A Framework for the

Principles of Community

Prepared by the Government of the Student Body Principles Commission

2006
April 2006

We present the account of this report and the recommendations that flow from it to the President, administration, faculty, staff, and students of Iowa State University for their consideration. Ten Commissioners – 7 students, 2 staff members, and 1 faculty member appointed by the Student Body President – have come together to present this report without dissent.

We have arrived together in unity of purpose because the development of an inclusive and welcoming campus climate demands it. The words of bigotry littered our campus green on the weekend of July 4, 2005 and led to a time of shock and concern for our community. The campus had seen events like this in the past and the student body felt it was time to begin a student-led process to respond proactively. Why do acts like this continue to happen, and how can we respond to such acts in the future? To answer these questions, the Government of the Student Body created the Principles Commission on September 7, 2005.

Our mandate was sweeping. The Senate resolution directed us to prepare a full and complete recommendation in response to acts of hate surrounding events during the summer of 2005, including preparedness for and the immediate response towards the development of a more inclusive and diverse campus community. We were also mandated to provide recommendations designed to ensure future acts of hate would be addressed collectively and professionally.

In pursuit of our mandate, we have reviewed past campus climate information, and current institutional polices and recommendations. From the onset, we have been committed to share much of our investigation with the campus community. To that end we held 4 student forums, and focused interviews with 37 students, and 67 campus professionals.

We realize the challenges that lie ahead, thus we approach our recommendations with humility. We decided to focus our recommendations on what we believe to be the most important; whose implementation could make the most difference. As a student-led process, we offer these recommendations with all due respect; however, we anticipate that our report will encourage all students, faculty, staff, and administrators, to reflect – and to act.
A framework for the Principles of Community for Iowa State University of Science and Technology

2006

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A. A message from the chairs

The process that initiated the development of this report began in the fall 2005, largely in response to campus disturbances that carried messages of hate. A commission within the Government of the Student body was formed by an act of the Senate (see Appendix A) to compile research towards the development of a tangible recommendation to increase cultural sensitivity and mutual respect at Iowa State University. The commission conducted individual interviews, focus groups, and forums with administrators, faculty, staff, and students. In addition, we received and extensively analyzed documents from within Iowa State University that spoke of our history, mission, and future aspirations.

In a proactive approach, the Commission’s final report recommends the adoption of a statement of community values that will serve as a compact for all members of the Iowa State campus community. The Commission has always promised that the Principles of Community will not be a policy statement, but rather an intrinsic set of values that will serve as a guide for our University as it celebrates and promotes each facet of our community. As the chairs of the Commission, we have realized our responsibility to educate ourselves to understand the harmful effect campus disturbances have on the fabric of university life.

The Senate of the Government of the Student Body placed on the members of the Principles Commission the responsibility of gathering campus feedback on what it means to be a member of the ISU family. This probing inquiry was the structure that the Commission grounded the information and recommendations within this report. It is our belief that the adoption of the Principles of Community will strengthen our collective commitment to mutual respect, appreciation of diversity, self-awareness, and scholarship.

The purpose of this report is to build on the recommendation for the adoption of the Principles and connect ways its incorporation will enrich the existing commitment to excellence and diversity at Iowa State University. It will also build on the vision and commitment of the Iowa State University strategic plan that endeavors to make ISU a premier research university that values and promotes diversity and excellence at all levels of the university. This student developed report provides a framework within which that work can be done. This forward thinking process will enable us to institutionalize a statement that will bring our community together, focus our action plans, and stand the test of time for years to come.

Respectfully submitted:

Phil Hernandez
Penny Rice
B. From the Commission

We are pleased to share with you the Principles of Community for Iowa State University.

This report reflects on the challenges that we must face in order to fulfill our obligation of preparing students for a global society and to ensure the Principles of Community become an active part of campus life. It also recommends concrete action plans to help both academic and administrative stakeholders meet these challenges.

Within the core of this report you will find the following basic concepts that we have promoted as we developed the Principles of Community:

- We must do more to challenge our student body and larger campus community to think about and experience diversity in new ways;
- We must continue to nurture and foster a humane University community in which everyone feels welcome, by working to eliminate disrespect and harassment and to continue towards the goals of civility and acceptance of everyone; and
- We must consider our most important educational goals to be character development, self-authorship, civic and social responsibility, and respect for others.

All of the above must occur in a stimulating and challenging University environment.

We hope that the recommendations and goals found within this report are adopted as the centerpiece in future planning for the institution. Therefore, we propose the institutional adoption of the Principles of Community into campus life. We respectfully implore that everyone work closely as students, staff, directors, deans, faculty, and senior administrators to implement this framework so that we, as Iowa State University, can embrace the kind of campus community that our land grant tradition has always requested of us.

Respectfully submitted:

The Government of the Student Body: Principles Commission

[Signatures]
C. Executive Summary

During the summer of 2005, Iowa State University witnessed acts of discrimination. Citing that student action and intuitional progress must be made, the Government of the Student body passed a resolution in August of 2005 that chartered a commission to investigate and develop recommendations to improve the campus climate of Iowa State University.

The membership of the Principles Commission consisted of two GSB Senators, two staff members, one faculty member, and five students with no formal affiliation to GSB. Phil Hernandez, GSB Senator, and Penny Rice, Director of the Women’s Center, chaired the commission after a formal executive order was issued by the student body president.

Soon after the Principles Commission formalized, it became apparent that they held the vision of developing a framework for Iowa State University that would clearly articulate the institution’s values and approach to human dignity. In an effort to develop a solid base of support for the commission’s work, every effort to connect with campus stakeholders was made. Early in September, the Commission connected with the President’s Advisory Committee on Diversity to consider whether or not the Commission’s eventual recommendation (Principles of Community) would fulfill the existing “Cyclone Code of Conduct” recommendation from the Implementation Plan for Diversity, Equity & Community: 2006-2011. With these conversations in place, the Commission began its journey to develop the recommendations contained within this report. Our methods are outlined as follows:

**Information gathering techniques**

The Commission conducted:

- Focus groups with students in November of 2005.
- Open forum discussions were held within the bodies of the Government of the Student Body, Graduate and Professional Student Senate, and Inter-Residence Hall Association.
- An interactive website was developed which enabled community members to review the context for which the commission was formed, to provide reaction on a draft statement, and to offer ideas towards the implementation of the principles.
• The commission met and collaborated with the following stakeholders:
  o Members of administration, including the President’s cabinet.
  o Associate Deans of each college.
  o The leadership of the Faculty Senate
  o Professional and Scientific Council
  o Supervisory and Confidential Council
  o ISU Athletics
  o ISU Police
• An email seeking input on a draft statement was emailed to each graduate and undergraduate student.

