

The public can join the meeting to provide public comment. Please notify Jessica Vigorito at Jessica.vigorito@flagstaffaz.gov if you need any assistance joining the meeting.

NOTICE AND AGENDA

ATTENTION

IN-PERSON AUDIENCES AT COMMISSION MEETINGS HAVE BEEN SUSPENDED UNTIL FURTHER NOTICE

[Click here to participate in the online meeting](#)

Special Meeting/Retreat

**COMMISSION ON DIVERSITY AWARENESS
TUESDAY
JULY 13, 2021**

**VIRTUAL TEAMS MEETING
211 WEST ASPEN AVENUE
1:00 P.M.**

1. **Call to Order**

2. **Roll Call**

NOTE: One or more Commission Members may be in attendance telephonically or by other technological means.

Robert "Dan" Duke, Chair
Christine Tucci
Mandy Martinez Gebler
Claire Hardi

Marcela Pino
Jean Toner
DeAnn Wegwert, Vice Chair

3. **Recommended Protocol for Members and Other Participants in the Virtual Meeting**

All individuals should have their microphones on mute to keep the background noise out of the chat room. The Chair of the meeting should ensure everyone has an opportunity to speak if they would like.

4. **Public Comment**

The Commission cannot act upon items presented during the Public Participation portion of the Agenda. Individual Commission members may ask questions of the public but are prohibited by the Open Meeting Law from discussion or considering the item among themselves until the item is officially placed on the Agenda. Each public comment or presentation will be limited to five (5) minutes.

5. **Welcome and Introduction**

Welcome all Commission Members
Introduce yourself to the group and include one fun fact about yourself that the group may not already know.

6. **Goals for the Retreat**

Diversity Survey Plan of Action
Discuss plan to increase partnerships with other Diversity groups and Commissions

7. **Review Enacting Authority**

It shall be the Commission's duty to advise the City Council on issues and methods in promoting diversity awareness within the City of Flagstaff.

Review Functions in Enacting Authority

8. **Diversity Survey**

Review Survey and Results

Establish a plan of action/recommendations to council from survey/Next steps

[NAU Diversity report](#)

9. **BREAK**

10. **Partnerships**

County Boards and Commissions

City Boards and Commissions

11. **ADJOURNMENT**

CERTIFICATE OF POSTING OF NOTICE

The undersigned hereby certifies that a copy of the foregoing notice was duly posted at Flagstaff City Hall on _____, at _____ a.m./p.m. This notice has been posted on the City's website and can be downloaded at www.flagstaff.az.gov.

Dated this _____ day of _____, 2021.

Jessica Foos, Human Resources Analyst



Commission on Diversity Awareness

7.

From: Jessica Foos, Human Resources Analyst

DATE: 07/13/2021

SUBJECT: Review Enacting Authority

It shall be the Commission's duty to advise the City Council on issues and methods in promoting diversity awareness within the City of Flagstaff.

Review Functions in Enacting Authority

STAFF RECOMMENDED ACTION:

Executive Summary:

Attachments

CODA Authority

CHAPTER 2-08 COMMISSION ON DIVERSITY AWARENESS

SECTIONS:

- 2-08-001-0001 DECLARATION OF POLICY:
- 2-08-001-0002 CREATION OF COMMISSION:
- 2-08-001-0003 TERMS OF OFFICE:
- 2-08-001-0004 FUNCTIONS:
- 2-08-001-0005 MEETINGS; ATTENDANCE:

2-08-001-0001 DECLARATION OF POLICY:

There is hereby established the Commission on Diversity Awareness. It shall be the Commission's duty to advise the City Council on issues and methods in promoting diversity awareness within the City of Flagstaff. (Ord. 2000-26, Amended, 11/17/2000)

2-08-001-0002 CREATION OF COMMISSION:

There is hereby created the Commission on Diversity Awareness which shall consist of seven (7) regular members who shall be appointed by the City Council. A Chairperson shall be selected by a majority vote of those members at a meeting called for that purpose. (Ord. 2001-07, Amended, 03/06/2001; Ord. 2000-26, Amended, 11/17/2000; Ord. No. 2007-06, Amended 02/05/2007; Ord. No. 2011-06, Amended 05/17/2011; Ord. 2014-28, Amended, 11/18/2014)

2-08-001-0003 TERMS OF OFFICE:

Terms shall be for three years except for the first appointments to create staggered terms. The City Council shall appoint three members for three (3) year terms, two members for two (2) year terms, and two members for one (1) year terms. After the initial appointment all terms, including alternates, thereafter will be three (3) year terms. The City Council will make every effort to recruit and appoint those individuals that represent the diverse population of Flagstaff and who have demonstrated an interest in minority issues, or promoting those issues of cultural diversity. (Ord. 2000-26, Amended, 11/17/2000; Ord. 2011-06, Amended 05/17/2011)

2-08-001-0004 FUNCTIONS:

The duties of the Commission shall include, but not be limited to:

- A. Fostering mutual understanding, tolerance, respect and awareness among all citizens within the City of Flagstaff; recognizing the different economic, cultural, social, racial, religious and ethnic groups within the City; cooperating in the development of

educational programs dedicated to improvement of community relations with and to enlist the support of various groups to foster diversity awareness.

B. Developing recommendations for the Mayor and City Council to assist in developing any policies required to respond to the concerns and needs of those in the community and on the Commission in the promotion of diversity awareness.

C. Advising and assisting the City Council on ways to educate the community on diversity awareness and developing ways to disseminate such information through surveys, studies, forums, workshops, brochures or other events.

D. Developing and providing public forums for identifying and discussing issues of interest relating to the area of diversity awareness.

E. Acting as an information or referral group to assist individuals, organizations and employers in an effort to aid the community towards greater understanding and respect for diversity awareness among all individuals. (Ord. 2000-26, Amended, 11/17/2000)

2-08-001-0005 MEETINGS; ATTENDANCE:

A quorum shall consist of four (4) voting members of the Commission.

The Commission shall meet at such times, dates and locations as determined by the members except that the Chairperson may call a special meeting with not less than twenty-four (24) hours' notice.

A regular member who is absent for two (2) consecutive unexcused regular meetings may be removed from the Commission by a vote of the City Council upon recommendation of the Commission. (Ord. 2000-26, Added, 11/17/2000; Ord. 2007-06, Amended 02/06/2007; Ord. 2011-06, Amended, 05/17/2011; Ord. 2014-28, Amended, 11/18/2014; Ord. 2016-30, Amended, 07/05/2016)



Commission on Diversity Awareness

8.

From: Jessica Foos, Human Resources Analyst

DATE: 07/13/2021

SUBJECT: Diversity Survey

Review Survey and Results

Establish a plan of action/recommendations to council from survey/Next steps

[NAU Diversity report](#)

STAFF RECOMMENDED ACTION:

Executive Summary:

Attachments

CODA Diversity Survey presentation

NAU Diversity Strategic Plan

Findings from Survey on Climate for Diversity in Flagstaff Arizona City Council January 26, 2021

Commission on Diversity Awareness

Dr. Jean Toner, MSW, PhD

Ms. DeAnn Wegwert, MS, RN



Introduction

- Previously we have presented to Council on our overall Commission outcomes; this presentation will focus specifically on the survey on climate for diversity in Flagstaff

Agenda

- Dr. Toner will provide an overview of the survey on climate for diversity in Flagstaff
 - History
 - Purpose
 - Delivery
 - Disclaimer regarding timing of data collection
- Methodology
- Ms. Wegwert will provide a summary of key findings
- Dr. Toner and Ms. Wegwert will provide discussion and recommendations

Overview

Thank you for the opportunity and privilege to serve the Flagstaff community, a diverse and rich community





History

- In discussions on the Commission, we recognized that there was a dearth of community-wide data on the general climate for diversity in Flagstaff with which to establish our priorities and recommendations to forward to Council



Purpose

- We determined that to establish data-driven efforts on the Commission, we needed to begin a process of community-wide gathering of residents' views on the climate for diversity.



Delivery

- We were granted permission to load the survey into the HR Department's Survey Monkey program and post the online survey on the Commission on Diversity Awareness page on the City website.



Disclaimer

- Data were collected prior to COVID pandemic and pre-George Floyd and Black Lives Matter demonstrations

Methodology

- Research questions:
 1. Discover the general climate toward diversity among city residents
 2. Gain insight into how that climate is expressed in specific settings and venues
 3. Investigate any association between residents' demographics and experience of climate for diversity
 4. Field suggestions from residents for future work for the Commission for Diversity Awareness



Methodology

- Research design and data collection
 - 15 question survey focused on welcoming and comfort in various settings and venues, and suggestions for future work
 - utilized a scale from “very comfortable” to “very uncomfortable”
 - Scaled questions were followed by open-ended questions exploring the question’s content



Methodology

- Sample strategy
 - Non-probability, convenience sample open to any Flagstaff resident
 - Appropriate for early exploratory stages of research where clarification is sought, but generalizability is not achievable; helpful in clarification of issues to inform future research
 - Samples respondents who are available and able to participate
 - Can be delivered quickly, generally easily, and at low cost



Methodology

- Quantitative data analysis
 - Survey Monkey analytic tools calculated frequencies and graphic representations were created
 - Ranges were calculated and missing data reported
- Qualitative
 - Thematic analysis was conducted on qualitative data, with two analysts coding separately, then comparing for confirmation and trustworthiness



Methodology

- Limitations to the research design
 - Placement of survey on Commission website, rather than the public survey area of the City website front page
 - Researchers not having access to the survey because of not being an employee with administrative status
 - No availability of cross-tab analytic tool in this version of Survey Monkey, so associations could not be drawn among categories



Methodology

- However, even given the study limitations, the response rate was sufficiently robust to be useful, the demographic correspondence between the respondents and overall City population is significant, and the descriptive data provide a great deal of insight.

