we intend to make a job offer. However, in order to expedite the process, the hiring manager may want to ask all finalists to complete the paperwork in their final interview. Reed College will be the sole determinant as to an employee's acceptability based on the background investigation.

The Human Resources Office will contract with an appropriate background investigations company, establish what information is to be collected and for what purpose, and maintain all records in files separate from the employee's personnel file. The budget for background checks will be developed and maintained by the department requiring the background checks.

To initiate the background investigation, the following steps must be taken by the hiring supervisor.

1. The potential employee must complete the Reed College application form and sign it. This document details the consequences of incomplete or inaccurate information, an essential requirement.
2. The potential employee also reads, completes and signs the following forms:

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- a. Disclosure to Employment Applicant Regarding Procurement of a Consumer Report Form:
 - have the potential employee read and sign this form;
 - make a copy and give the original to the potential employee.
- b. Release Authorization Form:
 - Have the potential employee read and sign this form;
 - Make a copy and give the original to the potential employee.
3. "Summary of Your Rights under the FCRA;" this is a federally required document that must be given to the potential employee to be in compliance with the law.

Submit the forms to Human Resources who will then send the information to the background investigations company.

An applicant who refuses to sign the forms is no longer considered eligible for employment.

Human Resources will notify the supervisor of the results of the background investigation immediately upon receipt. If the background investigation is acceptable, the supervisor then notifies the potential employee that the hiring process can proceed.

If the potential employee is denied employment in whole or in part because of the information obtained in his/her background check, the person will be informed by the background investigation company and given the name, address and phone number of the screening provider to contact if s/he has specific questions about the result of the check or wants to dispute its accuracy. The potential employee will have 5 business days in which to dispute the results during which time, no final hiring decision may be made. After 5 business days, the final notification will be sent to the potential employee and the hiring process may proceed with other candidates.

A potential employee who provides misleading, erroneous or willfully deceptive information on an employment form, resume, or in an interview is immediately eliminated from further consideration for employment with Reed College.

Pre-employment physical:

Some positions require the selected candidate to take and pass a pre-employment physical as a condition of employment. Only the candidate who was offered and has accepted the position will be required to take the physical. Contact Human Resources to arrange for the candidate to take the physical with the physician who is on contract with Reed College to provide these services.

Notifying other applicants:

After the candidate has accepted the job offer, notify the candidates interviewed or all applicants, if preferred, that the position has been filled.

Since Human Resources accepts applications or résumés only for a position currently being recruited, notify applicants that future positions will require a new application.

Records:

Applications and résumés must be retained for 3 years. All records related to the process along with the application and/or résumés should be forwarded to Human Resources for filing and retention.

Personnel/Payroll Action Form (PPAF):

Prepare a PPAF for the new hire, forwarding it to the appropriate higher-level authority for signature, prior to forwarding to Human Resources. Attach the new employee's résumé/application materials and a copy of the letter of appointment along with the PPAF.

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Sample interview questions:

The best predictability of future behavior is past behavior. Ask questions related to experiences and problems candidates have dealt with in prior positions and it will likely be how the candidate will handle similar experiences in future positions.

Past work experience in general

1. Please describe your present responsibilities and duties.
2. How do you spend an average day?
3. How has your current position changed from the day you started until now?
4. Describe the most complex problem you had to solve in your last (current) position.
5. Discuss some of the problems you have encountered in past positions.
6. What do you consider to be your most important accomplishment in the last three positions you have held?
7. What were some of the setbacks or disappointments you experienced in the last three positions you have held?
8. Why did you leave your last employer/ why would you consider leaving your current employer?
9. What would you want in your next job that you are not getting now?
10. Describe your involvement with committees, your role on the committees, and what you learned from each experience.
11. In previous positions, how much of your work was accomplished alone and how much as part of a team effort?
12. What was the most radical idea you ever introduced to an employer, and what was the result?
13. Give me an example of a time when you questioned a policy or procedure when it might have been better or easier to go along with it.
14. What kinds of policies and procedures have you created, and to whom did you take them for approval?
15. Describe the most difficult interpersonal challenge you have been faced with, and what you did about it.
16. What experience have you had in public speaking, what audience, and what was the purpose: selling, informing?
17. Give an example of a potentially volatile situation or individual that you successfully calmed down and how you went about it.
18. Describe a time when you went "beyond the call of duty" to accomplish a task.
19. Describe the most difficult person you have ever worked with and how you handled it.
20. Describe a situation in which it was necessary for you to mediate or negotiate a solution or compromise.
21. What kinds of work pressures do you find the most difficult to deal with?
22. Describe what you mean by "on the job stress."
23. Describe a time when you felt you "lost your cool" on the job, and what was the result?
24. Describe the best boss you ever had.
25. Describe the worst boss you ever had.
26. Tell me about a failure in your working life and why it occurred.
27. What could your last employer have done to keep you?