Qualitative Findings

• Iowa State University is a place where students are not comfortable disagreeing.
• Students have expressed concern that after the VEISHSEA riots of 2004, faculty have stepped back from their public involvement with student interests.
• Students are unaware if every unit shares a common commitment to diversity.
• Students are unaware of expectations to learn about those different from themselves.
• Students are unaware of the type of citizen the university encourages students to be.
• The student body is frustrated; students displayed strong sediment that [ideas like] the Principles of Community will be forgotten once it leaves student’s hands.

Central Recommendation

The Iowa State University Principles of Community

It is the hope of the Principles Commission that the information gathered, and recommendations offered, within this report are used to implement specific strategies for addressing the challenges facing our community. We have provided our campus administration with several examples in which the Principles of Community can unify the campus within student organizations, the workspace, the classroom, the campus, and the Ames Community. The Commission believes these recommendations are achievable and will require the active engagement of all stakeholders so this strategic plan for maximizing equity at Iowa State University will be realized.
D. Introduction into Framework

This report describes the GSB Principles Commission’s suggestions that could be implemented during the 2006-2007 academic year and beyond to strengthen ISU’s efforts to promote diversity and infuse the Principles of Community in its quest for greater excellence. As ISU positions itself to strengthen its role as a national leader in higher education for the twenty-first century, we must understand the parallel necessity to transform ourselves into a diverse institution that actively embodies mutual respect, appreciation of diversity, and engagement.

The thrust of ISU’s efforts over the next two years should be to increase the connection between diversity initiatives and the other missions and goals set forth in the University's strategic plan. The Principles Commission understands that experiencing diversity at many levels is a major component of a high quality educational experience for students. We further understand that in order to achieve excellence in research and service, it is also important and necessary to foster a greater diversity of perspectives and backgrounds among faculty, staff, and students with mutual respect and appreciation of difference of opinion.

The recommendations presented in this report are provided to build upon ISU’s strengths in ways that improve outcomes. We suggest improvement not only in areas for which traditional measures of progress could readily available, such as lower incidents of hate or exclusion, but also in less quantifiable dimensions of a community environment such as the quality of the climate in which all members of the University work or pursue their educational goals. This will mean that all stakeholders will be taking some part of the responsibility for creating and maintaining this cultural transformation.

The process that initiated the development of this report began in January 2006 when the Commission began to consider implementation measures that would take effect beyond when our official charter has run its course. This report addresses continuing challenges that we discovered affect many stakeholders on campus. The specific challenges to be discussed are:

1. Developing a shared and inclusive understanding of diversity.
2. Creating a welcoming campus climate.
3. Developing a curriculum that supports the diversity goals of the University.
4. Organizing for change to support diversity goals.

Addressing these challenges effectively requires some university wide coordination such as closer cooperation between academic and students affairs and among and across academic departments and programs. In the end, the creation of a truly diverse and multicultural campus will require the collective understanding and commitment of the entire University community.
E. The Principles of Community as proposed

Iowa State University is a land-grant research institution dedicated to the creation, sharing, and integration of knowledge to everyday life. We, as community members of Iowa State University, serve the people of Iowa through education, research, and public service. Our students, staff, faculty, and administrators reflect many perspectives, creeds, cultures, orientations, and social affiliations. We believe that a diverse and engaged campus community enlivens the exchange of ideas, broadens scholarship, and enhances lifelong participation in a global society. To achieve our shared campus goals, we must work collaboratively with mutual respect. Therefore, we will strive to maintain a climate of honesty, respect, cooperation, and professionalism. The Iowa State University Principles of Community symbolize this commitment and the ideals to which we aspire as a land-grant university. These principles are vital to the success of our university and the well-being of our constituents, and inspire our individual and group actions. In our ongoing efforts to foster inclusiveness and nurture learning, we the students, staff, faculty, and administrators strive to acknowledge and practice these basic principles of community life:

Respect: We seek to foster understanding among individuals, organizations, and groups. We support this understanding through outreach, opportunities for collaboration, formal education programs, and strategies for resolving disagreement.

Purpose: We are encouraged to be engaged in the university community. Thus, we strive to build a genuine community that promotes leadership, cooperation, and the advancement of knowledge.

Cooperation: We recognize that the mission of the university is further enhanced when we work together to achieve the goals of the university. Therefore, we value each member of the Iowa State University community for his or her efforts, collective and individual, to enhance the quality of campus life.

Freedom from discrimination: We acknowledge that our society carries historical and divisive biases based on race, color, ethnicity, gender, marital status, age, disability, gender identity, economic status, sexual orientation, national origin, religion, physical appearance, political beliefs, and other social identities. Therefore, we commit ourselves to create and maintain a community in which all students, staff, faculty, and administrators who participate in university activities can work together in an atmosphere free from discrimination.

Honest and respectful expression of ideas: We affirm the right to and the importance of a free exchange of ideas at Iowa State University within the bounds of courtesy, sensitivity, and respect. We work together to promote awareness of various ideas through education and constructive strategies to respectfully consider and engage in honest disagreements.

Richness of Diversity: We recognize and cherish the richness our diversity contributes to our university experience. Therefore, we pledge to work together as students, staff, faculty, and administrators to respond appropriately and in a timely manner to all acts of discrimination.

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We the students, staff, faculty, and administrators of Iowa State University are committed to the enforcement of policies that enhance the realization of these principles and promote the excellence of our institution.

The GSB Principles Commission formally endorsed approval of the aforementioned principles on Thursday, February 16, 2006
F. Information in response to stakeholder concerns.

Three concerns emerged when the Principles met with campus stakeholders. The Principles Commission utilized these concerns to research and discover additional materials that would enhance success at Iowa State University. We gathered the following information:

- Impact of Principles on campus life after adoption.

The Principles Commission connected with professionals at the Virginia Polytechnic Institute and State University, which adopted their own Principles of Community in March of 2005. As addressed by Raymond Plaza, Chair of the Commission on Equal Opportunity and Diversity at Virginia Tech, the adoption of the Principles of Community set a new standard for the university. As he put it, “It was a historic moment as it was a chance for the university to start to make progress. The Principles were signed by a number of entities including the President, the rector, President of the Alumni Association, President of the Staff and Faculty Senate, President of the Student Government Association, President of the Graduate Student Assembly and the Chair of the Commission on Equal Opportunity and Diversity.”

Specifically addressing the change that took place on Virginia Tech’s campus, Plaza outlined an incident that happened in the fall of 2005. “The first test happened in the first few weeks of this semester. The situation was an incident that took place in the residence halls involving off-campus visitors and students. The response from the President was immediate and signaled a new tone. The President referenced the framework of the principles as setting the new standard. Since then other situations have met with the same type of response.”

