Christopher Newport University

Strategic Plan
for
Diversity & Inclusion

Spring 2020

President's Council on Diversity & Inclusion

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Message from President Paul Trible

It is vitally important that our students live and learn and work on a campus that reflects Virginia and America and the world. The rich diversity of the people around us matters. So does what is in our hearts. We must inspire each other to engage with, learn from, and respect one another.

We are committed to a diverse community and a campus culture of inclusion, civility and compassion. We honor and care for every person. We stand together and support and encourage each other. We want everyone to feel welcomed and fully engaged in this community. We are a light in an increasingly dark world and that is what makes this place so special.

Building on our core values, I established a University Council on Diversity and Inclusion composed of students, faculty, administrators, board members and friends of the University – all committed to enhancing the recruitment and retention of underrepresented students, faculty and staff and to promote a campus culture of respect and kindness. We are grateful for the outstanding leadership of the Council by its founding chair, Brad Hunter, and we are inspired by the leadership of current chair, Sheriff Gabe Morgan.

The Council has devoted hundreds of hours to this important work and engaged in countless discussions. From this foundation, they developed our statement on diversity and inclusion and have now developed this Strategic Equity, Diversity and Inclusion Plan, the first in our institution's history. The plan is an important step forward, but much work remains. I ask you to read the initiatives we are undertaking and I urge you to join in this journey toward inclusive excellence.

Whether in my profession, law enforcement, or in higher education, or in our communities as a whole, we must treat each other with respect, understanding and compassion. I am proud of the work of the Christopher Newport Council on Diversity and Inclusion as we, together, promote and enhance a campus culture of civility, equity and inclusion.

The Council's Strategic Plan lays out an action agenda that calls for contributions from every part of the University. That is as it should be. Fostering a climate of kindness and inclusion requires everyone to be involved. It cannot be top down. So, I urge all who read this plan to look for ways you can be part of the solution. I also ask you to take a moment and tell us how we are doing and offer suggestions for what we can do better. The Council hosts an annual event where we welcome all on campus to learn about our activities and pitch in ideas for our consideration. There is no need to wait for that, though, so send us a note now - diversity.inclusion@cnu.edu.

This is an exciting time at Christopher Newport as the university celebrates the rich diversity of the people around us and identifies opportunities for all of us to come together to engage with and learn from one another. Let us continue that work and continue it together.

Introduction

This strategic plan for diversity, equity and inclusion, launched as we near our 60th year, is offered within the context of an imperfect institutional history reflected in the story of Walker's Green. A sweeping lawn on the edge of campus, Walker's Green is named in honor of William R. Walker whose house once stood on that ground. A local community leader, Walker initially opposed locating Christopher Newport College on Shoe Lane because it required the taking of lands from African-American families. However, he put his anger aside and emerged as a staunch supporter of the school, serving three terms on the Board of Visitors. From such strife and healing, a great university was born and now flourishes.

A hallmark of our university is our strong tradition of striving for excellence. President Trible and Council Chair Brad Hunter appointed a Strategic Planning Workgroup comprised of Council members about two years ago. The Workgroup drew inspiration from the newly adopted University Statement on Diversity and Inclusion:

The Christopher Newport University community engages and respects different viewpoints, understands the cultural and structural context in which those viewpoints emerge, and questions the development of our own perspectives and values, as these are among the fundamental tenets of a liberal arts education.
Accordingly, we affirm our commitment to a campus culture that embraces the full spectrum of human attributes, perspectives, and disciplines, and offers every member of the University the opportunity to become their best self.
Understanding and respecting differences can best develop in a community where members learn, live, work, and serve among individuals with diverse worldviews, identities, and values. We are dedicated to upholding the dignity and worth of all members of this academic community such that all may engage effectively and compassionately in a pluralistic society.