Relevant education and training(do not ask for dates which could lead to age-related information)

1. Why did you choose the particular college you attended?
2. What determined your choice of major?
3. How do you think college contributed to your overall development?
4. In what way do you believe your education and training has prepared you for this position?
5. What special training do you have that is relevant to this position?
6. What licenses or certifications do you have that are relevant to this position?
7. What professional affiliations do you have that are relevant to this position?
8. Can you perform the essential functions of this position; if not would you need any accommodations because of a disability, and if so, what accommodations could you suggest?

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The college's vacant position

1. In what way does this position meet your career goals and objectives?
2. If you were to obtain this job, in what areas could you contribute immediately, and in what areas would you need additional training?
3. What changes and developments do you anticipate in your particular field that might be relevant to this position?
4. What are your salary expectations if offered this position?

Attendance and punctuality

1. How many days of work did you miss in the last year you worked, other than for medical reasons?
2. How many times were you tardy for work in the last year you worked?
3. What do you consider to be good attendance?
4. What do you consider a legitimate reason for missing work?

Clerical/secretarial work

1. What word-processing systems have you worked with, and what are the advantages and disadvantages of each?
2. Describe the kinds of telephone and receptionist duties you have had, being specific about the number of calls and walk-ins you received in a typical day.
3. Describe your past experiences in scheduling appointments.
4. Give me an example of a task you performed that required attention to detail, and what you did to ensure accuracy?
5. What are some of the more unusual assignments you have been given?
6. What kinds of filing systems have you used and/or created?
7. What decisions could you make on your own, and what did you refer to your boss?
8. What kinds of reports did you develop, create, or produce?
9. What volume of mail do you typically process in a day?
10. What kinds of correspondence have you written on your own initiative?

Supervision

1. Describe the positions in which you have had supervisory responsibility: how many people supervised, what kinds of positions, hiring/firing authority?
2. Give an example of a time when you were disappointed in the lack of accomplishment of an employee(s) and what you did about it.
3. What are the generally accepted steps in progressive discipline?
4. What kinds of things have you found worked to motivate an employee?
5. Describe what you mean by "problem employee."
6. Describe a "sticky" situation with an employee and what you did about it.
7. Describe an innovative way you handled a conflict with two or more of your subordinates.
8. What kinds of things can a supervisor do to create a positive environment?
9. What training and experience do you have in "listening skills"?
10. Approximately how many people have you personally hired in your career?
11. Describe an effective performance planning and review process.
12. What communication methods have you found most successful with subordinates?
13. What recognition and reward systems have you found most effective with subordinates?
14. What is the role of a supervisor, in your opinion?
15. What are the major responsibilities of a supervisor, in your opinion?
16. What is an effective training and orientation program for a new employee?
17. Describe the most serious complaint an employee brought to your attention, and what you did about it.
18. Give an example of the most novel idea an employee presented to you, and what you did about it.
19. What is a "protected class" under civil rights law?
20. What is the difference between an exempt and non-exempt employee under wage and hour law?

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Management

1. What was the level of your decision-making authority in past positions?
2. Describe a decision you made in which you were ultimately unhappy with the result.
3. Give me an example of a decision you made that backfired, and what you did about it.
4. Give an example of a decision you made that turned out better than you believed possible.
5. Describe a time when you made a decision where there was no clear policy regarding the issue.
6. What experience have you had where political pressure interfered with your getting the job done?
7. Describe your experience with setting goals and objectives.
8. Describe your experience in developing and monitoring budgets.
9. What fiscal authority have you had in past positions?
10. Give an example of a situation in which a budget overrun was necessary in order to accomplish a goal.
11. What is the most effective method for setting priorities, in your opinion?
12. If we were to ask your current (past) employer about your ability to organize your work, what would your employer respond?
13. Describe a time when your goals conflicted with the goals of the organization, and what you did about it.
14. What is the most innovative thing you have ever accomplished?
15. What is the most creative idea you have had that was turned down?
16. What experience do you have with writing?
17. What have you done in the past five years to improve your writing skills?
18. What have others said about your writing ability?
19. What experience have you had with public presentations? For what purpose, what visual aids did you use, what kinds of notes do you use?

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Sample letter of confirmation

Date _____

Name and address _____

Dear _____

On behalf of Reed College, I am pleased to offer you the regular full time (part time: include number of hours) position of _____ with the _____ Department. Your annual salary is _____ and your starting date is _____. Please report to _____ on that date at _____ a.m./p.m.

(Indicate if the hire is contingent upon passing a pre-employment physical)

Reed College has a comprehensive benefits package offering a variety of choices to meet individual needs. Jan Linnertz in Human Resources will review all benefits plus terms and conditions of employment, including the fact that Reed College is an at-will employer, when you arrive on campus. If you would like information in advance, please feel free to contact her at (503) 777-7704.