Quantitative Findings

- Total of 154 respondents to the online survey.
- Frequencies were calculated, presented with frequency charts and bar graphs which appear in the written report.
- The demographic profiles of respondents were compared to the demographics for the city of Flagstaff as reported by the US Census Quick Facts, 2018 when comparisons were available (<https://www.census.gov/quickfacts/fact/table/flagstaffcityarizona,US/PST045219>).

Race/Ethnicity of Respondents

Race/ethnicity	respondents	City 2018	Frequency
	percentage	percentage	
Caucasian/white	57	77	78
African American	.75	2.3	1
Latino/a	20	19	27
Native American	16	8.5	21
Asian/Pacific	3	2.7	5
Two+	7	4.6	10
Not listed	3		5

Gender of Respondents

Gender	respondents	City 2018	frequency
	percentage	percentage	
Female	63	50.5	88
Male	31		43
Intersex	1		1
Genderqueer	1		2
Transgender	2		4

Age of Respondents

age	respondents	City 2018	Frequency
	percentage	percentage	
18-25 years	11	36	16
26-40 years	40	28	57
41-60 years	41	20	60
61+ years	9	8.3	13

Primary Language of Respondents

Primary Language	respondents	City 2018	Frequency
	percentage	percentage	
American Sign	.5	n/avail	3
English	96	n/avail	137
Hopi	0	n/avail	0
Navajo	.5	n/avail	2
Spanish	1	n/avail	5

Living Situation of Respondents

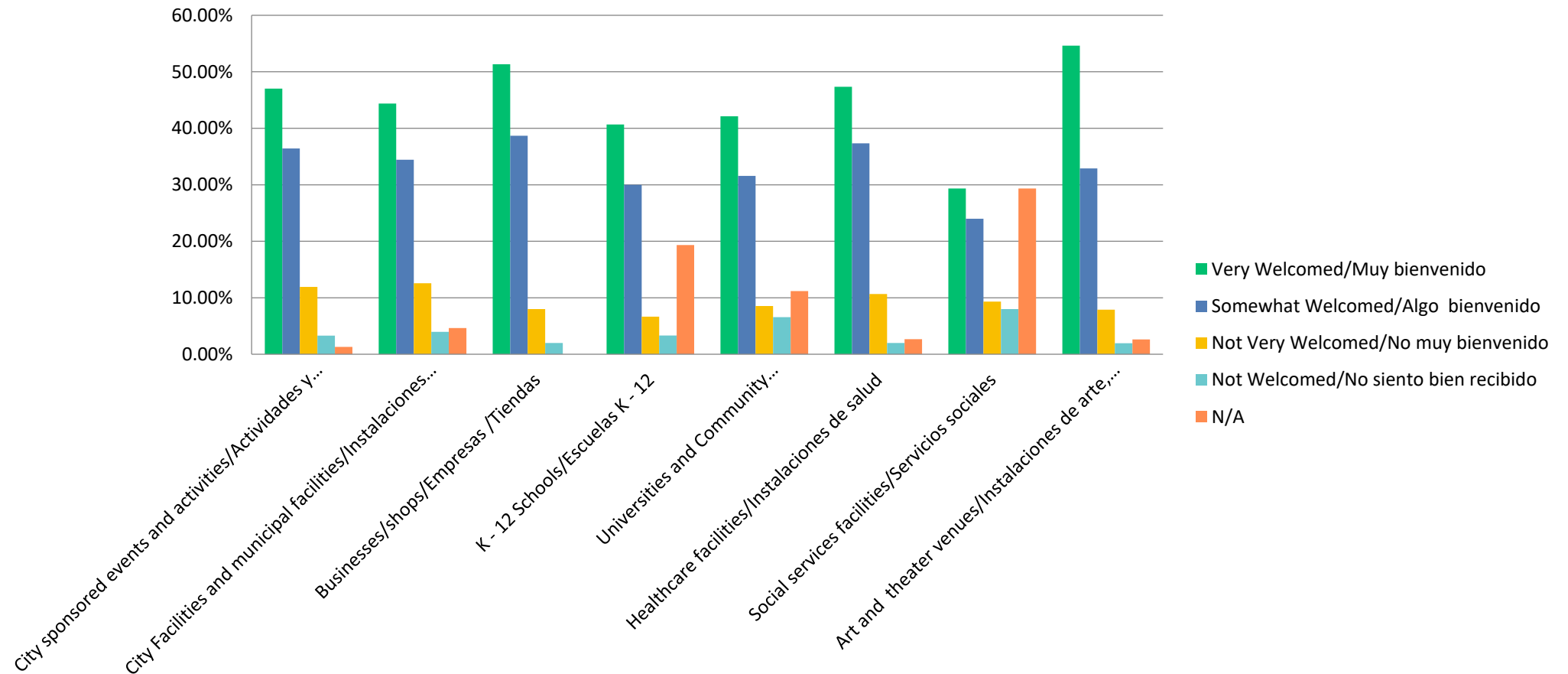
Living situation	respondents	City 2018	Frequency
	percentage	percentage	
Own home	50	77	71
Rent home	37	19	52
Live with family	10	n/avail	14
Temporary with family/friends	.7	n/avail	1

Length of Residence in Flagstaff

Years residing in Flagstaff	respondents	City 2018	Frequency
	percentage	percentage	
1-4 years	20	n/avail	29
5-9 years	10	n/avail	15
10-14 years	15	n/avail	21
15-19 years	11	n/avail	16
20+ years	44	n/avail	62

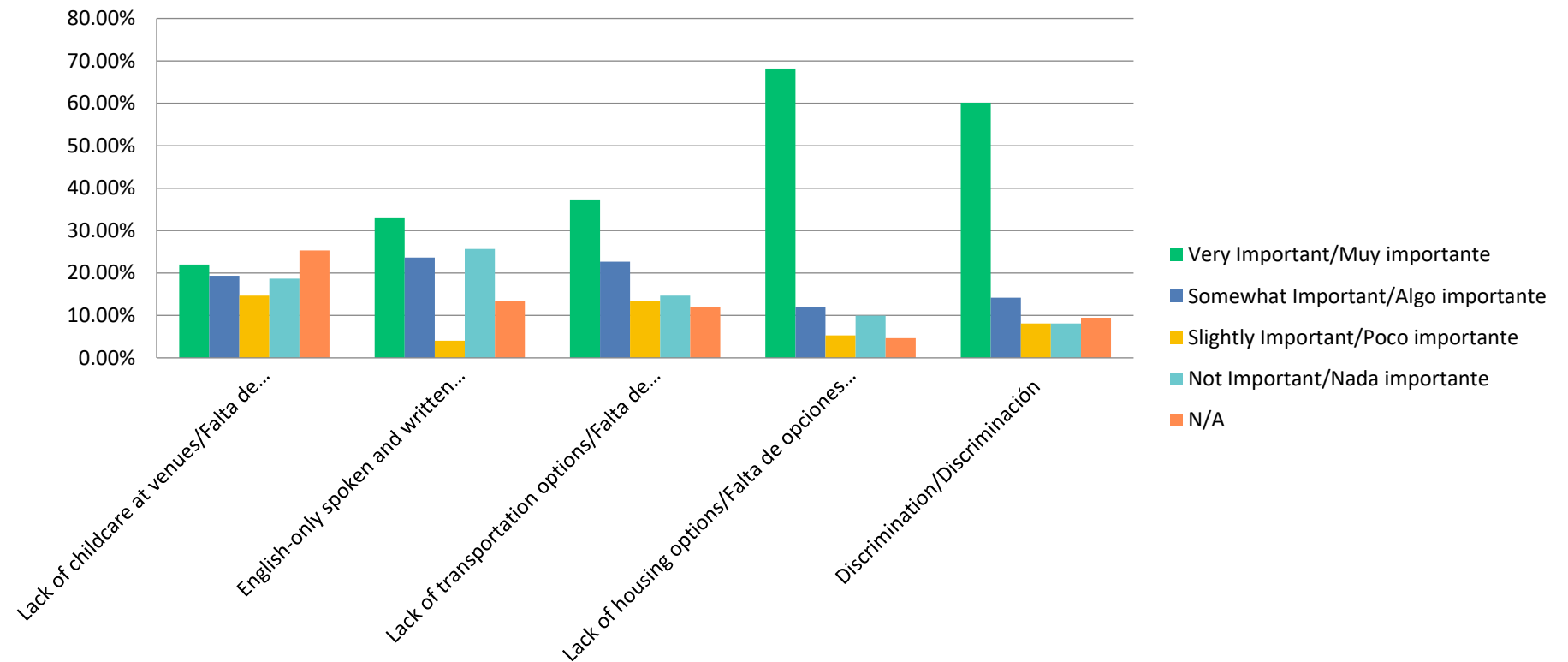
How welcome do you feel in Flagstaff?

