**NORTHERN ARIZONA UNIVERSITY**

Diversity Strategic Plan

DRAFT: Last Revised 5/6/2019

In a truly diverse and inclusive university environment, there is 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. Diverse perspectives are well represented in decision-making organically. There are sufficient resources and numbers of diverse individuals for all faculty, staff, and students to find communities within the university that support and sustain them through their studies and careers. Individuals confidently share their views and lived experiences, and are not expected to represent the views of others. Such a diverse and inclusive environment is the objective of the NAU Diversity Strategic Plan (DSP).

The DSP focuses and prioritizes the university’s attention and resources around diversity, inclusion, and a culturally competent environment for all, with particular attention to historically 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.”

This draft of the DSP represents where we are in the process at the end of AY 18-19. Early in the fall of 2019, this plan will be further refined with additional input from the university community. Once the DSP is final and approved, vice presidential (VP) divisions will be responsible for adopting priorities, procedures, and strategies that align with the DSP. Next, each college and department will prepare and implement its own DSP.

Discussions on how to achieve a more diverse and inclusive environment at NAU are ongoing. A dedicated team, starting with representatives of the university diversity commissions and interested stakeholders across campus, have been focusing on short and long-term strategies to achieve key goals and objectives. There are productive differences of opinion and perspective. There is some uncertainty as to whether the budget will allow for a significant investment in the work, and who will be responsible for implementing and improving the DSP. While there is not yet agreement on all issues, the process of creating a diversity strategic plan has proved invaluable for acknowledging developing a structure on which to build.

The planning process is occurring through the NAU Center for University Access and Inclusion (CUAI) and the President’s Diversity Fellow. Contact CUAI@nau.edu for more information.

**DSP Implementation Plan**

At the end of the initial DSP implementation process, each department and college will have prepared a uniquely relevant and meaningful DSP that aligns with its VP area’s DSP, and the university DSP. The anticipated implementation timetable is as follows:

**Summer 2019**

* Work closely with the President’s Diversity Fellow to define structure and roles for successful DSP completion and implementation
* Continued review and comments on proposed objectives, strategies, metrics and accountability by summer DSP task force members
* Determine which strategies are cost neutral and which strategies will need financial support
	+ Determine the amount of financial support necessary to achieve objectives
	+ Prioritize asks
* Make website improvements
* Send initial guidance and feedback form to VPs, Deans, Chairs, Directors and department heads

**Fall 2019**

* The draft DSP will be widely disseminated for forums and comment period
* University DSP implementation assistance groups (IAG) will be established through the Center for University Access and Inclusion to assist VP areas and their departments with creating and implementing their DSPs
	+ IAGs will consist of members from the DSP drafting group and task forces, diversity commissions, experts in diversity from across campus, and university leadership to provide initial and ongoing guidance and expertise to the campus community
* Each VP area will establish DSP implementation working groups (IWG) which will meet with IAG representatives for guidance in formulating DSPs and timetables
	+ Each VP area and its colleges or divisions and departments will work collaboratively to determine the number and structure of their IWGs to best meet their needs
	+ IWGs should consist of representatives from each VP area department and high ranking members of area leadership
	+ IWGs will meet periodically with the IWG’s of other VP areas to share information and for training and workshops
* Final approvals and DSP roll-out
* Guidance documents available for review
* VP’s create DSP containing VP priorities
* Determine structure and membership of the DSP Committee

**Spring 2020 and ongoing**

* Continued IAG assistance and workshops
* Department DSP development
* A DSP Committee will provide ongoing planning, implementation, and support consistent with the then established diversity leadership structure

Diversity Strategic Plan

## Vision

## A broadly diverse, inclusive, accessible, and culturally competent university community in which all can thrive.

## Goals

## Goal 1: Maintain a culturally competent community and accessible environment (Aligns with USP Goal 4 Objective 1)

## Goal 2: Increase, support, retain and graduate diverse and historically underrepresented students (Aligns with USP Goal 1 Objective 4)

**Goal 3:** **Increase, support, and retain diverse and historically underrepresented faculty, staff, and administrators** (Aligns with USP Goal 5 Objective 4)

**Goal 4:** **Adopt accurate and reliable assessment methods and metrics for all diversity and inclusion strategies and initiatives**

**Goal 5:** **Establish clear accountability and communication**

## 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.
* **Historically underrepresented groups**: Those diverse groups, identities, and communities that historically are underrepresented, underserved, or marginalized at institutions of higher education.
* **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 historically underrepresented individuals, groups, and communities.