(Moving allowance?)

(A paragraph personally welcoming the employee to Reed College and indicating that you look forward to your professional association.)

If you have any questions, please feel free to contact me at _____.

Please indicate your acceptance of this offer by signing one copy of this letter and returning it to my office no later than _____. A copy has been included for your own records.

Sincerely,

(hiring supervisor)
(title)

I accept the terms of this appointment.

Signed, _____ Date _____

cc: Human Resources

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Signing in:

Human Resources will sign in new employees, by appointment, in the Human Resources Office. The law requires all new employees to complete an I-9 form and furnish appropriate supporting documentation: 1) a driver's license and social security card, or 2) if they are not available, a passport.

New employees are given a complete packet of information, including all benefit information and a staff handbook.

Orientation:

Supervisors are responsible for orientation of new employees focusing on key employment policies such as anti-harassment, substance abuse and attendance.

New employee checklist:

Supplemental Information C following this section is a checklist developed by college supervisors to aid in the orientation and training of new employees.

Probation or trial service periods:

Because Reed College is an at-will employer, employees are usually not put on probation or trial service periods as a condition of employment or continued employment.

Contact Human Resources if considering placing an employee on probation or on trial service.

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New Employee Checklist

- | | |
|---|---|
| _____ introductions to co-workers | _____ introductions to others |
| _____ tour of the work area | _____ show to private work space / office |
| _____ location of bathrooms | _____ location of coffee / kitchen area |
| _____ location of supplies | _____ parking areas / bus stops |
| _____ discuss work hours and breaks | _____ discuss office dress code |
| _____ explain office / job groundrules | _____ assign office keys |
| _____ give / get home telephone numbers | _____ explain absence / call-in procedures |
| _____ explain inclement weather procedures | _____ explain paydays |
| _____ explain the use of the phone system | _____ explain the use of email |
| _____ explain the use of other equipment | _____ explain how to report accidents |
| _____ explain how to report unsafe conditions | _____ give copy of academic calendar |
| _____ give copy of organization chart | _____ give copy of position description |
| _____ give copy of classification description | _____ show copy of policy manuals |
| _____ give employee training manual | _____ copy of harassment / EEO policies |
| _____ explain grievance procedures | _____ discuss harassment procedures |
| _____ explain how office organized | _____ discuss expectations of the work |
| _____ discuss overall work assignments | _____ assign a first day project |
| _____ assign one other person as contact | _____ schedule a follow-up meeting for feedback |
| _____ discuss management style and preferred methods of communication | |

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Subject: Performance review and planning

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It is the policy of Reed College to provide a regular and consistent approach to conducting performance reviews for all members of the staff. It will serve at least these purposes:

- to recognize and encourage excellence in performance and to provide one measure in creating an equitable basis for performance award increases;
- to improve performance, to identify weaknesses or problems and strategies for dealing with these, and to promote professional growth; and
- to foster a positive work environment and to promote communication among staff and between supervisors and staff.

Performance reviews are based on a person's job description. While there is a common and consistent approach to performance reviews, members of the staff are evaluated with regard to those tasks and responsibilities that are contained in his/her specific job description.

Performance reviews are both reflective (appraising work completed) and forward-looking (setting expectations and objectives for the future).

There will be a written appraisal at least once each year, and this written appraisal will be the basis of a discussion between a staff member and his/her supervisor. There will be on going feedback over the course of the year. Normally, a performance problem should not be addressed for the first time in the annual review.

Supervisors initiate the formal performance review and planning process on an annual basis. This cycle can be based on the employee's anniversary date, on the fiscal year, calendar year, or any basis that works most effectively. The supervisor must, however, indicate in advance to his/her supervisor and to the employee what the annual cycle will be.

Two versions of forms for conducting the formal performance review and planning process are available in the Human Resources Office. Supervisors may also develop a form, as long as the criteria is the same and the form is approved by the Human Resources Office.

Regardless of the format of the form that is used, the performance review and planning process begins at the start of the evaluation year by the supervisor and employee jointly establishing job responsibilities and/or objectives for the upcoming evaluation year. The supervisor and employee should also agree at what intervals during the year they will meet formally to discuss progress toward goals and level of performance.

It is critical that there be on-going discussion and review throughout the year in order for the process to be most effective.

Basic Guidelines for the 'CHART FORM'

(sample form is at the end of this section)

COLUMN 1 General definitions for "*Performance Attributes*":

Job knowledge: depth and breadth of information concerning work duties, processes and college procedures which are required for competent performance.

Learning capability: rapidity of learning processes, instructions, and explanations.
Accuracy/

quality of work: correctness and thoroughness of work results.