In many ways, the incident of the fall contributed to the growing profile of the Principles and increased conversation about campus climate. Plaza also communicated to the Commission that the Principles helped to mobilize the LGBT community. The LGBT student group compiled a list of situations they had reported but were not addressed by the University. The new era of the Principles signaled a change in how the administration addressed and responded to LGBT concerns. This information corresponds with the Commission’s hope that student leaders and all members will be comfortable to ask that measures be taken to keep members accountable for their actions under the Principles.

- Prominence of Principles in enrollment materials.

The Principles Commission reviewed and collected accounts relating to the information released to incoming students concerning the Principles. As this report will recommend, the success of the Principles will be marked by the ability for campus leaders to incorporate it into campus life. The enrollment process acts as the front door to the university, and the Commission’s research lists an array of dissemination methods.

The prominence of the Principles varies, according to communications with professionals at the University of California, San Diego and Virginia Polytechnic Institute and State University. UCSD ensures that a student interested in their university will be exposed to the principles through information placed on their admissions website. As prospective UCSD students navigate
pages of information, links appear to connect campus life, student conduct policies, and student employee expectations to the Principles. As Virginia Tech has only recently adopted their Principles statement, they have not yet incorporated the Principles into enrollment materials. However, the institution did indicate that a large framed print of the Principles is mounted prominently within the Admissions reception area at the university.

The Commission understands the sensitive nature of an effective enrollment program. In addition to the examples outlined, the University of California, Davis campus website places a prominent link to their Principles statement. The Commission considers this as an opportunity for this university to correlate their distinctiveness with the implementation of community values.

The decision on what role the Principles of Community will play in the enrollment process will, undoubtedly, be determined by the professionals within this area. However, the Commission implores a thoughtful process that will ensure that all sectors of the university, including Admissions and New Student Programs, will equally disseminate the principles within their units. The New Student Programs office will play an integral role in introducing incoming students to the Principles of Community during orientation and student convocation activities. It should be the intent of the University to ensure incoming students will understand the values Iowa State University considers vital to the success our community.

- Concern for how the Principles will measure solid employee performance

The Commission faced various questions concerning the role the Principles might play in holding university members accountable for their performance. The Commission has consistently outlined that the Principles will not replace existing policies and current employee expectations. The only difference is their active approach to the aforementioned policies. As Lana Brenes, Director, Staff Education and Development at the University of California, San Diego communicated to the Commission, “The Principles have been incorporated into Staff Education courses, including "Performance Management," "Supervisory Training Laboratory, and "Diversity Education." She also provided the Commission with information that clearly outlines the Principles role in measuring solid employee performance:

The UCSD Principles of Community: "...to foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. UCSD faculty, staff, and students are expected to support, integrate and practice these basic principles as individuals and in groups..." (stated in part)

- Understands the significance of the UCSD Principles of Community.
  Solid performance will be demonstrated when each employee's behavior reflects The UCSD Principles of Community.

- Ensures that the significance of the UCSD Principles of Community is integrated into operational activities within the manager’s and supervisors' area of responsibility.
  (For managers and supervisors only.) Solid performance will be demonstrated when managers and supervisors communicate and affirm, verbally and in writing, the UCSD Principles of Community to employees and others, as appropriate.

(Retrieved from: http://blink.ucsd.edu/Blink/External/Topics/Policy/1,1162,801,00.html)
G. Themes related to Iowa State University revealed from research

The Principles Commission conducted a series of focus groups and open forums with student leaders, staff, and faculty during November of 2005. The information gathered from these research opportunities was analyzed to serve as the foundation for the development of the Principle statement. The Commission noted several themes within this data that were striking.

Campus Division

Students expressed a frustration related to the ISU community feeling divided from each other. It was the observations of students that each unit within Iowa State was content with the assumption that another unit would take the initiative to address campus issues. A student noted, “I think everyone would say that their [campus offices] intentions are good but I think that the reality of what’s happening may not be as good and it’s not that anyone is doing a bad job, it’s just that maybe it’s being assumed... ‘oh someone else is taking care of it’. I think everyone should own it [the responsibility of addressing diversity issues].” This culture also exists within student organizations. Students observe that differing organizations with similar end goals seldom connect with each other to pool resources and meet desired outcomes.

Ethno-centric Diversity

The Commission uncovered information that reported a frustration related to diversity initiatives at ISU. One student explains, “I think [student] clubs shouldn’t serve people like themselves...I think clubs should serve to get a group of different people together and learn from each other.” Another student commented, “I mean you could look at like the multicultural student affairs [office] for example, you know like they’re working with students of color but are other academic or student affair programs?” Another student commented, “they [ethnic clubs] go and celebrate by themselves...I always see events [Latino Heritage Month] and wonder, is that for anyone or is that just for anyone with their own background? It’s [ISU] just like we have this diverse campus but we separate ourselves...I think some people get the full experience but a lot of people just are separate.”

Unclear commitment to University values by all units

The goal of the Principles of Community is to bring the university closer together so that all units are collaborating together to fulfill common expectations and principles of campus life. Within the final draft of the Principles statement, one will notice several examples that clearly outline the need for cooperation among community members. The rationale for this language was derived from an unclear understanding by students on whether all units shared the same values as specialized student service offices. As one student put it, “I think there is an expectation [by ISU] that certain offices will do certain things...but then they’ll (sic) be the only ones working on it.”
Community expectations are non-existent or inconsistent

The Commission asked focus group participants to reflect on the expectations Iowa State has for students as community members. These inquiries led to an insightful discussion that outlined a lack of expectations or expectations that were inconsistent. Notes provided by students attending the National Summit on Preventing Civil Disturbances revealed that their understanding of community expectations are not discovered until their third or fourth year of course study. Specifically related to the Commissions work, students described their confusion related to community expectations. One student commented, “I think a lot of people drop out because there aren’t expectations so there’s nobody to hold them responsible when they don’t live up to those expectations.” One individual felt there were no expectations from Iowa State. However, one student felt well prepared by the College of Agriculture, “expectations are placed before us when you come in as freshman...we have the highest job placement rating in the department, and we have one of the highest retention ratings on the entire campus, the expectations are laid out and you meet them or you get out, there is no screwing around.”

A concern over the connective relationship with faculty

As the reader will review within this report, a main focus of the Commission’s attention was placed in the area of academic affairs. A main rationale for this focus, along with the incorporation of faculty within the Principles, is to enrich the relationship between students and faculty. Several issues were uncovered throughout the focus groups and open forums that pointed to distrust by faculty as they approach their relationship with students. One student noted, “I can say that our professors have the ‘my way is right, I am always right’[approach]...within the College of Business personal beliefs spill over into the classroom...if you disagree, if you dare disagree with what they say I mean you wouldn’t be very cool, your grade might suffer...a lot of professors that I have worked with don’t see this [us] as equals at all and that kind of being treated as lesser than contributes to...our behavior.”