**Goal 1:**

**Maintain a culturally competent community and accessible environment**

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

**Strategies (non-exhaustive list):**

**Years 1-3 and ongoing:**

* Publicize the university’s definition of and commitment to diversity and inclusion and the DSP planning process
* Construct a diversity statement for use on applications, recruitment and advertising materials, and syllabi statements
* Establish a web-based Diversity and Inclusion Dashboard containing:
	+ demographic data
	+ progress towards DSP goals and metrics
	+ a mechanism for feedback and suggestions for continuous improvement
	+ division and department diversity strategic plans
* Include link to *Diversity at NAU* prominently on the main page of the NAU website
	+ *Diversity at NAU* will provide one-stop access to diversity and inclusion information, events, statistics and resources, and access to the Dashboard
* Implement one or more nationally benchmarked campus diversity climate survey(s) to be administered periodically to all students, faculty, staff, and administrators to establish a baseline and measure progress towards goals
	+ disseminate results through the diversity commissions and the DSP Committee to inform ongoing diversity strategic planning
* Implement a mechanism 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
* Implement a mechanism for students to self-identify privately to the university as members of the disability community to better track recruitment, retention, and programming efforts
* Expand 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

**Years 4-7 and beyond:**

* Establish one or more multicultural campus community centers – places of learning and belonging

**Metrics:**

* # of IAGs functioning
* # of IWGs functioning
* # of divisional DSPs completed
* # of departmental DSPs completed
* *Diversity at NAU* link on NAU website home page and footer menu
* Implementation of the Diversity and Inclusion Dashboard
* Implementation of LGBTQIA and disability demographic self-identification processes
* Results of periodic campus climate surveys
* # of reporting processes reviewed and, if necessary, improved
* # of published materials that contain a diversity statement
* Awareness of NAU’s commitment to diversity
* # of recognitions and awards received by NAU for diversity-centered activity
* # of university student and employment processes that do not limit self-identification to the male/female gender binary

**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**

**Strategies (non-exhaustive list):**

**Years 1-3 and ongoing:**

* 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
* Faculty to inventory courses with diversity (as defined by the DSP) components and outcomes and begin to consider diversity-centered learning outcomes for remaining courses

**Years 4-7 and beyond:**

* Include diversity-centered learning outcomes in all courses

**Metrics:**

Student/Learning

* # of courses that meet the NAU diversity requirement
* # of courses that include diversity-centered learning outcomes (over and above those that count for U.S. ethnic diversity, global diversity)
* # of students taking courses with diversity-centered learning outcomes
* # of students engaging in diversity research
* # of students engaging in diversity service
* # of students in diversity-centered majors
* # of students in diversity-centered minors
* # of students engaging in diversity-centered training or workshops

Faculty and Staff

* # of faculty and staff engaged:
	+ with the university diversity commissions
	+ with the university diversity commissions as part of their job duties
* # of faculty and staff with job duties or expectations that involve diversity-centered activity
* # of faculty and staff reporting engaging in diversity activities in their self-appraisals/performance evaluation materials
* # of faculty engaged
	+ in diversity research/scholarship per their Statement of Expectations (SOE) or expectation document
	+ in teaching about diversity-centered topics within their fields per their SOE or expectation document
	+ in diversity service per their SOE or expectation document
* # of faculty and staff completing diversity and inclusion training
* # of faculty and staff participating in diversity and inclusion workshops, symposiums, or speaker events

Budget

* % of university, divisional, and department budget devoted to diversity-centered activities
* Amount 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**

**Strategies (non-exhaustive list):**

**Years 1-3 and ongoing:**

* Reward effective diversity-centered teaching in all disciplines
* Provide stipends and release time for diversity-centered activities
* Support involvement with university diversity commissions
* 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

**Years 4-7 and beyond:**

* Create opportunities for diversity fellows and professorships within each college
* Establish a diversity leadership program similar to the University Leadership Program
* Acknowledge diversity-centered engagement in faculty and staff awards