Quantity of work: volume of work accomplished in a work day, compared to the volume required for the whole job.

Use of time/attendance: how time is spent on the job as well as absenteeism and tardiness.

Analytical ability/

decision making: ability to work with complex detail and theory and the quality of decisions and judgments.

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<i>Initiative:</i>	tendency to contribute, develop and/or carry out new ideas or methods.
<i>Service orientation/ cooperation:</i>	willingness to assist others, contribute to harmony, and meet the needs of people being served.
<i>Teamwork:</i>	relationship with members of work unit and ability to work toward common goals.
<i>Communication skills:</i>	oral and written skills, effective listening, retention and analysis.
<i>Managing change/ innovation:</i>	ability to innovate and foster change while creating a positive climate for change.
<i>Planning/organization:</i>	planning, organizing information, prioritizing tasks, utilizing resources, meeting deadlines.
<i>Supervising staff/students:</i>	coaching and delegating skills, setting clear expectations, regularly communicating and appraising work, giving recognition, solving problems and taking corrective action.
<i>Additional attributes and/or specific job responsibilities:</i> Add any other attributes necessary to the performance of the job. Add any specific job responsibilities to be accomplished on an on-going basis that should be included in the review and planning process.	

Two examples are:
"Ensure the filing backlog is no longer than two weeks"; "Ensure all bills are paid by the 10th of each month."

COLUMN 2 Rating:

<i>4=Exceeds standards:</i>	significantly surpasses satisfactory performance on a consistent basis; consistently exceeds performance expectations.
<i>3=Meets standards:</i>	achieves competent performance on a consistent basis; fully competent.
<i>2=Approaches standards:</i>	not yet attaining satisfactory performance on a consistent basis; either still learning the job or needing to improve and/or develop.
<i>1= Below standards:</i>	does not or cannot perform the tasks.

COLUMN 3 Review summary:

Include any narrative or examples that will demonstrate the level of performance.

BACK PAGE Objectives:

The objectives sections are designed to describe specific responsibilities or projects that are not on-going responsibilities of the job. These responsibilities or projects are to be performed in a given time period.

Basic Guidelines for the 'OPEN FORM'

(sample form is at the end of this section)

COLUMN 1 Job Description:

The supervisor has primary responsibility for listing the major responsibilities of the job, but should do so in consultation with the employee. The job description should include the essential tasks/duties/work assignments on which the employee is to be reviewed.

Some examples are:

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- Assures accurate and timely preparation of financial reports.
- Processes bills and maintains accounts payable records.
- Maintains and develops the automated information system, assuring compliance with professional standards.
- Establishes and administers personnel policies and procedures.
- Directs and evaluates preventive and corrective maintenance programs for college vehicles.
- Produces completed correspondence, reports, contracts and other documents in a timely manner.

COLUMN 2 Performance Expectations:

This is a description of exactly what, how and by when the tasks are to be accomplished over the next year. This also should be developed by the supervisor and employee together at the beginning of the review year.

Performance expectations should be described in ways that are measurable, such as qualitative or quantitative measures, and whether or not the tasks were accomplished.

Some *examples* are:

- Audit cash handling procedures quarterly, with all accounts balanced within a 1 percent variance.
- Revolving account statements are reconciled by the end of each month.
- Completes an analysis of the automated information system, based on cost versus performance, by March 31.
- Complete and distribute a new Employee Handbook by September 30.
- Each company vehicle must have at least two maintenance checks within the year.
- Completes routine correspondence and reports within 24 hours of receiving rough draft.

COLUMN 3 Review Summary

This is the year-end summary of what was accomplished, how well it was accomplished, and whether it was accomplished in a timely fashion.

Correcting performance problems:

There may be occasions in which a more detailed description of a performance problem or deficiency would be helpful. A supplemental form, "*Problem Solving*" (see sample at the end of this section), is also available and should be completed by the supervisor to give specific direction for correcting the problem.

Supplemental feedback:

Supervisors may wish to seek feedback concerning an employee's performance from co-workers and other sources, as appropriate. This should be done with the employee's knowledge and should be done very carefully since this can often be difficult and sensitive. Information should be collected only from individuals having direct knowledge of both the individual's position responsibilities and performance. Supervisors wishing assistance with this process and sample forms may contact Human Resources.

Continuing education:

Employees are encouraged to detail in the comments section any work-related classes, seminars, workshops, etc. taken over the course of the evaluation year.

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Preparing for the year-end discussion:

There are a number of options in preparing for the year-end discussion. The supervisor and employee may each wish to separately complete the "Review Summary" and then compare results. The supervisor and employee may agree that only one of them will complete the "Review Summary" in preparation for the discussion. In any case, the supervisor has final responsibility and authority for performance review and planning, including the "Review Summary."