For more than a year, the Workgroup has concentrated its efforts on developing a strategic plan within the Inclusive Excellence framework. As you will read, the group identified five areas of focus: Climate and Relations; Recruitment, Retention and Engagement of Students, Faculty and Staff; Training and Education; Community Engagement; and Communications. For each, you will see goals, specific strategic actions and the offices responsible for implementation.

At the ceremonial unveiling of a marker describing the history of Walker's Green, President Trible noted that William R. Walker had been wronged by his neighbors but did not react with anger. "He chose to serve and lead and love this community. He helped lay the foundation for this great university and he helped build Newport News into a more vibrant, diverse and multicultural city. William Walker helped make the world better."

In that spirit, the Workgroup offers this plan as the guiding light in our ongoing efforts to inspire and enhance a diverse, equitable and inclusive environment for our entire campus community.

Approach/Methodology

For over two years, Council and Workgroup members have strived to sharpen their vision of what it means for a university to be diverse, equitable and inclusive. They gathered and analyzed institutional, state, and national data to formulate a collaborative strategy. This strategy enhances and broadens Christopher Newport's commitment to be a healthy, thriving environment for all. Each step of that process welcomed individual voices representing an array of interests, needs, and aspirations.

Clarifying Vision
The strategic journey began on May 1, 2017 with the support and encouragement of a diversity consultant Juan Johnson, a longtime executive at the Coca-Cola Company and the company's first Vice President for Diversity Strategy. He provided a learning and development session exploring the key concepts of strategic diversity management and the Inclusive Excellence framework. Participants included the Board of Visitors, faculty, staff, students, alumni, and community members. They identified key challenges, opportunities, and successes related to effective diversity, equity, and inclusion practices. This collective input provided the pivotal first steps in developing strategic priorities and led to a second, equally successful, visit by Johnson.

Gathering and Analyzing Data
Data collection has sharpened the Workgroup's view of national, state, and institutional issues and trends and established baselines for designing a comprehensive strategy. The Workgroup examined data ranging from population demographics, effective higher education recruitment and retention strategies to student surveys and campus inventories. The Diversity Council also included mechanisms for anonymous feedback and recommendations from the campus community. Data will continue to inform and guide the implementation stage.

Formulating the Diversity Mission and Strategy
Based on the Inclusive Excellence framework supported by the Workgroup's data analysis, the strategic plan is built on five pillars that align with the University's mission:

- **Climate and Relations** - the focus on an institutional culture and climate that honors diversity and demonstrates equitable and inclusive practices.

- **Recruitment and Retention of Students, Faculty, and Staff** - the focus on attracting, supporting and engaging a talented and diverse campus community.

- **Training and Education** - the focus on personal and professional development of skills related to diversity, equity, and inclusion.

- **Community Engagement** - the focus on enhancing Christopher Newport's priority of diversity, equity, and inclusion through meaningful partnerships with surrounding communities and organizations.

- **Communications** - the focus on strategically relaying and receiving information on activities and progress advancing the diversity, equity, and inclusion strategy.

The plan underscores the importance of office and individual responsibility for effective action. It outlines measures for continuous tracking and accountability. This is a document not to be read and shelved but to live and evolve.

University Goals

Goal 1: **Create and maintain a culture that is inclusive, welcoming and respectful of the various backgrounds and perspectives of the Christopher Newport community.**

Pathways:

1. Introduce the University Diversity and Inclusion Statement in new employee orientation by engaging in dialogue about what diversity means to them, and by having the employees identify actions and behaviors that can promote diversity and inclusion in their new role.

    Drivers: Office of Human Resources

2. Create a recognition program to highlight our students, faculty and staff who are doing work to advance diversity and inclusion on our campus.

    Drivers: Faculty Senate, Student Diversity and Equality Council, Office of Human Resources

3. Conduct inventory and identify University policies and procedures that relate to diversity and inclusion that promote a positive and respectful work environment.