**Metrics:**

Students

* # of students receiving badging, awards, or other incentives for diversity-centered activity
* # of students getting extra credit for diversity-centered activity

Faculty and Staff

* # of faculty and staff engaged in diversity activities for which they receive stipends
* # of faculty and staff engaged in diversity activities for which they receive release time
* # of faculty and staff earning distinctions for taking or providing diversity-centered training and expanding curricular and co-curricular activities
* # of departments with diversity fellows, ambassadors, or professorships
* # of diversity fellows
* # of diversity ambassadors
* # of diversity professorships
* # of conference presentations about NAU diversity-centered activities

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

**Strategies (non-exhaustive list):**

**Years 1-3 and ongoing:**

* 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 a series of workshops for the NAU community that will provide the information individuals need to successfully engage as members of NAU’s diverse community, as well as model the values of the university. Include productive dialog, free speech and hate speech, implicit and unconscious bias, micro and macro aggressions, de-escalation and other topics as later identified
* Support 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

**Years 4-7 and beyond:**

* 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
* # of incoming students taking diversity and inclusion training before starting classes
* # of faculty, staff, and students completing Zone trainings
* # of faculty, staff, and students completing anti-harassment and discrimination training
* # of faculty, staff, and students completing implicit and unconscious bias training
* # of trainings, workshops, and symposiums offered
	+ # of attendees at trainings and workshops
* # of speakers, social or other diversity events
	+ # of attendees at speakers, social or other diversity events

**Objective 5: Remove barriers to access for individuals with disabilities**

**Strategies (non-exhaustive list):**

**Years 1-3 and ongoing:**

* 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

**Years 4-7 and beyond:**

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

**Metrics**

* % of university publications and announcements that are accessible
* % of university events which are captioned and described
* # of faculty incorporating Universal Design for Learning (UDL) concepts in their teaching
* # of faculty actively using Blackboard ALLY
* # of universally designed buildings and environments
* # of university processes that require non-electronic signatures and/or paper forms
* # of university electronic forms and processes that are not accessible
* Creation of an accessible campus map
* # of courses with disability-related competencies and content
* Creation of an accessible university events calendar
* # of accessibility deficiencies on the university website found through scanning software

**Objective 6: Increase community engagement around diversity**

**Strategies (non-exhaustive list):**

**Years 1-3 and ongoing:**

* 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

**Years 4-7 and beyond:**

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

**Metrics**

* # of diversity-centered events to which the community is invited
	+ # of participants from NAU and the community
* # of diversity ambassadors
* # of faculty, staff, and students engaging in diversity-centered community service
* # of new diversity-centered community partnerships

**Goal 2:**

**Increase, support, retain, and graduate diverse and historically underrepresented students**

**Objective 1: Recruit and enroll diverse and historically underrepresented students**

**Strategies (non-exhaustive list)**

**Years 1-3 and ongoing:**

* 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

**Years 4-7 and beyond:**

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

**Metrics:**

* Establish demographic targets
* ABOR 2025 Metrics –Educate
	+ Undergraduate enrollment with demographics
	+ Graduate enrollment diversity with demographics
	+ Total Enrollment
* Demographics of qualified Arizona residents
* Relevant national demographics and statistics
* # of 2 + 2 programs with MSIs
* # of student recruitment materials with diversity information
* % of diverse applicants that enroll
* Financial aid awards to diverse students through NAU
* Financial aid awards to diverse students from the NAU Foundation and sources outside of the university
* # of recruitment representatives at conferences

**Objective 2: Student support, retention and graduation**

**Strategies (non-exhaustive list)**

**Years 1-3 and ongoing:**

* Ensure that diversity retention best practices are incorporated and implemented within the university’s adopted Strategic Enrollment Management Plan
* Prepare for Hispanic Serving Institution (HSI) status at Flagstaff campus and bolster Yuma support programs
	+ Inventory existing programs and services
	+ Implement best practices for HSIs
		- Consider ACE fellow opportunity
	+ Broaden relationship with the Hispanic Association of Colleges and Universities (HACU)
* Implement best practices for other minority serving designations
* Expand support for IMQ and diversity-centered student engagement opportunities/resources
* Increase opportunities to interact with supportive Flagstaff communities
* Expand visibility of programs and services for diverse students
* Provide specific graduate student opportunities (assistantships, research, and commission work) to assist in diversity issues within areas that need help with their diversity initiatives
* Fund an institutional membership with the National Center for Faculty Development and Diversity which also serves graduate students
* Use the Council of Graduate Schools (CGS) as a resource for nationally-recognized diversity initiatives and trends in graduate education