Some *examples* of questions for the supervisor and/or employee to consider in preparation for the discussion are:

1. What changes have been made, or attempted, to improve the quality or quantity of work performed?
2. Evaluate interaction with other staff, with students, and with faculty. Are there ways that those interactions could be improved?
3. What are examples of the types of errors made, and what attempts have been made to reduce those errors?
4. What are examples of the time necessary to respond to different levels of requests? Could there be improvement, and how?
5. Would any efforts over the last year translate into dollars saved? If so, how much?
6. Was the work performed within budget? Why or why not?
7. Was extra work taken on? If so, please explain why and describe the task(s).
8. Is additional training desired or necessary? If so, in what areas?
9. Is additional responsibility desired and/or possible? If so, in what areas?
10. Has decision-making authority been appropriate to decision-making ability? Give examples.
11. What are examples of cooperation with others to accomplish tasks?
12. How is criticism received? Are desired changes made?
13. Is initiative adequately encouraged and supported?
14. What would make it possible for the present job to be done better?
15. What are the most enjoyable aspect(s) of the job?
16. What job tasks have provided the most satisfaction?
17. What steps have been taken to make the job easier, more enjoyable, more satisfying?
18. What tasks were performed particularly well?
19. Where is improvement desirable?
20. What additional work would be appropriate?
21. What training or additional skills would be necessary to be considered for promotion?
22. How will you and the employee accomplish required training or follow-up?
23. What is an appropriate schedule for meeting necessary improvements and follow-up?

Conducting the year-end discussion:

Schedule the review meeting in advance and have all materials prepared before the meeting. Meet in a quiet, private place with no interruptions. Keep the discussion simple, direct and relaxed. Listen, exchange information, reach a clear understanding, and follow up. Schedule the follow-up meetings before ending the discussion.

Don't let the review form or procedure become more important than the exchange between the supervisor and employee.

Evaluate the review and planning process: Is communication improved? Has personal and/or professional growth occurred as a result? Will work be more productive? Did the review and planning process foster a positive work environment? Was there a productive discussion of the work being reviewed? Were there any surprises in the formal review?

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Final steps:

The supervisor and employee sign the form, it is forwarded to the appropriate higher level supervisors for review, and then to the senior department head or Vice President for signature. It is then forwarded to Human Resources for inclusion in the employee's personnel file.

Common mistakes to avoid in the performance review process:

- Emphasis is placed on the evaluation form, rather than the goals of the evaluation process.
- Evaluators fail to tell the truth so that the employee will get a bigger increase.
- Evaluators fail to tell the truth because of a fear of confrontation.
- Adequate time is not allowed; the review is not prepared well in advance.
- Review comments are too general.
- A performance award increase is not consistent with the performance review.
- Negatives are avoided.
- The supervisor is not familiar with the quality of the employee's work.
- Tendency to forget about past problems/accomplishments and to focus instead on recent events.
- The supervisor addresses performance issues for the first time in the performance review so that the employee is surprised.
- The halo effect: the supervisor tends to rate all aspects of performance based on the observance of one trait.
- The horn effect: supervisors tend to let one poor rating influence all other ratings, resulting in a lower overall evaluation than is really deserved.
- The central tendency effect: tendency to rate all areas in the middle of a rating scale from fear of rating too high or too low.
- Similarity effect: the supervisor tends to give high ratings to employees "most like me" and lower ratings to employees "not like me."

Performance award pay and performance review:

The performance award program is a separate process from performance review. However, the performance review and planning process provides one measure in creating an equitable basis for awarding performance based increases.

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Subject: Performance award program

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The performance award program is designed to reward and recognize employees who have achieved exceptional performance over the past academic year. This level of performance must be consistent and must occur over an extended period. The decision as to granting or not of performance awards and amount of the awards is determined and announced prior to the beginning of the academic year.

The criteria for evaluating the superior performance:

1. Describe the specific achievements that are examples of the employee's having exceeded performance expectations including the ways in which the work unit, department, and/or college has benefited.
(consider projects, assignments, tasks, streamlining, improving the effectiveness of the department, increased productivity, specific cost savings expected or realized, improved morale, what was new about the achievements, what was different about the achievements, what is not being done anymore as a result of the employee's contributions)
 2. Describe the employee's outstanding skills and abilities that contributed to this success.
(consider communication skills, listening skills, analytical ability, decision making, organizational ability, innovation, dealing effectively with change, initiative, creativity, exceedingly high quality of work, beating deadlines without compromising quality, and related topics)
 3. Describe the outstanding manner and style in which this employee does his/her work that contributed to this success.
(consider enthusiasm, cheerfulness, cooperation, collaboration, strong service orientation, interpersonal skills, dealing effectively with conflict/confrontation, desire for creating a positive image for the department and the college, and related topics)
- Complete Question 4 if the employee is a supervisor or managerial employee.*
4. Describe the supervisory, managerial, and leadership skills that have exceeded performance expectations.
(consider selection, training, performance evaluation, corrective action, effective delegation, understanding and motivating employees, managing change, human and financial resource allocation, strategic planning, policy development, organizational design, program design, empowerment, inspiring innovation and creativity, and related topics)

Eligibility:

All regular full-time and part-time employees are eligible for consideration after one full year of employment in an eligible class. After meeting eligibility requirements, employees are eligible once each year.