“We have therefore used the Principles as a framework or catalyst to help guide discussions...about what would be an appropriate way to address issues facing the campus, [which has] encouraged people to be proactive in preventing problems. The Principles of Community is, in summary, somewhat analogous to the Declaration of Independence – in itself, the document is not enforceable and does not impose any penalties; it is instead a statement that will guide our decisions and actions in the future.” - Ken Christopher, Office of the Campus Provost and Vice Chancellor, University of California, Santa Cruz.
H. Implementation measures to ensure a shared and inclusive understanding of the Principles

A recommendation to enhance the prominence of ISU’s Principles of Community is the development and collective acceptance of an inclusive broad understanding of diversity. Much of the history of diversity at ISU, as with other universities, has been shaped by a combination of experiences with policies promoting equal opportunity and prohibiting discrimination. The nondiscrimination and affirmative action policy would serve as an example. While efforts to address the inequities experienced by these groups continue to be an important rationale for the adoption of the Principles of Community and enhancement of our existing diversity efforts, they by no means represent the scope of efforts necessary to integrate traditionally underrepresented groups more fully into the life of the University.

Meaningful diversity initiatives at ISU must also encompass initiatives targeted at both domestic and international students, and success in one area does not allow units to forgo aggressive and proactive action in the other. There is evidence from our focus group research of an observation to assume that it is possible to trade off success in recruiting international graduate students against limited success in recruiting domestic students and women.

As the Commission went about its work, there was some misunderstanding from students about how diversity and excellence are tied together. Some students went so far as to express their frustration over the importance of diversity. Based on interviews that the Commission has had with students, staff, and faculty, some people were concerned that undue attention to diversity, lack of connection to personal experience, and short lived opportunities in addressing bias acts may send a signal that ISU is not committed to excellence, but to mediocrity. Such misunderstandings clearly provided potential fuel for resistance and non-acceptance of diverse individuals and viewpoints on campus.

To counter those beliefs the Commission believes that ISU should seek to create an environment characterized by equal access and respected participation for all groups and individuals regardless of differences (See Principles of Community as proposed). This will promote ISU as a university where diversity is not merely tolerated, but valued and celebrated for the added excellence that it brings to the campus. Each community member must be able to see how their personal identities add depth to their ISU experience.

The Commission discovered that our current understanding of diversity emerges from a variety of sources and messages. Some of these understandings are generated through informal dialogue and experiences among students, faculty, staff, and administrators as well as among information in the print media. Such dialogue takes place in classrooms, in residence halls, offices, and in out-of-the-classroom educational experiences. While the content of such informal interactions and information sources will vary, the success of the infusion of the Principles of Community will rely on every effort to disseminate accurate information through formal channels that will help to enhance and even focus some of those informal conversations and dialogues.

The Commission suggests that the methods that “official” messages about the University’s diversity objectives are examined and accounted for. As the Principles of Community have the
potential to set the stage for a new standard of openness at ISU, it will be important to develop a consistent message from the leadership of the campus. This is so that it can be communicated regularly through individuals in a variety of positions, including University administrators, faculty leaders, supervisors, and professional staff. This recommendation addresses themes from within our research that suggests students’ desire for more interaction with campus leaders.

A conception of diversity and foundation for the Principles of Community generated from the leadership on campus will provide a viable foundation for official efforts. The University’s diversity efforts can serve as the basis for continuing exploration of the implications of the Principles of Community in enhancing ISU’s excellence. We believe the process for the development of the Principles was broad enough to allow for campus-wide discussion and refinement. The end result has produced not only broad principles, but also this report that offers concise definitions that could be used by all divisions and stakeholders. The actions that are recommended to achieve the goal of developing an inclusive definition of diversity and infusion of the Principles of Community by critical units at ISU are indicated in the following set of proposed actions.

COMMISSION RECOMMENDATIONS:

GOAL: Develop and communicate clear and consistent descriptions of ISU’s diversity and excellence objectives and initiatives

- Develop a concise institutional definition of diversity and excellence through activities that will showcase the Principles of Community during the 2006-2007 and 2007-2008 academic years.
- Produce videos, websites, and written materials ["how to guides"] that explain ISU’s Principles of Community objectives to new students, faculty, and staff.
- Undertake a review of materials describing diversity initiatives in unit-specific publications including the new student enrollment plan.
- Review the content and scope of existing diversity training efforts with a specific focus on program content and ensure areas are connected to the Principles of Community.
- Incorporate detailed information about the Principles of Community initiative in orientation sessions for new administrators, faculty, and staff.
- Disseminate and discuss detailed information about the Principles of Community initiative in orientation sessions for new administrators, faculty, and staff.
- Collaborate with the Associate Vice President for Human Resource Services and Director of Equal Opportunity & Diversity in examining the content of diversity materials and the infusion of the Principles offered through the Human Resources Department.
- Ensure that curriculum and workshop recommendations appropriately incorporate specific information about ISU’s Principles of Community, overall diversity vision, goals, and initiatives.
- Disseminate specific information to incoming students about the University’s Principles of Community and diversity initiatives through new student orientation programs and other appropriate venues.
- Incorporate the Principles of Community materials in diversity seminar courses.
I. Creating a welcoming campus climate

Understanding and valuing the Principles of Community is only the first step towards a dynamic institutional environment. These understandings must translate into activities undertaken by all members of the University in order to create an inclusive and welcoming climate for students, faculty, and staff. The Commission believes this process is multifaceted, involving interactions both in and outside of the classroom, within workspaces, and in the residence halls. A welcoming and inclusive climate is grounded in respect for others, nurtured by dialogue between those of differing perspectives, and is evidenced by civil interaction among community members. This vision for ISU is clearly consistent with the Principles Commission’s goal to build on the excellence of ISU by enhancing its current diversity efforts.

As we learn through current societal divisions, the creation of a welcoming and inclusive environment has its challenges. One major barrier is the general concern about the workplace climate, which can be largely unrelated to diversity initiatives. Evidence of such concerns was revealed in the responses to the recent Campus Climate Assessment Report, November 2004:

- Twenty-two percent (n=428) of the respondents had personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus. The conduct was based most often on the respondent’s gender (49%), race (28%), and/or ISU position (26%).
- Forty-nine percent of these people experienced the conduct in the form of being intimidated/bullied, feeling ignored (48%), feeling excluded (40%), and/or subjected to derogatory remarks (40%).
- Forty-three percent experienced this conduct while working at an ISU job.
- Forty-seven percent and forty-two percent of the respondents identified faculty and students, respectively, as the sources of the harassment.
- Forty-six percent of employee respondents thought the workplace climate was not welcoming for employees from underrepresented groups.