How welcome do you feel at/¿Cómo se ha sentido usted en...?:



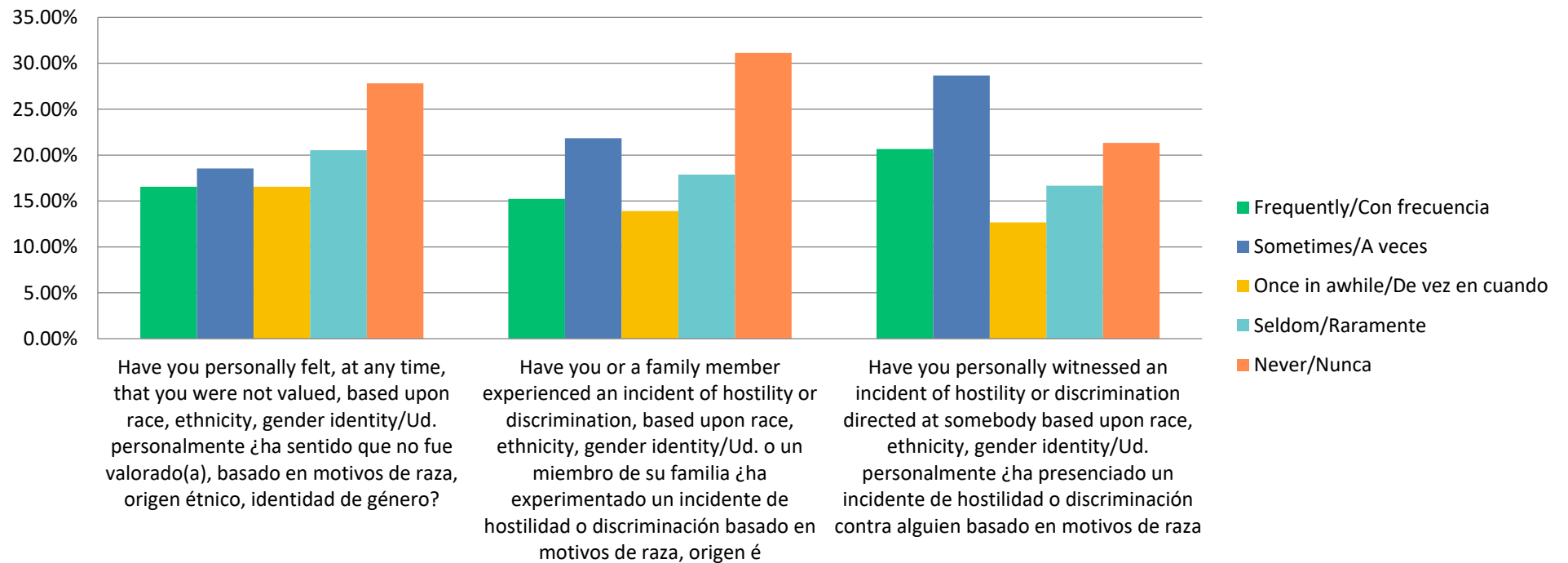
Barriers to a welcoming climate in Flagstaff

Rate specific barriers to a welcoming climate you are aware of/Según su conocimiento, indique las barreras específicas a un ambiente hospitalario:



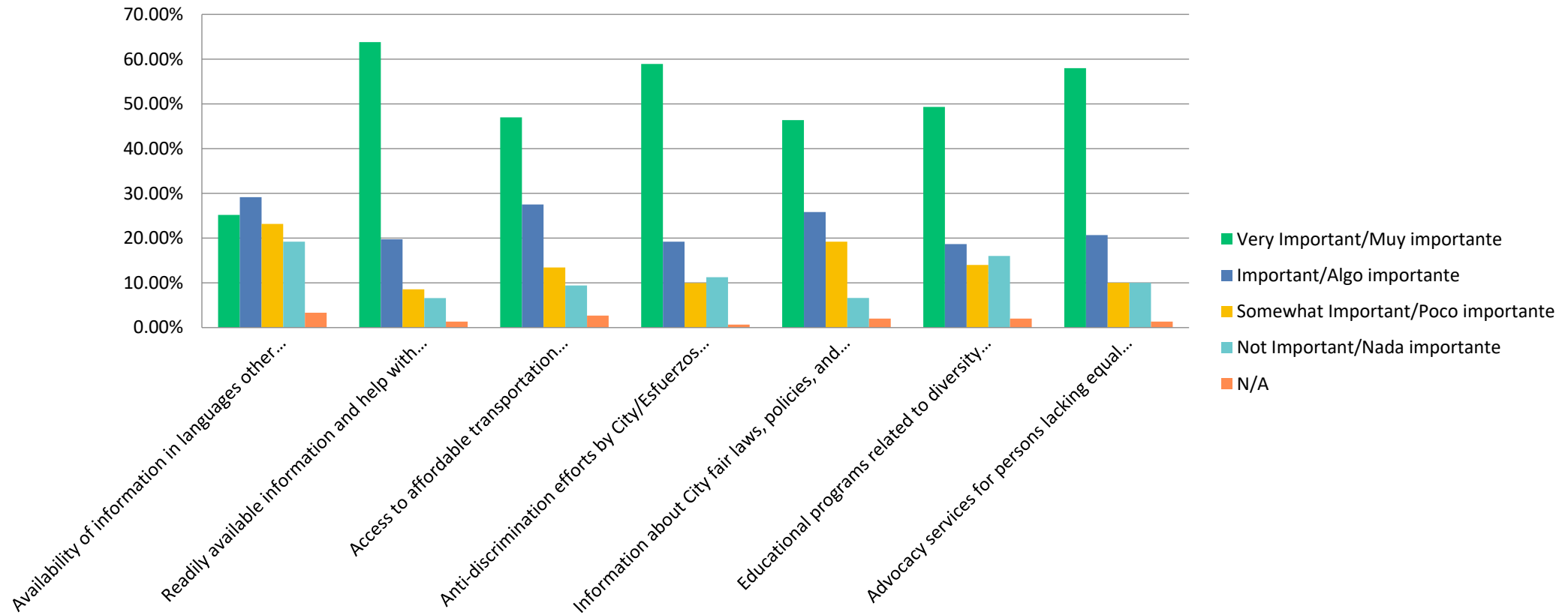
Feelings, Experiences, or Things Witnessed

The following questions refer to your feelings, experiences, or things you have witnessed in Flagstaff/Las siguientes preguntas se refieren a los sentimientos, experiencias o incidentes que Ud. haya presenciado en Flagstaff:



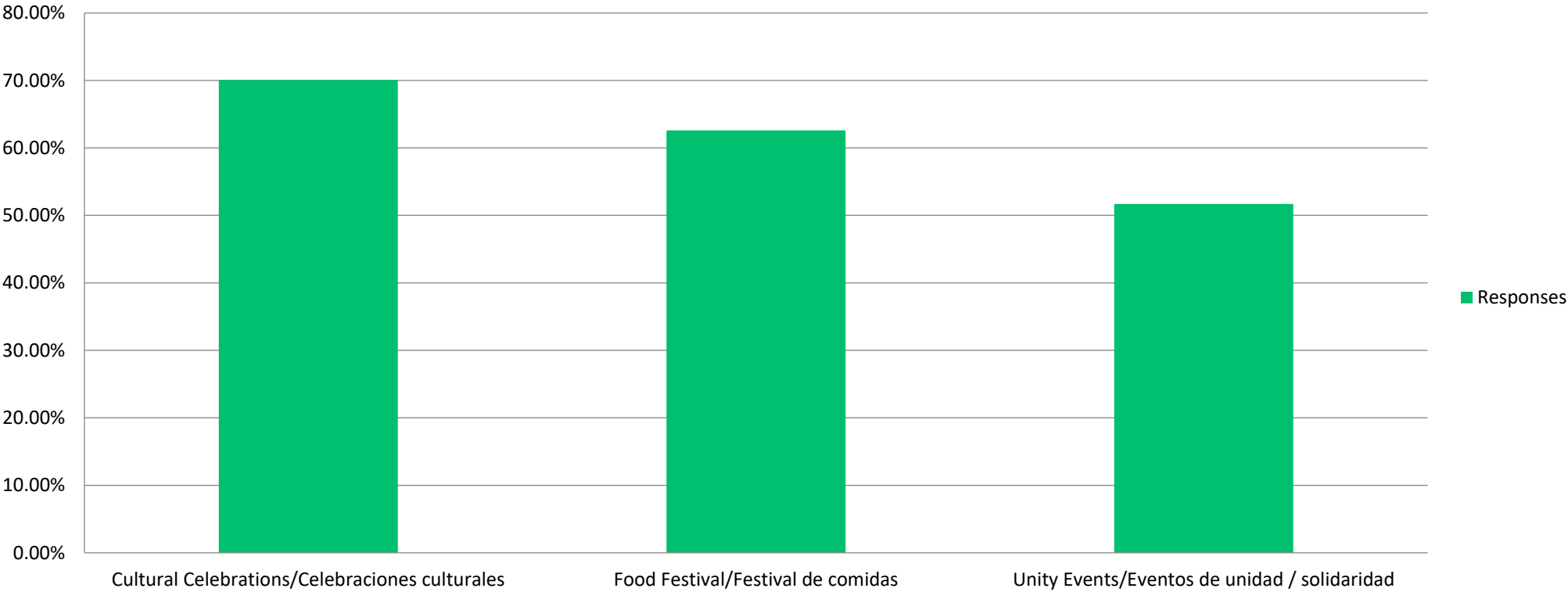
Important issues for CODA

What are the most important issues for the Commission on Diversity Awareness to focus upon?1. ¿Cuáles son los temas más importantes en que debería concentrarse la comisión para la concienciación de diversidad?