Amount and timing of increase:

A performance award increase is generally a 1 percent to 5 percent increase which is added to an employee's base pay normally effective on July 1st. However, if an employee's base pay exceeds the maximum of the salary range, the performance award increase is given as a one-time bonus.

Procedures:

In April of each year, the college sends a memo to all supervisory staff to advise them of the deadline for submission of performance award requests. The Dean of the Faculty's Office sends a memo in March of each year to the faculty who supervise staff.

Supervisors are responsible for assessing the performance of each subordinate and making a determination as to whether the employee has achieved a level of performance that is truly exceptional. Although the performance review process is separate from the performance award process, the most recent performance review for the employee must be attached to the performance award request and be consistent with the request.

The supervisor must prepare each request in writing on the request form available in the Human Resources Office.

The supervisor has the option of informing the employee of the decision to recommend or not recommend the employee for a performance award at this time.

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The written request with a copy of the employee's most recent performance review is forwarded by the supervisor to the appropriate vice president or dean for review. The vice president/dean may deny the request at this point and inform the supervisor.

When all requests have been reviewed individually, the Dean of the Faculty and the three college vice presidents then meet as a group to make a final decision. The dean/vice presidents notify each supervisor in his/her area of responsibility of the final decision regarding each request.

Employees are notified of their performance award increase first by the supervisor upon notification by the appropriate vice president, and then in the salary letter distributed by the President in June of each year.

The written request for a performance award, whether approved or denied, is forwarded to Human Resources for inclusion in the personnel file of each employee. If the supervisor has not yet informed the employee that the performance award request was made, the supervisor must notify the employee at this time and indicate that a copy of the request is being forwarded to Human Resources for inclusion in the employee's personnel file.

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Subject: Employee assistance and complaints

Date: 7/1/07

Employee Assistance Program:

The employee assistance program at Reed College is administered by E.A.S.E (refer Section VII, Benefits). Counselors are available to assist employees and dependents with personal problems.

The employee assistance program can also provide an additional tool for supervisors when an employee's problem is affecting his or her job performance. Supervisors often do not know when or how to approach an employee with a problem, and in some cases take the role of an enabler, that is reacting to a problem employee in a way that denies the problem exists.

A troubled employee may or may not have problems that affect job performance, but when it does affect performance, the troubled employee becomes a "problem employee." Some of the characteristics of an employee who may be affected by personal problems are 1) increased absenteeism; 2) on-the-job absenteeism; 3) high accident rate; 4) difficulty in concentration; 5) confusion; 6) spasmodic work patterns; 7) lowered job efficiency; 8) poor employee relationships on the job.

The supervisor's analysis of the situation should only relate to the requirements of the job and the employee's performance. Do not attempt to diagnose the problem or ask for personal information. The supervisor may, on the other hand, ask the employee if there are personal issues or problems affecting performance that may be helped through the employee assistance program.

Supervisors may refer an employee for counseling as part of a discipline process or "last chance agreement." Contact Human Resources for further information.

Workers' compensation and accidents:

Refer to Section III, Employment Law, and to Section IX, Safety and Health, for a complete explanation of both the law and Reed College procedures.

Supervisors have a responsibility for providing employees with a safe working environment, assisting employees in reporting accidents immediately, and cooperating fully in the early-return-to-work program of the college.

Investigating complaints:

Supervisors may be approached by an employee with a complaint or concern about any number of issues that go beyond the scope of the work performed. Some examples are observing unethical, inappropriate or illegal activity or behavior, being treated in a discriminatory manner by another community member, sexual or other kinds of harassment, etc.

When a supervisor has been approached by an employee with a problem or complaint of a serious or unlawful nature, the institution has been "put on notice" that the problem exists, and it creates an obligation on the part of the institution to investigate and correct the problem. Supervisors must immediately notify the appropriate college representatives and notify the employee that the information cannot be kept confidential.

In the case of sexual harassment, refer to Section III, Employment Law, for the college's policies and procedures relating to a sexual harassment complaint.

Failure or refusal to cooperate in or interference with an internal investigation is grounds for discipline up to and including discharge.

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Purpose for corrective action:

Corrective action is taken for the purpose of assisting the employee in understanding what performance standards are not being met and what the employee needs to do to meet them. The goal is to ensure that the college has taken reasonable steps to correct the problem, so that the employee can be successful in his/her job.