"I’ve witnessed co-workers mob/bully an employee and the supervisor unwilling/unable to stop it. I’ve witnessed supervisors who said they would never nominate merit staff for recognition because no one nominates them for recognition, who rate employees 5-7 on a scale of 1-10 on performance because secretaries are just 'average;' who will not promote clerical workers even thought the work being done is clearly at a higher classification." (ISU Campus Climate Assessment Project, p. 25).

Initiatives are present that reassure employees that they are valued enhance the climate for mutual respect and inclusion. For example:

- The Strategic Plan for 2005-2010 states:

"In carrying out its mission, Iowa State will increase and support diversity in the university community. Diversity enlivens the exchange of ideas, broadens scholarship, and prepares students for lifelong, productive participation in society" and within our "Core Values
We value:
- land-grant ideals,
- a diversity of ideas, peoples, and cultures,
- intellectual freedom,
- leadership, and
- excellence in all we do.

- The President’s Office, Office of the Provost and Vice President for Academic Affairs, and the Vice President for Student Affairs all annually award faculty, students, and staff awards for exemplary service, teaching, and research.

- The President’s Advisory Committee on Diversity was created in 2002 to provide advice on diversity issues at ISU. Current activities include identifying actions steps of the Implementation Plan for Diversity, Equity and Community: 2006-2011 http://www.hrs.iastate.edu/diversity/implementation_plan.pdf

- Equal Opportunity and Diversity (EOD) recently updated and reorganized their web site to incorporate useful campus and community resources and information to ISU community members. See “Diversity @ ISU” at http://www.hrs.iastate.edu/diversity/

- EOD is actively seeking input for the campus and community “Diversity Calendar” found at the same web site mentioned previously.

- EOD links many useful web sites for faculty and staff search committees to assist in outreach to diverse candidates at http://www.hrs.iastate.edu/AAO/eod/homepage.shtml

- Office of the Provost and Vice President for Academic Affairs coordinates university committees connected to improving the campus climate for faculty, staff, and students (University Committee on Women and University Committee on Disabilities) http://www.academicprograms.iastate.edu/committee/

- Office of the Provost and Vice President for Academic Affairs posts useful reports from task forces and academic programs that highlight retention within academic programs http://www.academicprograms.iastate.edu/report/ and at http://www.provost.iastate.edu/diversity/

- Office of the Provost and Vice President for Academic also coordinates and provides resources and information on their Diversity web site linking the community to a variety of campus and community resources found at http://www.provost.iastate.edu/diversity/resources.html

(This is not intended to be viewed as a comprehensive list of all campus or community activities.)

As we saw in the summer of 2005, a single, highly visible act of intolerance or hate can undo years of efforts to create a sense of community. In such situations, one of the best measures of the quality of the climate is the willingness of the community members to sanction collectively the negative behaviors. It is absolutely imperative that the University community speaks with a united voice in the condemnation of acts of violence. Such responses must be built upon institutional credibility that has been previously established through regular reiteration of the Principles of Community and the University’s overall commitment to an inclusive and multicultural community. The Commission believes these reiterations must come from a variety of responsible persons at all levels of the University and in all venues. For example, regular reinforcement of the Principles of Community and the University’s diversity objectives in the residence halls is especially important, because it is a place where diverse students live and the potential for acts of intolerance can be especially high.
The current ISU President took the initiative to create a climate of inclusion when he established the President’s Advisory Committee on Diversity in 2002. The recommendations of the Implementation Plan for Diversity, Equity & Community from the ISU Campus Climate Assessment Report are currently being implemented to appropriate offices across campus and the development of a code of conduct of which the Principles of Community addresses being among them (Implementation Goal 5.3 p. 23 “Create a “Cyclone Code for Community Respect” – A written pledge to celebrate diversity, make a commitment to welcoming and encouraging persons of all ethnic origins, ability, religion, sex, gender, and sexual identity in all aspects of campus life. Found at http://www.hrs.iastate.edu/diversity/implementation_plan.pdf)

While a committee is one example, it is by no means the only way to communicate the value of diversity on campus. The Commission believes that ISU needs to develop opportunities and structures to assess and improve the campus climate for diversity on an on-going basis at all levels of the institution. One way to do this is to develop a campus-wide diversity strategic planning process where each unit of the campus will be responsible for establishing and monitoring diversity enhancement strategies on a regular basis.

Another way to gather current data into the planning process is through the establishment of diversity and climate assessment summits led by established campus commissions or committees, many of which are already in place, and establishing a method to communicate between committees and to the community. As the GSB Principles Commission discovered, this grass roots approach will provide a “bottom up” way to collect data and get buy-in from underrepresented groups.

From the writer’s perspective, for underrepresented and first-generation university students, the initial challenge of learning to navigate a bureaucratic environment like ISU adds to the sense of discomfort associated with being in a distinct minority. You also have the example of students who are confronting or dealing with their identity for the very first time. An issue related to students that the chairs of the Commission know all too well from academic training. It can also be challenging for a new student to understand the importance of diversity and community in the ISU context, as was reported at the Summit to Prevent Campus Disturbances in November of 2005. College is very different from their high school experience. Some of the most successful programs to improve the hospitality of ISU for students have been held within:

- Student Activities Office
- Lesbian, Gay, Bisexual, and Transgender Student Services
- Greek Affairs Office
- Multicultural Student Affairs
- Dean of Students Office
- Department of Residence
- Margaret Sloss Women’s Center
- University Studies courses – Dialogues on Diversity and Gender Justice
- Multicultural Task Force
Many of the most effective efforts to improve the campus climate for students simply involve providing programming assistance to programs in Student Affairs, academic departments, and Government of the Student Body funded organizations.

As the Principles of Community have the potential to set a new standard at ISU, there will be a need for improved support for student initiatives and additional venues in which student leaders can provide feedback and suggestions to offices with responsibility for improving campus climate. For example, student leaders of umbrella organizations representing African American, Asian American, LGBT, students with disabilities, and Chicano/Latino students could meet monthly or quarterly with the Vice President of Student Affairs and other key officials. Additional actions were recommended in the Implementation Plan for Diversity, Equity, and Community:

- 5.1 Establish a Campus Community Council to coordinate the on-going coordination of diversity-related programming, events, and efforts between offices and organizations.
- 5.2 Create and maintain an online clearinghouse of all of the efforts that are beginning and occurring on campus (the relevant community categories would be noted after each “effort” as appropriate, e.g. LGBT/A, sex/gender, race/ethnicity, ability/disability, religion, politics, etc.).
- And others mentioned throughout the Implementation Plan.