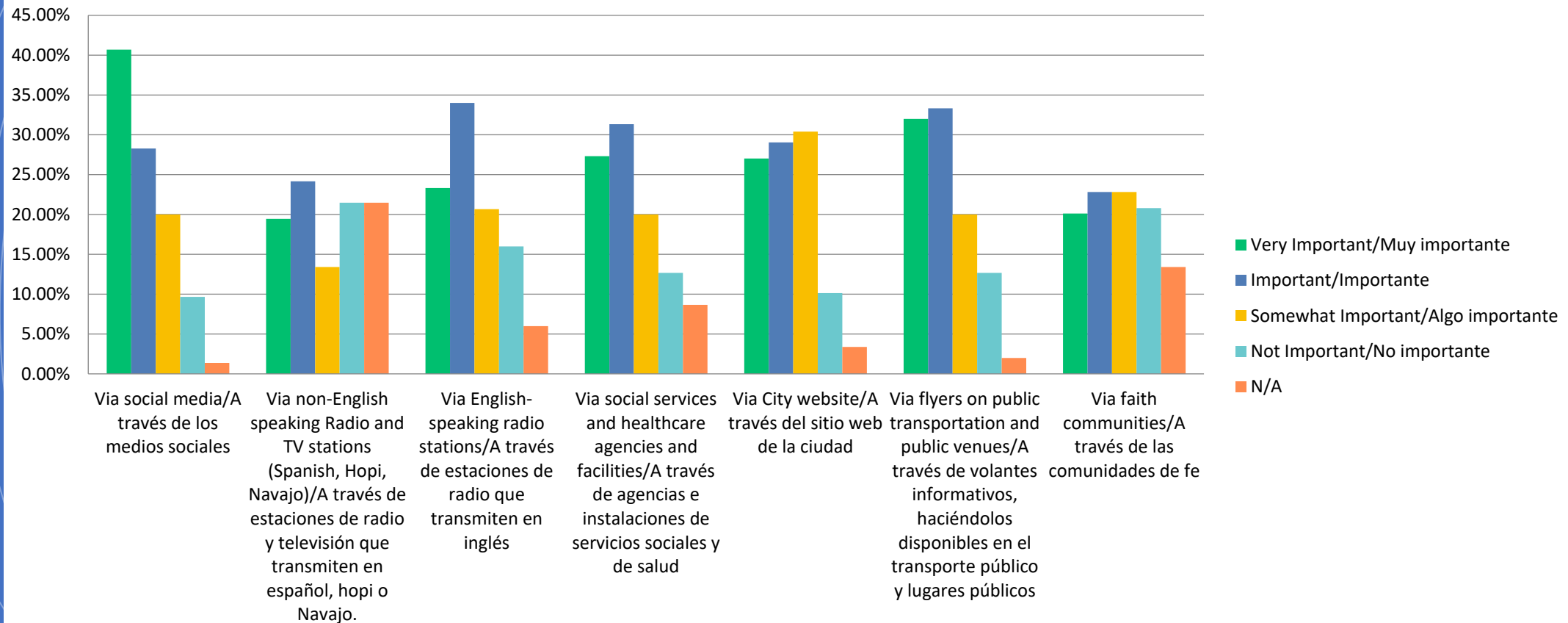
Activities to Encourage Cultural Exchange

What activities could the City of Flagstaff offer to encourage and enhance a cultural exchange?/1. ¿Cuáles actividades podría la Ciudad de Flagstaff ofrecer para alentar y fortalecer un intercambio cultural?



How could the City best communicate with you?

How could the City best communicate with you?/¿Cómo podría la ciudad mejor comunicarse con usted?



Qualitative Findings

- Thematic analysis was conducted by two coders and compared for confirmation and trustworthiness
- The themes drawn from the analysis of qualitative questions and supplemental, clarifying answers to survey questions are arranged into three categories, divided into strengths and challenges:
 - structural concerns
 - attitudes
 - concerns about behaviors



Structural Concerns

Strengths

- Generally welcoming environment



Structural Concerns

Challenges and Barriers

- Housing; specifically, the limited availability of affordable or low-income housing
- Wealth diversity
- Challenging employment market
- Expensive healthcare



Attitudes

Strengths

- People are generally friendly
- Free or low-cost activities available
- Many officials in Flagstaff encourage, defend, and respect diversity



Attitudes

Challenges and Barriers

- Racism, including profiling by police and business owners
- Mixed attitudes about sexual orientation/gender identity: “heterosexism” vs. “too many gays here”
- Accessibility for persons with disabilities
- Political tensions, including “town and gown” tension between the city and NAU



Concerns About Behaviors

Strengths

- Diversity of low cost or free activities
- Diversity awareness of City officials and the generally useful methods of communication provided by the city
- Helpful actions of healthcare providers



Concerns About Behaviors

Challenges and Barriers

- Racially motivated surveillance by law enforcement and local businesses
- Microaggressions

Discussion of input for City Council

- Discussion of findings
 - Housing is cited as the primary barrier to diversity
 - Racism is prominent
 - There are notable failures to full accessibility
 - There are experiences of heterosexism and homophobia noted
 - These findings are embedded in a context of increasing wealth disparities
- Limitation of unavailability of cross-tab analysis

Housing

- The expense of housing and the types of housing available are barriers to diversity
 - Rapid increase in student housing rather than for potential families
 - Median and mean housing costs are significantly higher than the national median and mean (the new Housing Commission has produced an excellent infographic on this)
 - Relationship to public transportation routes in all city regions was noted

Racism

- Respondents noted prominence of racism that fell into the three dimensions noted by Ms. Wegwert:
 - Structural factors
 - Overt behaviors
 - Subtle microaggressions
- These data were limited by our inability to perform cross-tab analysis that could have provided insight into the relationship between demographic profiles and responses

Accessibility

- Qualitative comments identified lacking in
 - Certain City facilities
 - Educational services
 - Employment
 - Consistent interpretation services
 - Downtown parking, especially critical during inclement weather

Heterosexism/ homophobia

- Heterosexism and homophobia
 - Moving PRIDE to Thorpe Park even as other festivals remained in Wheeler Park created a perception of discriminatory treatment
 - Stares and “cat calls” when in public with partner/spouse
 - The PRIDE flag flown in front of City Hall in PRIDE month of June is deeply appreciated



Embedded in context of wealth disparities

- There was a sense that the increasing disparity in wealth creates further distancing among diverse groups of people
- The sense was that this “Aspen” economy is not sustainable for our Flagstaff community or for a vibrantly diverse culture city-wide
- Health care was noted within the context of wealth disparities and availability of services

Discussion of guidance for Commission

- We will now discuss of how these data will guide our work on the Commission for Diversity Awareness
 - Creates an agenda for the Commission to carry forward
 - Provides impetus to explore racism with a focus on reduction in structural components that can be addressed through policy
 - Possibly establish liaison with FPD Citizens Liaison Committee and the Downtown Business Alliance
 - Be available to be at the table with other commissions and departments and work with Legal Department as necessary

Recommendations

- In two types – 1) from survey respondents and 2) from Commission authors/researchers
- We encourage Council to keep these insights in mind and infuse in all areas/policies



Respondents' recommendations

- Must address equitable housing first
- Must acknowledge the reality of racism and other oppressions
- Should sponsor more forums such as the Indigenous Circle or other forums that allow for direct communication with City Council



Researcher/ Commissioner recommendations

- Modeling matters – many positive actions by Council
- Deep and urgent need for dialog about diversity and equality and equity
- Prioritize accessibility design
- Further research along the lines of the December 2013 Citizens Survey
- Implement an explicit inclusion policy statement that can be infused into City policy-making
- Consciousness-shifting

Finally . . .

- **Thank you** for the opportunity to share!
- Questions?



Executive Summary

The purpose of the Northern Arizona University (NAU) Diversity Strategic Plan (DSP) is to create a framework of action for the university to enhance Diversity and Inclusion throughout the fabric of NAU. The goal of the DSP is to create a community that exhibits true diversity and inclusion. This means that at all levels of the institution, diversity and inclusion are recognized as institutional strengths and exhibited through a reflection of ideals and participation by all members of the diverse NAU community.

Vision:

The True Diversity University: A university environment exhibiting *true diversity and inclusion* where there exists a wealth of individuals whose unique experiences of race, ethnicity, religion, sexual and gender identities, disability, and other perspectives are valued and woven into the fabric of the institution.

Northern Arizona University is an institution of higher education built on a student-first foundation. NAU has an enrollment of over 30,000 (fall 2019) with over 60% female and increasing numbers of underrepresented and diverse student populations. Two-thirds of NAU students are from the state of Arizona; a state that likewise is seeing an increase in the diversity of state demographics.

The Diversity Strategic Plan focuses and prioritizes the university's attention and resources around diversity, inclusion, and a culturally competent environment for all, with particular attention to underrepresented, marginalized, or underserved groups in higher education. The DSP aligns with the University Strategic Plan (USP) that, in turn, aligns with the Arizona Board of Regents Strategic Plan, "Impact Arizona."

The NAU DSP is a culmination of the work of dedicated teams, starting with representatives of the university diversity commissions and invested stakeholders across campus, and most importantly the DSP Task Force. The result is a plan that focuses on short- and long-term strategies to achieve key goals and objectives. The planning process was led through the NAU Center for University Access and Inclusion (CUAI) with input from the President's Diversity Fellow. Contact CUAI@nau.edu for more information.