**Years 4-7 and beyond:**

* Increase diversity and inclusion-centered student scholarships, travel, conference attendance, and study abroad opportunities
* Ask each academic program to identify one or two external funding/ fellowship/ post-doc/career placement services available to underrepresented students in their discipline (e.g. APA’s Minority Fellowship Program)
* 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
* IPEDS
* Relevant national demographics and statistics
* # of diverse students having international experiences or engagement
* # of students interacting with supportive Flagstaff communities
* Institutional financial support for IMQ
* # of diversity-centered GA positions
* Institutional financial support for diverse student retention programs
* # of programs identifying one or two external funding/fellowship/post-doc/career placement services available to underrepresented students in their discipline

**Goal 3:**

**Increase, support, and retain diverse and historically underrepresented faculty, staff, and administrators**

**Objective 1: Recruit diverse and historically underrepresented faculty, staff and administrators**

**Strategies (non-exhaustive list):**

**Years 1-3 and ongoing:**

Job Postings

* Craft job postings with language 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 applicants for all administrator, faculty, and designated professional and staff positions to provide a written statement about how they will contribute to NAU’s commitment to diversity

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 faculty of color 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

Recruitment and Advertising

* 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
* Establish recruitment teams at the division or department level responsible for comprehensive targeted outreach and recruitment of diverse applicants for staff 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

**Years 4-7 and beyond:**

* 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:**

* The extent to which the demographics of faculty and staff mirror the university student demographics
* Affirmative Action Plan data by job group
	+ # of diverse applicants
	+ # of diverse applicants compared to availability (labor statistics, Survey of Earned Doctorates)
	+ Selection rate of diverse applicants as compared with majority group
	+ Hiring offers made to diverse applicants
* Labor market census data
* IPEDS
* CUPA
* # of search committee members who have completed required training

**Objective 2: Support and retain diverse and historically underrepresented faculty, staff and administrators**

**Strategies (non-exhaustive list):**

**Years 1-3 and ongoing:**

* 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

**Years 4-7 and beyond:**

* Partner with the NAU Foundation and University Advancement to increase opportunities for diversity-centered travel, and conference attendance
* 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:**

* Retention rate for diverse staff, faculty and administrators
* % of new hires completing orientation
* Affirmative Action Plan data by job group
	+ # of diverse employees transferred, promoted, or involuntarily terminated compared to majority group

**Goal 4: (In Development)**

**Adopt accurate and reliable assessment methods and metrics for all diversity and inclusion strategies and initiatives**

**Objective 1: Determine how metrics will be collected, managed, synthesized, and published**

**Strategies (non-exhaustive list):**

**Years 1-3 and ongoing:**

* Assessment of progress toward goals
	+ 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 this plan and 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

**Years 4-7 and beyond:**

* TBD

**Metrics**

**Goal 5: (In Development)**

**Establish clear accountability and communication**

**Objective 1: Designate accountable positions at all levels of the university**

**Strategies (non-exhaustive list):**

**Years 1-3 and ongoing:**

* Establish and communicate that leadership at all levels are ultimately responsible for implementing the USP and DSP
* President
	+ Administrative
		- Executive team
		- Directors
		- Managers
		- Supervisors
* Academic Affairs
	+ Provost
		- Deans
		- Chairs
		- Directors

**Years 4-7 and beyond:**

* TBD

**Metrics**

* TBD

**Objective 2: Provide transparent and effective communication**

**Strategies (non-exhaustive list):**

**Years 1-3 and ongoing:**

* Engage University Marketing for support
* 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
	+ Post division and department DSPs
	+ Publish periodic reports for NAU community

**Resources and Guidance Documents to follow**

**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
* Native American Cultural Center
* Native American Student Services
* 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