This would also help to promote a sense of multiculturalism and unity among the leaders who often work and develop similar programming in isolation. There is also a need for a focused workshop for leaders of all student organizations to increase their familiarity with the Principles of Community and all of the University’s diversity objectives.

The Commission believes that the use of a strategic planning process should lead to a more systematic focus on climate enhancement and assessment in individual academic and academic support units, as well as the admissions enrollment process. Academic and administrative stakeholders within each college should evaluate and reenergize established diversity committees to assist in the preparation of diversity plans. The committees should oversee plan implementation and the incorporation of the Principles of Community into their area of focus.

This recommendation for a diversity strategic planning process to implement the Principles of Community should lead academic and academic support areas to systematically assess the campus climate for students, faculty, and staff. The Commission implores a variety of techniques to be employed including surveys, focus groups, and discussions. Many of the same techniques used towards the development of the Principles. These assessments will provide participating colleges and units with valuable information about the ways in which they might solve problems specific to their own areas. At the same time, it is very important for units to share the results of their climate surveys with centralized areas charged with monitoring the overall University climate. As was discovered through the Commission’s focus groups information, students report a feeling of campus division. No unit or college should function in isolation. A campus climate that is less welcoming in any part of the University affects the whole community and this division would undermine the intent of the Principles of Community. It is very important that units make effective use of information obtained by organizations such as the GSB Principles Commission to identify climate issues and develop both unit-wide and
individualized approaches to enhance the overall climate and each individual’s satisfaction with their work and learning space.

The action plan focusing on improving the campus climate in the spirit of the Principles of Community is presented below.

**COMMISSION RECOMMENDATIONS:**

**Objective:** Institute systematic climate improvement initiatives and assessment process at all levels and locations.

- Develop a strategic plan for the Principles of Community through the creation of a university Principles of Community Commission that will enhance the climate to support diverse students, faculty, and staff (Action Steps related to the Implementation Plan for Diversity, Equity, and Community).
- Have units’ consider climate assessment efforts and coordinate comparison of climate assessment across campus.
- Continue efforts to involve students and the leadership of the Government of the Student Body actively in climate assessment and enhancement initiatives.
- Initiate a multifaceted climate assessment process including: regular meetings with faculty, staff, and students from diverse backgrounds, statistical climate assessments via surveys, and qualitative assessments via focus groups and report findings to the Principles of Community Commission on a regular basis.
- Establish a process to monitor progress in improving campus climate.
- Initiate pro-active, ongoing media campaigns to support efforts to create a welcoming campus climate for everybody through the use of the Principles of Community.
- Institute or enhance diversity training with the incorporation of the Principles of Community for all ISU staff offices.
- Assess the effectiveness of residence life and programs designed to familiarize students with ISU’s Principles of Community and commitment to the creation of a welcoming climate.
- Develop a plan to enhance the climate for all new students.
- Develop and require a Principles of Community and diversity training workshop for all student leaders of registered organizations.
- Offer Principles of Community and diversity training workshop for all student affairs staff.
- Involve student leaders with the coordination of the Government of the Student Body in the development and execution of all of the above recommendations.
- Install posters of the Principles of Community in every classroom, office, and work space.
J. Developing a curriculum that is supportive of the Principles

The Commission worked tirelessly with the leadership of the Faculty Senate because we felt that nothing more profoundly articulates the values of a university than its curriculum. Our ISU community will not be diverse, nor will we be able to educate students for participation in a diverse and multicultural world, unless the curriculum is diverse and multicultural as well.

In order to fulfill the virtues set forth by the ISU strategic plan, ISU graduates need to be prepared to work and continue to learn in a world that is increasingly interconnected and global. The advance of technology, of which ISU is known, and the changing demographics of our state, nation, and world have transformed the concept of a “global society” from an abstract idea into an economic, social/cultural, and political reality. The most successful students will be those who will be able to maneuver back and forth through cultural boundaries with commitment to the appreciation of difference and mutual respect. These life long skills are developed in the University experience.

The Commission is aware that this perspective has led ISU to mandate that students complete courses addressing diversity subject matter in order to graduate. Examples would include, but are not limited to courses in the general and specific fields of studies such as Dialogues on Diversity, Women's Studies, African American Studies, Latino/a Studies, Asian American Studies, Queer Studies, Multicultural Education, Ethnic Studies, World Religious Studies, Disability Studies, and others.

The objectives for students completing these courses include developing an awareness of their various social identities, and their own and others' social group memberships, establishing a knowledge base related to the dynamics and manifestations of social privileges as well as inequities based on social identities, and enhancing critical thinking skills in order to develop multicultural competencies in understanding and being sensitive to the multiple positionalities and backgrounds from which others within their local and world communities come. Critical thinking skills within these courses also revolve around students' evaluating their previously-held notions and assumptions, looking at all sides and viewpoints, and making conclusions based on what is available while proposing that which has not yet been seen or proposed.

As ISU has a long standing commitment to time sensitive research, faculty may require assistance in developing and/or modifying courses to align them with a proposed new standards of community if and when the Principles of Community are adopted. The Commission recommends central support for curriculum integration projects. A new fund should be established that would provide broad support for general education curricular development, including focusing on cultural diversity skills, mutual respect, and international competence. This fund should provide opportunities to extend the process for the dissemination of the Principles of Community and existing diversity efforts to faculty undertaking curriculum integration.

Development of a curriculum that infuses the Principles of Community is not limited to the issues described above. Another critical ingredient in a multicultural academic learning environment is the presence of instruction and research examining the experiences of groups
historically ignored or stereotyped in the curriculum. As we move forward, it is very important that we support systematic strategies to establish course development and research options in other fields, especially in the College of Agriculture, College of Engineering, College of Business, College of Human Sciences, the College of Liberal Arts and Sciences, and the Graduate School.

The action plan to promote the goal of enhancing and creating a curriculum supportive of the Principles of Community is indicated in the following

**COMMISSION RECOMMENDATIONS:**

**Goal:** Institute curricula and research initiatives that provide students with the skills and orientation to critically examine and effectively function in a multicultural and diverse workplaces and social environments as encouraged by the Principles of Community.