Key Strategic Priorities:

Priority 1: Accelerate toward a culturally competent community and accessible environment

Priority 2: Increase, support, retain and graduate underrepresented students

Priority 3: Increase, support, retain and advance underrepresented faculty, staff and administrators

Priority 4: Adopt accurate and reliable evaluation and assessment methods and metrics for all diversity and inclusion strategies and initiatives

Priority 5: Establish transparent and universal paths of communication and responsibility for diversity and inclusion.

The NAU DSP Process

History of the Diversity Strategic Planning Process (How We Got Here)

NAU has a long history of working towards increased diversity and inclusion. The university diversity commissions, individuals, and departments have dedicated countless hours to education, programming, and initiatives. The formal long-term diversity strategic planning process, through which this Diversity Strategic Plan has evolved, began in early 2016 when President Cheng announced the effort and the establishment of the Center for University Access and Inclusion (the Center). President Cheng appointed a Chief Diversity Officer (CDO) to begin assessing the current landscape and create a format for long-term planning. The CDO conversed with the university diversity commissions, student groups, the Faculty Senate, the Classified Staff Advisory Council (CSAC) and the Service Professional Advisory Council (SPAC), interested individuals, representatives from academic areas centered on issues of diversity and inclusion, and leadership. Those efforts resulted in the first iteration of the Diversity Strategic Plan (DSP).

In April of 2017, the strategic planning effort transferred to the Assistant Vice President for Equity Compliance who worked closely with the co-chairs of the Commission on the Status of Women, the Commission on Ethnic Diversity, the Commission for Native Americans, the LGBTQIA Commission and the Commission for Disability Access and Design. In these meetings, which expanded to include representatives and volunteers from other areas and ultimately ad hoc task forces, participants reviewed DSPs from institutions across the country, including Brown University, the University of Michigan, Harvard, UC Berkeley, UC Davis, and University of Texas at Austin, and adopted best practices with consideration of NAU's unique experience and vision of the future. Notably, much time was spent crafting definitions, including the all-important and now very broad definitions of diversity and inclusion. This process resulted in the second iteration of the DSP, which, with all revisions to date, has been posted continuously on the Center's webpage and accessible to the entire NAU community to provide feedback. The opportunity for feedback was announced through NAU News and specific presentations were made to the Academic Chair's Council, CSAC, SPAC, the Provosts' Academic Leadership Committee, Faculty Senate, departments upon request, and at three student feedback sessions. Those efforts resulted in a DSP that incorporated a plethora of strategies and metrics meant to achieve the stated goals and objectives. Three ad hoc task forces then began the process of prioritizing the objectives and strategies, refining the metrics, and addressing particularly challenging issues such as how best to achieve inclusive excellence in personnel processes.

In June of 2019, President Cheng appointed Dr. Gabriel Montaña as the President's Diversity Fellow to lead the third phase of the planning process and prepare the DSP for submission and adoption. Dr. Montaña embraced the formidable task of condensing a myriad of excellent ideas into a concise strategic plan that could be implemented expeditiously with an eye towards meaningful, achievable, and measurable results. This current DSP provides for immediate action and lays a strong foundation for continuing improvement and implementation over the long term. It truly is a living document.

Definitions

- **Access:** The removal of barriers to enter, communicate, and make full use of facilities, programs, services, and opportunities.
- **Cultural competency:** The institutional and personal commitment to obtain and demonstrate knowledge and skills that allow us to learn, work, and engage effectively in a diverse environment.
- **Diversity:** The complexity of personal experiences, values, and worldviews that arise from differences and intersections of culture and circumstance. Such differences and intersections include race, sex, ethnicity, age, religion, language, ability/disability, sexual orientation, gender identity and expression, socioeconomic, veteran or other status, or geographic region.
- **Underrepresented:** Those diverse groups, identities, and communities including those that are historically underrepresented, underserved, or marginalized at institutions of higher education and/or within disciplines.
- **Inclusion:** An environment where all people engage in creating a community where all groups have equal access and are welcomed and valued.
- **Inclusive:** The measure of the institution's expanding access, participation, and resources to underrepresented individuals, groups, and communities.

Priority 1: Accelerate Toward a culturally competent community and accessible environment					
Across NAU, pursue opportunities to increase diversity and inclusion initiatives. Embed diversity in learning outcomes, professional development, performance expectations, evaluations and increase opportunities for the NAU community to participate in and advance diversity and inclusion.					
Objective 1: Widely acknowledge, disseminate, and promote NAU’s commitment to diversity, inclusion and cultural competency	Objective 2: Institutionalize the value of diversity-centered learning, service, scholarship and work	Objective 3: Incentivize diversity-centered learning, service, scholarship, and work	Objective 4: Increase mandatory and optional learning opportunities in multiple formats	Objective 5: Remove barriers to access for individuals with disabilities	Objective 6: Increase community engagement around diversity
Priority 2: Increase, support retain and graduate underrepresented students					
Continue to assess, develop and implement strategies focused on generating purposeful support of underrepresented students					
Objective 1: Recruitment and enrollment of underrepresented students		Objective 2: Student support, retention and graduation from underrepresented populations		Objective 3: Assess NAU as an emerging Hispanic Serving Institution	
Priority 3: Increase, support, retain and advance underrepresented faculty, staff and administrators					
Continue to assess, develop and implement strategies focused on generating purposeful support of underrepresented faculty, staff, and administrators					
Objective 1: Recruit underrepresented faculty, staff, and administrators			Objective 2: Support, retain and advance underrepresented faculty, staff, and administrators		
Priority 4: Adopt accurate and reliable evaluation and assessment methods and metrics for all diversity and inclusion strategies and initiatives					
Establish and refine tools and mechanisms upon which an accurate and continual assessment of progress within diversity and inclusion can be rendered					
Objective 1: Determine how metrics will be collected and managed			Objective 2: Develop mechanisms for communication of metrics and findings of diversity initiatives		
Priority 5: Establish transparent and universal paths of communication and responsibility for diversity and inclusion					
At institutional, College, and Unit levels, create an understanding and appreciation of how diversity and inclusion are implemented at NAU					
Objective 1: Create a Culture of Shared Responsibility			Objective 2: Enable successful implementation of Diversity and Inclusion initiatives		

Priority 1: Accelerate toward a culturally competent community and accessible environment

Objective 1: Widely acknowledge, disseminate, and promote NAU's commitment to diversity, inclusion and cultural competency

Focus Areas:

- Communicate the university's definition of and commitment to diversity and inclusion through the Diversity Strategic Plan.
- Construct a **University Diversity Statement** for use on applications, recruitment and advertising materials, and syllabi statements
- Establish a web-based Diversity and Inclusion Dashboard
- Increasing the NAU commitment to Diversity and Inclusion
 - Create a *Diversity at NAU* web portal: *Diversity at NAU* will provide one-stop access to diversity and inclusion information, events, statistics and resources, and access to the Dashboard
 - Include link to *Diversity at NAU* prominently on the main page of the NAU website
- Implement one or more nationally benchmarked campus diversity climate survey(s) to be administered periodically every three years to all students, faculty, staff, and administrators to establish a baseline and measure progress towards goals
- Develop mechanisms for students and employees to self-identify privately to the university as members of the LGBTQIA community to better track recruitment, retention, and programming efforts.
- Improve mechanisms for students to self-identify privately to the university as members of the disability community to better track recruitment, retention, and programming efforts
- Create self-identification selection options beyond the male/female gender binary in university student and employment processes
- Assess whether processes for reporting of emergency and non-emergency incidents of suspected bias, discrimination, or harassment are transparent, accessible, and effective for students, faculty, staff and the public and make necessary improvements
- Establish a Diversity Fellows Program to consist of university wide representatives to serve as liaisons to the NAU community and serve as an advisory board to the Diversity Fellow.
 - Diversity Fellows have the potential to serve to enable the NAU community to adopt and implement the DSP at college, division and department levels.
 - Diversity fellows will support further iterations of the DSP and perform annual reviews in conjunction with Diversity leadership (i.e. Diversity Fellow and/or CUAJ).

Objective 2: Institutionalize the value of diversity-centered learning, service, scholarship, and work by embedding diversity as an important component of learning outcomes, professional development, performance expectations, and performance evaluations at all levels

Focus Areas:

- Incorporate diversity-centered work, professional development, service, and research/scholarship in evaluation and promotion and tenure criteria in substantive and meaningful ways such that it is valued on par with other activities
- Include diversity-centered work, professional development, service, and research/scholarship in all employee expectation documents, appraisals and evaluations
- Demonstrate commitment to diversity in planning and budgeting decisions
- Inventory courses with diversity (as defined by the DSP) components and outcomes and begin to consider diversity-centered learning outcomes for remaining courses

Objective 3: Incentivize diversity-centered learning, service, scholarship, and work

Focus Areas:

- Reward effective diversity-centered teaching in all disciplines
- Implement financial and/or time-release support mechanisms for diversity-centered activities
- Implement strategies for increased involvement with university diversity commissions
- Increase visibility and support to Native American programs and initiatives such as AIS, ITEP, NACC, OISS, and ONAI
- Offer opportunities to earn distinctions for taking or providing diversity-centered training and expanding curricular and co-curricular activities
- Implement voluntary diversity-related certificate or badging programs for students and all classes of employees tied to job-readiness and professional development
- Encourage conference presentations about NAU diversity-centered activities
- Establish a diversity day for the University Leadership Program

Objective 4: Increase mandatory and optional learning opportunities in multiple formats

Focus Areas:

- Require an introductory online diversity and inclusion module for incoming enrolled students
- Implement and/or expand access to in-person Safe Zone, Inclusion Zone, DREAM Zone, Disability Zone, and other Zone trainings
- Require education on implicit and unconscious bias awareness for students, staff and faculty
- Develop workshops for the NAU community that will provide the information individuals need to successfully engage as members of NAU's diverse community
- Institutionalize the Diversity Symposium Series and ensure that it includes staff, faculty, and students
- Encourage the use of human libraries and personal stories and incorporate technology as a tool for expanding the reach of diverse experiences and perspectives of students, staff, and faculty.
- Implement a core set of assessment questions to include in all surveys of attendees at diversity-centered events to measure impact and effectiveness.