Because Reed College is an at-will employer, a supervisor has the right to recommend that an employment relationship be discontinued, with or without cause or prior notice, just as an employee has the right to discontinue the relationship under the same terms. However, Reed College also has a practice of making reasoned decisions that are not arbitrary, capricious, unreasonable, discriminatory and/or an abuse of managerial discretion.

When performance problems arise, supervisors have flexibility in selecting the option or options most appropriate to that particular situation, and are not required to go through any specific number or particular order of steps. However, supervisors should be careful to apply policies and corrective action procedures consistently among all employees, treating similar situations the same from one employee to the next.

In addition, the college has an obligation to treat all employees fairly and consistently across the campus. Therefore, supervisors must discuss performance problems with Human Resources prior to taking any formal corrective action, that is, a written warning or more serious action, so that the corrective action can be evaluated in the larger context.

Documenting performance problems:

When a supervisor realizes that a performance problem exists and there is a potential for corrective action, the supervisor should begin a log of critical incidents. The log should be a factual and objective summary of the problems as they occur and the discussions held with the employee about the problem including specific details such as dates and times. These discussions should occur as problems develop, so that the supervisor and employee have an understanding of the issues and can work together to resolve them. Collecting or saving them until performance review time will do little to resolve the issue.

Key factors in assessing a performance problem:

1. What are the facts surrounding the problem?
2. What kind of assessment/investigation was done to determine the facts?
3. What was the employee's response or reasons given during the assessment/investigation?
4. Is this an ongoing problem or an isolated incident?
5. How serious is the problem?
6. Are there mitigating factors in this case?
7. In the case of an isolated incident, how much time has elapsed since the incident?
8. Is this a problem that could be corrected if the employee were given additional training or information?
9. Is this problem within the employee's ability to correct, or is it a problem over which he/she has no control?
10. What is the employee's work history relating to past performance problems and other corrective actions taken?
11. What is the risk in not confronting the employee and letting the problem continue? What is the impact on other employees? What is the impact on the department and attaining departmental goals?
12. Is there any possibility this employee would be singled out if corrective action were taken, or has the college applied the policy/standard consistently?
13. Is the problem related to a disability or protected status? (If so, contact Human Resources)

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Investigating an incident:

Always investigate an incident that may lead to corrective action prior to making a decision. Ask the employee what occurred and why it occurred. Interview witnesses and anyone else who might have pertinent information about the incident, if necessary to make an informed decision.

Contact Human Resources for assistance during the investigatory process or to conduct the investigation on behalf of the supervisor, if needed.

Deciding to take corrective action:

1. What are the specific performance problems that will need to be discussed with the employee?
2. What specific examples can be used to illustrate the problem?
3. What suggestions can be given to the employee to correct the problem?
4. What are the possible reactions from the employee during this discussion, and what is the appropriate response?
5. Is there a logical timeframe within which this problem must be corrected?
6. Does the corrective action fit the violation or problem?

Deciding what kind of corrective action is necessary:

Supervisors should set reasonable performance expectations, inform the employee of the expectations, discuss problems as they arise, suggest ways to correct the problem, and follow up to ensure the problem is corrected. When an employee is unable or unwilling to correct the problem, the supervisor needs to consider the appropriate next steps to take.

If an employee is *unable* to perform, the options a supervisor might want to consider could include additional on-the-job training, workshops or classes in the area of deficiency, assigning a mentor or job expert to assist the employee, transfer to another position, or demotion. If those options do not correct the problem, or are not feasible, the employee and supervisor may need to begin discussions leading to a mutually agreed upon termination of employment.

If an employee continues to be *unable* to perform or is *unwilling* to perform, the supervisor may also consider the following (this list is not all-inclusive nor are these mandatory steps).

Oral warning

The employee is told in clear terms that an oral warning is being given, why it is being given, what performance standards must be met, and what the employee needs to do to meet them. At the conclusion of the conversation, the employee should know what is expected and how and when it is to be accomplished. The supervisor must immediately document the conversation.

Written warning

The employee is told in writing and orally that a written warning is being given. Written warnings become part of the employee's personnel file. The written warning should include a signature line to indicate that the employee has a copy of the written warning and has discussed the warning with the supervisor. During the discussion, the supervisor needs to ensure that the employee understands the action taken and what he/she needs to do to improve. See the end of this section for a sample written warning.

Final written warning

The employee is told in writing and orally that this is the final warning he/she will receive if the performance problem continues. The employee is put on notice that he/she will be discharged as the next step in the corrective action process.

Suspension

In some cases, paid or unpaid suspension may also be appropriate. Suspension may also be appropriate when investigating an incident.