- Develop framework to assess student learning outcomes associated with the Principles of Community and established or enhance current seminar courses.
- Establish a working committee to develop strategies for enhancing existing programs and establishing new programs in new fields.
- Develop a plan to provide fiscal support to assist faculty in designing courses that foster intentional reflection connected to the Principles of Community.
- Implement strategies for developing and introducing programs and curricular offerings on multicultural issues that connect easily to the Principles of Community.
- Explore opportunities to establish and enhance intercollegiate research programs focusing on multicultural issues.
- Develop an inventory of current college-based diversity-related research initiatives.
- Fund a summit or conference to bring researchers together to share work and create an integrated research agenda related to diversity initiatives and the Principles.
- Implement strategies for developing and introducing programs and curricular offerings on multicultural issues like CI 406: Multicultural Education.
- Implement more courses and allocate sufficient time and space in existing courses for students to dialogue across social identities.
- Support a diversity research lecture series featuring ISU faculty and other scholars who connect their lecture to ISU’s commitment to the Principles of Community.
- Encourage professors and lecturers to include in their course syllabi a summary of ISU’s new Principles of Community statement.
K. Organizing for change to support the goals of the Principles

The GSB Principles Commission recognizes that successful implementation of the Principles of Community in the proceeding sections requires a sincere commitment by all university units and an effective institutional infrastructure. The Commission is aware that ensuring funds are available, even in tight budget times, to support diversity initiatives are a difficult challenge. This is especially challenging in a fiscal environment where inadequate levels of state support to the University have become the norm. Nevertheless, creative strategies at ISU must be developed to ensure needs that are critical to the success of the Principles of Community do not go unmet due to resource limitations.

The strategies the Commission recommends for strengthening diversity initiatives will have to be internal, strategic, and innovative. For instance, campus stakeholders should be encouraged to collaborate where possible to implement the most effective designs for specific types of programs. This overt gesture would begin to breakdown the “silo” effect students spoke frequently about within the Commissions focus group conversations.

Since the Commission is aware that large sums of new monies are unlikely to become available, existing and new programs could be funded through internal reallocation and possibly obtaining external funds. It is therefore imperative that strategies are developed to ensure that all existing campus resources are used to contribute to the realization of the University’s diversity objectives and the Principles of Community.

As was evident in various levels of our research, there is a need to ensure that the infrastructure supporting diversity initiatives is organized appropriately and is functioning in an efficient manner. The Commission suggests an organizational pattern that reflects an effort to strike a balance within the University. Centralized activities where collaboration and efficiency can be maximized and decentralized activities that require critical functional areas to assume direct responsibility for ensuring equitable delivery of services to all constituents must be utilized together. The possible critical decision is how to focus on improving the delivery of services within and across those organizations. The success of the infusion of the Principles of Community and ISU’s diversity efforts rests with each and every stakeholder on campus. The question should be similar to what the GSB Principles Commission faced we were formed in the fall of 2005: are we organized to do this work, and if not, how do we get organized?

As the Commission learned through our experience, any reorganization or coordination proposals should assign the highest priority to improving the alignment between academic and academic support initiatives. From the Commission’s point of view, there is a need for more formal linkage among all the stakeholders who played a large role towards the development of the Principles of Community. Additionally, focus on individual faculty with interests in promoting the university’s diversity objectives is important. There is also a need to be aware for stronger alignment between co-curricular educational programming and in-class explorations of diversity topics. This will provide a deep intentional university wide exploration by every student on virtues of the Principles of Community.
The Commission recognizes that all new initiatives take place one step at a time. It is therefore imperative that planning for major changes builds in or assigns commitment towards the assessment of diversity impacts related to the infusion of the Principles of Community. Change agents and gatekeepers of the Principles will need to know the kind of impact that these programmatic changes will have.

The Commission’s formal recommendation for a strategic plan is outlines in section M of this report.

The action plan to address these issues is in the following:

**COMMISSION RECOMMENDATIONS:**

**Goal:** Considerations towards the necessary organizational realignments, systems of accountability, resource mobilization and allocation strategies, and long-term planning strategies necessary to ensure realization of the University’s Principles of Community goals

- Establish campus-wide Principles of Community oversight Commission (see Planning for the Future) to coordinate the execution of many of the recommendations adopted in this recommendation. This formation of this committee could be developed jointly by the President’s office and the Government of the Student Body.
- Coordinate review of current organizational arrangements involving offices providing services to underrepresented groups including benchmarking with peer schools.
- President could designate position of to oversee the coordination of all campus diversity activities and initiatives. (see Creating a welcoming campus climate page 14.)
- Work with campus stakeholders to develop detailed plans to solicit funds to support university-wide diversity initiatives.
- Develop plans to ensure coordination of diversity initiatives college/university wide
- Establish benchmarks to measure diversity success.
- Establish rewards for excellence and diversity initiatives and fulfillment of the Principles of Community.
- Enhance existing opportunities for diversity research, program, and curricula development.
- Establish programs that are innovative and proactive to attract diverse faculty and graduate students based on our commitment to a shared vision of University Principles.

"This gatekeeper role is critical in helping to move the effort [forward]. The effort needs to have a home especially at this stage so that it can be sustained. This gatekeeper can help to provide support amid the skepticism. It will take time to weave the Principles into the daily fabric of the institution, but it can happen." — Raymond Plaza, Chair of the Commission on Equal Opportunity and Diversity at Virginia Tech University.
L. Specific application and implementation recommendations

PRINCIPLES OF COMMUNITY

In the Classroom

The academic classroom setting is a critical component within the University. Faculty hold great influence on what takes place in the classroom. This influence is often in regards to subject matter that is taught and expectations of behavior.

The following is a list of recommendations on how faculty can incorporate the Principles of Community into the classroom.

- Incorporate the Principles in course materials such as the syllabus and review during initial class meeting.
- Use the Principles as means of establishing behavior expectations.
- Display the Principles in each classroom and lab.
- Display the Principles in faculty offices and workspace.
- Consider the possibility of using the Principles in respective classroom discussions or related assignments.
- Encourage faculty participation in professional workshops that focus on diversity and provide means to infuse Principles within course materials.
- Provide students an opportunity to design the official Principles of Community print.

In the workspace

A welcoming and inclusive workspace environment is a critical component all university employees whether they be students or professional staff. It is crucial that these environments be reflective of an inclusive climate. As the Principles will serve as an expectation of behavior for all community members it is essential that all employees become aware of these expectations.

The following is a list of recommendations on how the Principles of Community can be used in the workplace.

- Provide a copy of the Principles to all new University employees.
- Post a copy of the Principles in a visible area within department/office area.
- Provide in-depth information to supervisors on the Principles and how they impact their unit or area.
- Engaged employees in on-going conversations related progress achievement toward fulfilling the Principles.
- Consider ways in which the Principles can be factored into existing employee evaluation processes and professional development opportunities.
Within Student Organizations

With such an array of student organizations at Iowa State University valuable opportunities for almost every student exist within our campus. Student organizations serve as a powerful way to impact and foster a student’s extra-curricular development. It is crucial that students understand and experience the Principles in all facets of their University experience.

The following is a list of recommendations on how Principles of Community can be used within student organizations.