Objective 5: Remove barriers to access for individuals with disabilities

Focus Areas:

- Expand awareness of university accessibility policies
- Inventory inaccessible environments and university processes
- Train students, staff, and faculty to create accessible documents and electronic content
- Continue to require and expand accessible and universally designed physical, technological, and academic infrastructure
- Build, expand, and educate the campus community about inclusive and universally designed pedagogical methodology and classroom spaces
- Create an accessible campus map
- Create an accessible university events calendar

Objective 6: Increase community engagement around diversity

Focus Areas:

- Identify diversity ambassadors to participate in community events and commissions, and partner with officials in tribal communities, Flagstaff, Coconino County, and community campus locations
- Identify partnership opportunities with campus communities throughout Arizona

Priority 2: Increase, Support, retain, and graduate underrepresented students**Objective 1: Recruitment and enrollment of underrepresented students**

Focus Areas:

- Increased efforts to recruit and enroll underrepresented students
- Ensure that diversity recruitment best practices are incorporated and implemented within the university's adopted Strategic Enrollment Management Plan
- Expand 2 + 2 programs with minority serving institutions (MSIs)
- Emphasize diversity, inclusion, and opportunities for engagement at NAU in recruitment material and presentations
- Direct potential applicants to the *Diversity at NAU* webpage

Objective 2: Student support, retention and graduation from underrepresented populations

Focus Areas:

- Ensure that diversity retention best practices are incorporated and implemented within the university's adopted Strategic Enrollment Management Plan
- Expand support for CIE, IMQ, NACC, ONAI, OISS and any other diversity-centered student engagement opportunities/resources
- Increase opportunities to interact with supportive Flagstaff communities
- Expand visibility of existing programs and services for diverse students
- Increase programs and services for diverse student populations.

- Provide specific graduate student opportunities (assistantships, research, and commission work) to assist in diversity issues within areas that need help with their diversity initiatives
- Identify and fund institutional initiatives that serve student development and success
- Use the Council of Graduate Schools (CGS) as a resource for nationally-recognized diversity initiatives and trends in graduate education
- Implementation of strategies to enhance the university experience for underrepresented students
- Increased institutional support for underrepresented students

Objective 3: Assess NAU as an emerging Hispanic Serving Institution

Focus Areas:

- Perform a thorough institutional assessment of NAU as an emerging HSI and path to a Hispanic Serving Institution
- Implement best practices for a minority serving institution designation.
- Determine path for NAU as an HSI including recommendations for support resources in order to be an effective HSI prior to pursuit of HSI status.
- Support NAU-Yuma in its HSI serving needs
- Broaden relationship with the Hispanic Association of Colleges and Universities (HACU)

Priority 3: Increase, support, retain and advance underrepresented faculty, staff, and administrators

Objective 1: Recruit underrepresented faculty, staff and administrators

Focus Areas:

- Job Postings
 - Uniform language in job postings that emphasizes the value placed on diversity and inclusion and the support and resources available at NAU
 - Create and maintain a diversity-related webpage containing information about NAU's DSP and commitment to diversity and a link to the *Diversity at NAU* page that job applicants will view when applying for positions
 - Require a statement on diversity and inclusion for applicants for all administrator, faculty, and designated professional and staff positions.
- Search Committees and Procedures
 - Merge diversity best practices between faculty, staff, and administrator search processes
 - Require all search committee members to have completed:
 - Mandatory employee harassment and discrimination prevention training
 - Search process training
 - Unconscious bias training

- Offer alternatives to the current burden on underrepresented faculty to represent diversity interests on search committees
 - Provide enhanced opportunities for professional development and training for those who will be representing diversity interests on search committees
 - Provide relief and incentive to those who sit on search committees as diversity representatives through such mechanisms as credit for service, reassigned workload, acknowledgment in performance appraisals, awards and recognition, or other meaningful measures- this doesn't help careers increases the burden
 - Introduce mechanisms for reevaluation of current rubrics used by search committees with an emphasis on criteria that recognize "the paths" of applicants.
 - Introduce mechanisms toward shared responsibility within search committees removing the burden of representative diversity considerations on traditional diversity representatives on search committees.

- Recruitment and Advertising
 - Develop a mechanism to inform college-wide faculty recruitment processes to reach diverse applicants
 - Utilize Diversity Fellows and CUAJ to institutionalize processes. Create college faculty recruitment teams consisting of specially trained faculty and staff who serve for at least a full academic year to strategize on efficient college-wide faculty recruitment opportunities for reaching diverse applicants
 - Create a culture of shared responsibility for comprehensive targeted outreach and recruitment of diverse applicants for all institutional positions.
 - Coordinate and combine ongoing targeted diversity advertising and recruitment in addition to recruiting and advertising for specific job postings
 - Research and target venues, conferences, professional organizations, schools, and publications that reach diverse applicants who possess the education and skills relevant to a particular discipline or position being recruited
 - Employ cluster-hiring opportunities
 - Establish employment pipelines with community colleges, apprentice programs, and community organizations to mentor and attract future applicants for staff positions
 - Create a recruitment committee participant pool made up of members from the diversity commissions to represent the commissions in all administrative searches beginning at the dean level
 - Establish and maintain a faculty recruiting relationship with minority graduate students nationally through participation in the annual Compact for Faculty Diversity Institute for Teaching and Mentoring
<http://www.instituteonteachingandmentoring.org/>, the Hispanic Association of Colleges and Universities, and similar organizations
 - Partner with the Office of Alumni Engagement to develop and promote alumni affinity groups with whom to partner for diversity recruitment

- Explore maintaining applicant pools for certain positions

Objective 2: Support, retain, and advance underrepresented faculty, staff and administrators

Focus Areas:

- Expand new employee orientation to include and emphasize the following:
 - University values around diversity and shared responsibility for access and inclusion
 - The importance of cultural competence
 - Information about diversity commissions through a brochure and/or in person presentation
 - Related policies and resources for a safe working and learning environment
 - Information about civil engagement and proper discourse surrounding contentious issues
- Expand current faculty mentoring program to offer targeted mentoring for diverse faculty
- Expand opportunities for staff and NTT faculty to participate in diversity-centered activities and professional development
- Increase opportunities to engage with supportive communities in Flagstaff
- Fund an institutional membership with the National Center for Faculty Development and Diversity to provide mentoring and scholarship for graduate students and faculty <https://www.facultydiversity.org/home>
- Include rewards for diversity engagement at the faculty and staff awards events
- Build capacity for and reward demonstrated and effective diversity related teaching, research, and publication in all disciplines

Priority 4: Adopt accurate and reliable evaluation and assessment methods and metrics for all diversity and inclusion strategies and initiatives

Objective 1: Determine how metrics will be collected and managed

Focus Areas:

- Develop universal mechanisms of assessment for implemented diversity and inclusion initiatives.
 - Continue task force work on assessment and measurement to design appropriate tools (with attention to both qualitative and quantitative data) to measure the effectiveness of strategies implemented as a result of the DSP
 - Provide guidance to the professional staff and researchers working in the Center for University Access and Inclusion
 - Implement Diversity Dashboard maintenance
 - Select and implement the mechanism for students and employees to self-identify privately as members of the LGBTQIA and/or disability community so that they can be counted

- Develop mechanisms for DSP evaluation to inform further iterations.

Objective 2: Develop mechanisms for communication of metrics and findings of diversity initiatives

Focus Areas:

- Develop best practices for dissemination of data obtained through DSP initiatives
- Encourage communication of findings through publication and other mechanisms of communication.

Priority 5: Establish transparent and universal paths of communication and responsibility for diversity and inclusion

Objective 1: Create a Culture of Shared Responsibility

Focus Areas:

- Establish policy to institutionalize responsibility of diversity and inclusion at all levels of leadership within the NAU community
 - Policies to recognize diversity and inclusion as institutional service of equal value to any departmental or unit activity
- Establish diversity and policy initiatives across all academic entities
 - Alignment of departmental/unit strategic plans with the NAU DSP.
- Establish mechanisms for communication to and from all NAU units
 - Institute Diversity fellows to serve as liaisons to NAU units

Objective 2: Enable successful implementation of Diversity and Inclusion initiatives

Focus Areas

- Promote strategies for meaningful development of diversity and inclusion initiatives
 - Develop and promote interventions for units to implement to enhance the culture of units in a meaningful manner.
 - Continual promotion of shared responsibility at all levels and across the entirety of the institution.