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Discharge

In most cases, an employee would receive one or more warnings or corrective actions prior to discharge. However, for some serious infractions, the supervisor will need to consider immediate discharge with no prior warnings. In addition to notifying Human Resources, the supervisor must inform the appropriate Vice President of a pending discharge. Generally, an employee is released immediately upon being notified in writing of the discharge, and the employee's final pay must be included with the letter.

The discussion:

Employees are allowed to have a co-worker of their choice present during any discussion that may reasonably lead to or is for the purpose of corrective action. However, the college is not required to offer a witness; the employee must specifically request one. The co-worker may participate in the discussion but may not be unduly disruptive.

There are three purposes for the corrective action discussion:

- to ensure the employee understands what has led to the decision to take corrective action;
- to ensure the employee understands what action is being taken and its impact, for example, a written record in the personnel file, no pay for several days;
- to ensure the employee understands what he /she needs to do better, differently, less of in order to be successful in the job.

It is not necessary for the employee to *agree* but it is important for the employee to understand. At the same time, it is important for the supervisor to listen for any new information that might have an impact on the decision made. If that is the case, the supervisor should suspend the discussion, consider the new information, and meet again with the employee within a short time, usually within 24 hours, to either continue the corrective action discussion or to modify it in some way.

Follow up:

Employees have the right to feedback from the supervisor when a problem has been corrected or performance has been improved. In all cases, there should be a discussion between the supervisor and employee as progress is made, and in some cases, the supervisor may want to follow up in writing.

If, however, there is not sufficient improvement, supervisors have an obligation to continue the process of corrective action.

Sample written warning letter

Paragraph #1: What has transpired to this date; be specific and include dates...

Example: We have had several conversations regarding your tardiness...

Paragraph #2: What transpired to cause this action...

Example: Yesterday you were 15 minutes tardy....

Paragraph #3: What this is...

Example: Therefore, this is a written warning that will go in your personnel file...

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Paragraph #4: What your expectations are including immediate and sustained improvement...
Example: Effective immediately, you must be at your work station....

Paragraph #5: What will happen next...
Example: Failure to meet these standards on an on-going basis may result in further discipline or in discharge.

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Subject: Employment references

Date: 7/1/07

Written or oral requests for verification of employment should be forwarded to the Human Resources Office for completion. These requests often come from banks, credit unions, mortgage companies, etc. to verify information on a loan request.

Employees, current and former, will occasionally ask for a written reference or recommendation from a supervisor. Supervisors may wish to write such a reference; however, the letter should include only information that can be documented and supported and should be reviewed by Human Resources. If possible, return the original letter to the employee requesting it, who can then use the letter at his/her own discretion.

Forward a copy of the letter to Human Resources for inclusion in the employee's personnel file.

Human Resources will also write letters of reference for employees upon request and are available to assist supervisors in writing reference letters.

Supervisors who give information that is subjective, not completely factual, or is given to someone who does not have a business need to know, whether on the phone or in writing, may be subject to a lawsuit and named personally in the suit. In other words, the supervisor is held personally responsible, and personal assets are at risk. Telephone references are particularly risky and should be avoided since it is difficult to prove exactly what was said.

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Subject: Personnel/Payroll Action form

Date: 7/1/07

A Personnel/Payroll Action Form (PPAF) must be completed by the supervisor whenever there is a change in an employee's status. This includes hiring, changes in pay rates, hours worked, title changes, and termination. The form is forwarded to the appropriate Vice President or higher level authority for signature, and then forwarded to Human Resources.

Upon review and signature, Human Resources forwards the PPAF to the Vice President/Treasurer for review and signature. It is then sent to the Payroll Office for processing.

The PPAF is included in the employee's personnel file after being processed.

Blank forms are available in Human Resources.

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Subject: Data Security

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Date: 7/1/07

Although the protection of confidential college data is expected of all Reed employees, it is the responsibility of supervisors to take reasonable steps to ensure that data security procedures are followed by their staff. Protection of computers and computer-based materials is especially important since such materials are prime targets for hackers, identity thieves, and others.

Unauthorized access to confidential college data can expose affected individuals — as well as the college — to serious financial and legal consequences. Should data be compromised as a result of supervisory or staff negligence, the impact on the college could be even greater.

A printed security brochure is available for supervisors to distribute to their staff and student employees. Detailed guidelines for data security are available on the Reed web site at: http://web.reed.edu/cis/safe_computing.html

Administrative Computing Services (ACS) performs periodic data security assessments of administrative offices and will provide data security training, documentation, and other assistance to supervisors upon request. Please contact ACS at ext. 7600 if you have questions about security procedures or training.

If you believe that electronic security has been breached, that confidential materials have been compromised, or that computer equipment has been stolen, please contact the Chief Technology Officer immediately at ext. 7254 (503-777-7254). In the case of computer theft, the Director of Community Safety should also be contacted at ext. 7379 (503-777-7379).