- Consider programming efforts surrounding the Principles that encourage collaboration with organizations.
- Develop a means to ensure registering organizations are exposed and asked to consider the intent of the Principles.
- Encourage organizations to consider how their organization strengthens the implication and understanding of the Principles.
- Encourage organizations to post a copy of the Principles in their office space (if applicable).
- Develop awards program whose criteria is based on the Principles.
- Develop and encourage offices and members to attend workshops regarding the utilization and meaning of the Principles.

“They [new students] are introduced to the Principles of Community during college orientation. The leaders present the conduct code and show the Principles, telling the students that they are expected to abide by the Principles. The Principles are also part of the diversity training for orientation leaders and resident advisors who are advised about their responsibility as role models of the behaviors reflected in the Principles.” – Lana Berens, Director for Staff Education and Development at the University of California, San Diego

Within the Campus

It will be important that the Principles of Community are prominently placed within our campus venues and forums. This will serve as a powerful reminder to the University community, but will also provide a powerful message for guests and visitors of the University.

The following is a list of recommendations for increasing and enhancing the prominence of the Principles of Community within the campus.

- Incorporate the Principles into directional campus maps.
- Consider policy to incorporate the Principles into major university publications.
- Develop a University-sponsored screensaver of the Principles that would be downloaded from the University website.
- Ensure the Principles are prominent within the main Iowa State University homepage.
- Ensure the Principles are prominent within each college and departmental homepage.
• Designate a day for University adoption, annually mark the anniversary and develop cross-unit University activities.
• Consider a “Principles of Community” week celebration culminating with VEISHEA.
• Ensure the Principles are clearly reflected in University handbooks.
• Ensure the Principles are promoted during summer orientation.
• Partner with the Athletic Department to determine appropriate locations for placement of Principles.
• Partner with the University Bookstore towards the development of blue books and bookmarks within the Principles incorporated on them.
• Ensure that administrators make reference to the Principles in public statements as appropriate such as convocation and commencement addresses.
• Ensure the Principles are extended to all Iowa State University extension offices and all other applicable University interests.
• Post over-sized copies of the Principles within lobbies, meeting spaces, and venues.
• Ensure the Principles are visible in all Dining locations.

Within the Ames Community

Iowa State University is an integral part of the community of Ames and the State of Iowa. It is vital that our external stakeholders and associates have an understanding and knowledge surrounding the Principles. It will be through this outreach, that we can enhance the image of Iowa State University and symbolize our commitment to a inclusive campus climate.

The following is a list of recommendations on how the Principles of Community can be publicized to our external Community.

• Develop a similar “Safe Zone” campaign sticker or flyer that local business could use to indicate their support for the Principles effort.
• Partner with Admissions to ensure materials are shared regarding the Principles in recruitment efforts.
• Partner with Alumni Association to share information with alumni chapters and include the Principles in Alumni information.
• Ensure that press releases describing the Principles are sent to all major news organizations at the appropriate time throughout the State of Iowa.

“It [development of the University of California, Berkeley Principles of Community] was a very complex and painstaking process here, and one worth every minute, every thought, every edit, every last minute change.” - Elizabeth Gillis, Coordinator, Campus Community Initiative, University of California, Berkeley
M. Considerations for the future

The success of the Principles of Community will be determined by the dedication and focus of a team of university students, faculty, staff, and administrators who will work to ensure their application and fulfillment. Therefore we recommend the creation of a university commission to oversee the Principles. The proposed membership is large in order to adequately introduce the Principles to the campus and community. Membership should be reevaluated when the Principles of Community have been introduced and reintroduced over the course for 3 to 4 years.

The Principles of Community Commission

In an effort to intentionally and visibly address matters concerning the fulfillment of the Iowa State University Principles of Community, the proposed Commission structure aims to give voice and membership to individuals from groups that represent the composition and nature of a leading research university. The membership of the Commission shall elect from within itself a chair and vice chair to provide leadership for the Commission and serve a 2 year term.

Commission Charge:

To study, formulate, and recommend to the University actions as they relate to the fulfillment of the Principles of Community. In collaboration with other university commissions and/or units, the commission will address and carry out the recommendations outlined within issues of diversity and equity as they relate to the recruitment, retention, and advancement of faculty, staff, and students' goals set forth by the Principles. The Commission shall meet the aforementioned objectives through tangible recommendations and follow up with professionals involved in student life; admission; athletics; academic policies and support; curriculum; research, scholarship, and outreach. The Commission shall provide a public measure of progress to ISU President Geoffroy and the Student Body President annually.

Proposed membership: (33)

Dean of Students and/or Director of the Memorial Union
Associate Provost for Academic Programs
Student Body President and 5 student appointees. (One being the Vice Speaker of the Senate)
Associate Vice President for Student Affairs
Director, International Student and Scholars
Office of Admissions
Associate Athletics Director
Member of Center for Excellence in Learning and Teaching
Member of the LGBTSS advisory board
Director of Multicultural Student Affairs
One member from each college's diversity council/committee
Three faculty representatives elected by the Faculty Senate
Two representatives of the Professional and Scientific Council
Director of Equal Opportunity & Diversity or designee
Two representatives from the Supervisory and Confidential Council
Six seats open for representatives at-large. (Department of Residence, Student Activities, Grad Students)

Due to the broad scope of the proposed Commission, various committees within the commission may be required to facilitate follow through.
Excerpts from endorsement presentation on March 1, 2006

“The Principles of Community will serve as a framework to guide the promotion of community engagement, respect, and fair treatment. To improve our campus climate, we must ask more of ourselves, we must expect more of each other, and we must face our future challenges together - students, faculty, and staff. The Principles are meant to be a living document, one that will affirm and measure our future progress. Each one of us can apply the Principles in our own way, but I believe each of our small efforts will create a large opportunity for progress. Progress will come if we work together to ensure these principles support institutional change.”

“The Government of the Student body must also commit itself to provide the talent, student involvement, and resources to ensure that they we will succeed. Even after we meet with the President, we must not be content to believe ‘someone else will take care of it’, as students, we have a responsibility to lead this engagement.”

“Achieving an inclusive campus environment is not something that we ever really ‘finish,’ but a commitment that we address steadily, patiently, and consistently. Always building on our progress, and always gaining ground. And we can’t gain ground if we’re standing still. Many students feel that our university has stood still on many of our student body’s most pressing priorities – so tonight let us take pride in the ground we have gained and not stand still until the job is done!”

“We have reached the end of our journey, now I ask you to consider a campus community that values respect, purpose, and cooperation, freedom from discrimination, an honest and respectful expression of ideas, and a richness of diversity. Much work lies ahead, but tonight is an opportunity to take the first step. So, on behalf of the Principles commission, current and future members of the Iowa State family, and every person who has ever felt unwelcome by a small few, I ask that you endorse these basic principles of community life.”