Objective 3: Provide transparent and effective communication

Focus Areas:

- Unified engagement with University Marketing
- Utilize the Center for University Access and Inclusion and Diversity Dashboard to:
 - Post the DSP and progress towards goals
 - Provide a mechanism for feedback and suggestions for continuous improvement
 - Provide intervention strategies for departmental/unit engagement
 - Publish periodic reports and updates for NAU community

Existing Strengths

The university plan acknowledges and leverages the university's existing strengths and efforts of individuals, groups, and programs for their work towards a diverse and inclusive working and learning environment. These include, but are not limited to, the following:

- ASNAU Diversity Representative
- Applied Indigenous Studies
- Center for International Education
- Center for University Access and Inclusion
- Disability Resources
- Disability Studies Program
- Diversity Commissions – Office of the President
 - Commission on Disability Access and Design
 - Commission on Ethnic Diversity
 - Commission for Native Americans
 - Commission on the Status of Women
 - LGBTQIA Commission
- Diversity Curriculum
- EMSA Student Services
- Equity and Access Office
- Ethnic Studies
- Faculty Professional Development
- Faculty Senate Diversity Committee
- Global Languages and Cultures
- Global Learning Initiative
- Graduate Student Government Diversity Representative
- Institute for Human Development
- Institute for Tribal Environmental Professionals
- Native American Cultural Center
- Office of Indigenous Student Success
- Office of Native American Initiatives (ONAI)
- NAU 4 All
- Office of Inclusion: Multicultural & LGBTQIA Student Services
- President's Diversity and Equity Awards
- President's Diversity Fellow
- Student affinity groups
- Supervisors Academy
- United Diversity Council
- University Leadership Program
- Veteran Success Center
- Women's & Gender Studies

Appendix:

Priority Long-term Strategic Targets and Metrics

Priority 1: Accelerate toward a culturally competent community and accessible environment

Objective 1: Widely acknowledge, disseminate, and promote NAU's commitment to diversity, inclusion and cultural competency

Long-Term Strategic Targets:

- Continue establishment of campus community centers – places of learning and belonging- build upon the establishment and development of IMQ and Native American Cultural Center.
 - Correlate to student needs and Institutional directives (i.e. increasing demographic populations; strategic areas of development- NAU as a Hispanic Serving Institution)

Metrics:

- *Diversity at NAU* link on NAU website home page and footer menu
- Creation of the Diversity and Inclusion Dashboard
- Implementation of LGBTQIA and disability demographic self-identification processes
 - Perform at least 1 periodic campus climate survey
- Diversity statement standardized as part of NAU published materials
- Awareness of NAU's commitment to diversity as measured through campus climate survey.
- NAU diversity-centered activity measured through recognitions and award received by NAU relative to other institutions of higher education in Arizona and amongst peer-institutions.
- Institutionalized non-binary gender identification implemented across student and employment processes.
- Established Diversity Fellows Program
- Campus-side alignment of all units with the DSP

Objective 2: Institutionalize the value of diversity-centered learning, service, scholarship, and work by embedding diversity as an important component of learning outcomes, professional development, performance expectations, and performance evaluations at all levels

Metrics:

Student/Learning

- Completed inventory of courses that meet the NAU diversity requirement
- Increase of courses including diversity-centered learning outcomes by 20%
- Determine % of students taking courses with diversity-centered learning outcomes
- Increase of students taking courses with diversity-centered learning outcomes by 20%
- Increase number of students engaging in diversity-related, sponsored, or directed research opportunities across disciplines
- Increase number of students engaging in diversity service
- Increase number of students engaging in diversity-centered training or workshops

Faculty and Staff

- A 25% increase of faculty and staff engaged in the university diversity commissions or other Diversity and Inclusion Interventions
- 25% of faculty and staff reporting engaging in diversity activities in their self-appraisals/performance evaluation materials at least once over the review period.
- A 25% increase reported in faculty engaged in diversity-centered activities within their fields of study (e.g. research, training, outreach)
- 100% of faculty and staff completing diversity and inclusion training
- 25% of faculty and staff participating in diversity and inclusion workshops, symposiums, or speaker events

Institutional Investment

- An increase of university, divisional, and department budget devoted to diversity-centered activities
- An increase of financial support provided to diversity-centered activities: grants, awards, funding toward events and commissions, etc.

Objective 3: Incentivize diversity-centered learning, service, scholarship, and work

Long Terms Strategic Targets:

- Expand opportunities for diversity fellows and professorships within each college
- Establish a diversity leadership program
- Acknowledge diversity-centered engagement in faculty and staff awards

Metrics:

Students

- Number of students receiving badging, awards, or other incentives for diversity-centered activity

Faculty and Staff

- faculty and staff engaged in diversity activities for which they receive recognition/stipends/time-release.
- faculty and staff earning distinctions for taking or providing diversity-centered training and expanding curricular and co-curricular activities
- University-wide representation of diversity fellows.
- Number of diversity fellows
- Increased number of conference presentations about NAU diversity activities
- Diversity inclusion in Institutional Leadership Programming

Objective 4: Increase mandatory and optional learning opportunities in multiple formats

Long-term Strategic Targets:

- Create a required in-person course for incoming on-campus students covering NAU values, (including diversity and inclusion), culture, resources, and support to expand upon or replace the introductory online module
- Promote affinity groups for staff, faculty, and students

Metrics:

- Core set of event assessment questions implemented
- Increased number of incoming students taking diversity and inclusion training before starting classes
- 25% of faculty, staff, and students completing Zone trainings
- Creation of anti-harassment and discrimination training
- Creation of implicit and unconscious bias training
- Offerings of trainings, workshops, and symposiums implemented
 - Access number of attendees at trainings and workshops
- A measured quantitative increase in speakers, social or other diversity events
 - A measured quantitative increase of attendees at speakers, social or other diversity events

Objective 5: Remove barriers to access for individuals with disabilities

Long-term Strategic Targets:

- Add disability-related competencies and content to courses
- Create an accessible alert dashboard showing construction barriers
- Improve wayfinding for individuals with disabilities

Metrics:

- 90% of university publications and announcements that are accessible
- 75% of university events which are captioned and described
- 50% of faculty incorporating Universal Design for Learning (UDL) concepts in their teaching
- 80% accessibility score through faculty actively using Blackboard ALLY
- 50% of universally designed buildings and environments
- 90% of university electronic forms and processes that are fully accessible
- Creation of an accessible campus map
- 75% of courses with disability-related competencies and content
- Creation of an accessible university events calendar
- A quantitative decrease in accessibility deficiencies on the university website found through scanning software

Objective 6: Increase community engagement around diversity

Long-term Strategic Targets:

- Hold community Inclusive Excellence speaker series on diversity topics
- Promote combined community and NAU events

Metrics:

- Increase in the number of diversity-centered events to which the community is invited
 - Increased number of participants from the Flagstaff and Northern Arizona community

- Establishment of diversity ambassadors
- Increase in the number of faculty, staff, and students engaging in diversity-centered community service
- Increase in the number of diversity-centered community partnerships

Priority 2:

Increase, Support, retain, and graduate underrepresented students

Objective 1: Recruitment and enrollment of underrepresented students

Long Term Strategic Targets:

- Increase support for financial aid through the NAU Foundation and non-NAU resources
- Participate in opportunities for recruitment at conferences

Metrics:

- ABOR 2025 Metrics –Educate
 - Undergraduate enrollment with demographics
 - Graduate enrollment diversity with demographics
 - Total Enrollment
- Progress toward NAU Demographics reflecting Arizona demographics
- Increased number of 2 + 2 programs with MSIs
- Universal student recruitment materials with diversity information
- An increase of 25% of diverse applicants that enroll
- An increase in financial aid awards to diverse students through NAU
- An increase in financial aid awards to diverse students from the NAU Foundation and sources outside of the university
- An increase in the number of recruitment representatives at conferences and meetings focused on underrepresented students.

Objective 2: Student support, retention and graduation from underrepresented populations

Long-term Strategic Targets:

- Increase student scholarships, travel, conference attendance, and study abroad opportunities for diverse students
- Ask each academic program to identify one or two external funding/ fellowship/ post-doc/career placement services available to underrepresented students in their discipline
- Support the application of students for external fellowship opportunities
- Partner with alumni affinity groups for student engagement and financial support

Metrics:

- ABOR 2025 Metrics –Educate
 - Freshman retention rate with demographics
 - 6-year graduation rate with demographics
- ABOR 2025 Metrics –Achieve

- Bachelor's degrees awarded with demographics
- Graduate degrees awarded with demographics
- Arizona community college transfers
- Relevant national demographics and statistics
- Increased number of students interacting with supportive Flagstaff communities
- Increased Institutional financial support for IMQ and other diversity resources.
- Institutional financial support for diverse student retention programs
- University-wide identification of external funding/fellowship/post-doc/career placement services available to underrepresented students in their discipline

Objective 3: Assess NAU as an emerging Hispanic Serving Institution

Metrics:

- Thorough institutional assessment and report to President on NAU's potential as a Hispanic Serving Institution.
- Diligent pursuit, if so determined, of HSI status premised on established infrastructure, support mechanisms and curriculum.

Priority 3:

Increase, support, retain and advance underrepresented faculty, staff, and administrators

Objective 1: Recruit underrepresented faculty, staff and administrators

Long term Strategic Targets:

- Partner with the Office of Alumni Engagement to develop and promote alumni affinity groups with whom to partner for diversity recruitment
- Partner with the NAU Foundation and University Advancement to increase opportunities for diversity-centered endowed positions, research funding, and visiting practitioners and scholars

Metrics:

- Statistical movement toward the demographics of faculty and staff mirroring the university student demographics across academic units.
- Active and consistent maintenance of affirmative Action Plan data by job group
 - Number of diverse applicants
 - number of diverse applicants compared to availability (labor statistics, Survey of Earned Doctorates)
 - Increased selection of diverse applicants as compared with majority groups
 - Increase in Hiring offers made to diverse applicants accepted.

Objective 2: Support, retain, and advance underrepresented faculty, staff and administrators

Long-term Strategic Targets:

- Partner with the NAU Foundation and University Advancement to increase opportunities for diversity-centered travel, and conference attendance by all academic units including faculty, staff and students.
- Provide incentives to partner with the Center for University Access and Inclusion on research around diversity, inclusion, access, and best practices
- Publish findings in scholarly journals that disseminate best practices and promote research into diversity and inclusion initiatives at NAU and beyond

Metrics:

- Increased retention rate for diverse staff, faculty and administrators
- Universal completion of new hire orientation
- Affirmative Action Plan data by job group
 - # of diverse employees transferred, promoted, or involuntarily terminated compared to majority group

Priority 4: Adopt accurate and reliable evaluation and assessment methods and metrics for all diversity and inclusion strategies and initiatives

Long-term Strategic Targets:

- Continual reiteration and development of best practices for dissemination of findings.
- Continual reiteration and development of mechanisms to enhance assessment strategies of the DSP.

Metrics:

- Progress toward universal Metrics incorporated for evaluation and assessment of DSP initiatives
- Communications in the form of publications and presentations

Priority 5: Establish transparent and universal paths of communication and responsibility for diversity and inclusion

Objective 1: Create a Culture of Shared Responsibility

Metrics:

- Incorporation of DSP strategies across all NAU units
- Mechanism established for DSP engagement at all levels.

Objective 2: Enable successful implementation of Diversity and Inclusion initiatives

Long Term Strategic Targets:

- Best Practices developed for institutional engagement in diversity and inclusion
- An institutional collection of Diversity and Inclusion Interventions readily accessible for implementation.

- Public dissemination of best practices in institutional incorporation of Diversity and Inclusion Initiatives.

Metrics:

- Creation of multiple intervention strategies.
- Standing intervention strategies for units to readily implement into their strategic plans and initiatives.

Objective 3: Provide transparent and effective communication

Metrics:

- Established and updated information at portal for continual dissemination



Commission on Diversity Awareness

10.

From: Jessica Foos, Human Resources Analyst

DATE: 07/13/2021

SUBJECT: **Partnerships**
County Boards and Commissions
City Boards and Commissions

STAFF RECOMMENDED ACTION:

Executive Summary:

Attachments

County Boards and Commissions
City Boards and Commissions

Coconino County
Boards/Commissions/Council
Training Oct. 30, 2017

Name	Board/Commission/Council
Susie Garretson	(3) Diversity Advisory Councils
Zach Schwartz	Board of Adjustments
Adam Hicks	Building and Safety Advisory Board
Michele Axlund	Community Action Agency Advisory Board
Cindy Wilson	Coconino Workforce Development Board
Krista Sedillo	Employee Appeals Board
Brandon Kavanagh	Industrial Development Authority & Pollution Control Board
Emily Eldridge	Library Board
Rhonda Cashman	NAIPTA Transit Advisory Committee
Mark Yarnell	Parks and Recreation Commission
Marty Hernandez	Planning and Zoning Commission
Kim Musselman	Commission on Trial Court Appointments Nominating Committee

**Coconino County
Boards/Commissions/Council
Training Oct. 30, 2017**

Contact Information/email		
sgarretson@coconino.az.gov - x 7135		
zschwartz@coconino.az.gov - x 8876		
ahicks@coconino.az.gov - x 8862		
maxlund@coconino.az.gov - x 7282		
cwilson@coconino.az.gov - 7416		
ksedillo@coconino.az.gov - x 7109		
bkavanagh@mwsowlaw.com - # 928-779-6951		
ecain@flagstaffpubliclibrary.org - # 928-213-2351		
rcashman@naipta.az.gov - #928-679-8922		
myarnall@coconino.az.gov - x 8007		
mhernandez@coconino.az.gov - x 8870		
kmusselman@coconino.az.gov - x		

APPENDIX A

NAME	TERMS	APP'D BY	AUTHORITY
Airport Responsible for reporting to the Council on the development of the Airpark and matters affecting the operation and efficiency of the airport.	3 yrs	Council	City Code: Title 2, Chapter 2-11
Audit Committee Meets at least once a year, to review the Annual Financial and Single Audit reports.	Indef.	Council	Res Nos. 1320, 2029, 2002-59
Beautification and Public Art Recommends expenditures from the BBB, community beautification projects, the purchase and installation of public art projects.	3 yrs	Council	City Code: Title 2, Chapter 2-14
Bicycle Advisory Committee Report to the City's Transportation Commission on issues related to planning for and accommodation of bicycles.	3 yrs	Transport Comm.	City Code: Title 2, Chapter 2-12
Board of Adjustment Holds hearings on request for variances and appeals of decision by the Zoning Code Administrator.	3 yrs	Council	ARS § 9-462.06 , City Code: Title 2, Chapter 2-10
Building and Fire Code Board of Appeals Holds hearings on appeals related to the application and interpretation of City building and fire codes.	5 yrs	Council	Res. 1565, 2001-42
Diversity Awareness Fosters mutual understanding, tolerance, respect, and awareness among all citizens; recognizing the different economic, cultural, social, religious, and ethnic groups within the City; cooperating in the development of educational programs dedicated to improving community relations and enlisting support of various groups to foster diversity awareness.	3 yrs	Council	City Code: Title 2, Chapter 2-08
Flagstaff Housing Authority Oversees the functions of the Housing Authority. The Authority implements the public housing programs.	4 yrs	Mayor	ARS § 36-1404.B City Code: Title 1, Chapter 1-13
Flagstaff Metro Plan Federally mandated organization responsible for planning and programming federal transportation funds in the region	2 yrs	Council	Intergovernmental Agreement

NAME	TERMS	APP'D BY	AUTHORITY
Housing Commission Makes recommendations with respect to housing policies, needs, and programs in Flagstaff.	3 yrs	Council	City Code: Title 2, Chapter 2-25
Heritage Preservation Advises the City Council on all matters relating to historic preservation, and reviews development projects in designated historic districts.	3 yrs	Council	City Code: Title 2, Chapter 2-19

Inclusion and Adaptive Living Expand educational opportunities; improve access to housing, buildings, and transportation; have greater participation in recreational, social, and cultural activities; encourage greater opportunity for employment and expand/strengthen rehabilitative programs and facilities	3 yrs	Council	City Code: Title 2, Chapter 2-18
Indigenous Commission Serves as an advisory board to City Council, makes recommendations with respect to certain policies, needs, issues, and methods in promoting the Strategic Plan and Recommendations accepted by City Council and furnishes the City Council with information through the Coordinator for Indigenous Initiatives.	3 yrs	Council	City Code: Title 2, Chapter 2-26
Industrial Development Authority Independent authority established by State law. Issue revenue bonds to projects eligible for financing under State statute.	6 yrs	Council	Resolution No. 1636
Library Board Serves as a citizen's advisory board to the Library Director.	3 yrs	Council	Intergovernmental Agreement
Open Spaces Advises the Council on the acquisition, management, use, restoration, enhancement, protection, and conservation of open space land within the City of Flagstaff.	3 yrs	Council	City Code: Title 2, Chapter 2-20
Parks and Recreation Makes recommendations to the Council regarding City parks and recreational programs, the annual budget and capital improvements for the Parks and Recreation Divisions.	3 yrs	Council	City Code: Title 2, Chapter 2-03
Pedestrian Advisory Committee Report to the City's Transportation Commission on issues related to planning for and accommodation of pedestrians.	3 yrs	Transport Comm.	Code, Title 2, Chapter 2-12
NAME	TERMS	APP'D BY	AUTHORITY
Personnel Board Conducts hearing to ensure due process for regular, classified employees who are dismissed, demoted, or suspended without pay.	4 yrs	Council	Ord. No. 971, 1041, 1116, 1146,
Planning and Zoning Serves as an advisory board to the Council on matters relating to the growth and physical development of the City. Conduct hearings on amendments to the Zoning Map, tentative subdivision plats, Conditional Use Permits.	3 yrs	Council	ARS § 9-461.02 City Code: Title 2, Chapter 2-01
PSPRS Board Processes membership and retirement applications from the Flagstaff police officers and firefighters.	4 yrs	Mayor	ARS § 38-847
Self-Insurance Trust Fund Board Administers the self-insurance program of the City.	2 yrs	Council	City Code: Title 1, Chapter 1-24
Sustainability Recommend and coordinates activities in concert with the Flagstaff Sustainability Program. Promotes sustainable practices in all spheres of life and educating Flagstaff citizens	3 yrs	Council	City Code: Title 2, Chapter 2-17
Tourism Develops, promotes, and maintains Flagstaff as a year-round destination with professional visitor services that will benefit the community economically, environmentally, and socially.	3 yrs	Council	City Code: Title 2, Chapter 2-13

Transportation Reviews requests for changes in traffic regulations and recommends traffic-related policies to the Council.	3 yrs	Council	City Code: Title 2, Chapter 2-12
Water Reviews extensions of the water and sewer collection systems, treatment and use of water furnished by the City, treatment and disposal of the City's sewage system effluent, and water/sewer rates.	3 yrs	Council	City Code: Title 2, Chapter 2-04
Youth In development		Council	