    Drivers: University Policy Committee, Student Affairs

4. Review the University's mission and values statements, our traditions and symbols (e.g. images, art, language), and policies and procedures on an annual basis to ensure they continue to communicate the University's commitment to diversity and inclusion.

    Drivers: Offices of the President and Communications/Public Relations, University Policy Committee

5. Educate students and employees on University policies and procedures that relate to diversity and inclusion.

    Drivers: Offices of Human Resources, Provost, and Student Affairs

Goal 2: **Recruit, retain and engage students, faculty and staff whose diverse backgrounds and perspectives demonstrate the University's commitment to inclusive excellence.**

*Pathways for Students***:**

1. Recruitment
    a. Assess and analyze current, recent and future student population demographics to develop enrollment goals and admission recruitment strategies.

    Drivers: Office of Admission, Diversity and Inclusion Workgroup

b. Annually review and update admission communication strategy to maximize outreach to underrepresented students. Incorporate diversity and inclusion specific approaches for recruitment.

Drivers: Offices of Admission, Communications and Public Relations

c. Attract first-generation students and students from underrepresented groups through the establishment of programs like Community Captains.

Drivers: Offices of the President, Provost, and Admission

d. Include messaging and programming specific to diversity and inclusion within the recruitment and communication plan aimed at student support networks, i.e. parents, school officials, and community leaders.

Drivers: Offices of Admission and Communications/Public Relations

2. Engagement and Retention
   a. Assess and analyze current and past minority student attrition, retention and graduation rates to help strategically focus student success efforts.

   Drivers: Offices of Student Affairs, Student Success and Admission, Diversity and Inclusion Workgroup

   b. Investigate current mentoring and transition programs supporting underrepresented students, including first-generation college students and international students.

   Drivers: Offices of the Provost, Student Affairs and Student Success

   c. Expand support for student communities by establishing and maintaining strategic partnerships with faculty, staff, and community members.

   Drivers: Offices of the Provost and Student Affairs

   d. Expand support for student communities by establishing and maintaining strategic partnerships with alumni.

   Drivers: Offices of Alumni Relations, Student Affairs and Career Services

Pathways for Faculty and Staff:

1. Recruitment
   a. Identify current departmental methods used to pursue and market job opportunities to diverse communities, e.g. publications, conferences, professional organizations.

   Drivers: Office of Human Resources and Director of Faculty Recruitment

   b. Identify successful models of employee recruitment at other institutions and craft recruitment strategies based on these models.

   Drivers: Office of Human Resources, Director of Faculty Recruitment and Faculty Senate

c. Ensure search committees are comprised of members with diverse backgrounds and broad expertise in an effort to minimize unconscious and implicit biases throughout the search process.

    Drivers: Offices of the Provost and Human Resources

d. Educate and train search committees on unconscious and implicit biases and ways to overcome them.

    Drivers: Directors of Faculty Recruitment and Equal Opportunity, Office of Human Resources

e. Increase the number of minority candidate finalists in applicant pools by defining the position in broad terms, expanding the location of position announcements and utilization of minority networks (e.g. [Virginia Latino Higher Education Network - VALHEN).](#)

    Drivers: Offices of the Provost and Human Resources, Deans, Directors of Faculty Recruitment and Equal Opportunity, Search Committee Chairs

f. Require instructional faculty applicants to include how they support diversity and inclusion in their teaching and research, if applicable, in their application materials (e.g. narrative statement, teaching statement).

    Drivers: Office of the Provost, Deans, Director of Faculty Recruitment

2. **Engagement and Retention**
    a. Identify successful models of employee retention at other institutions and craft retention strategies based on these models.

        Drivers: Offices of the Provost and Human Resources, and Faculty Senate

    b. Maintain the instructional faculty mentoring program that matches current volunteer faculty with incoming faculty to ease their transition to life and work at Christopher Newport.

        Drivers: Faculty Mentoring Committee

    c. Encourage teaching and research that focuses on diversity and inclusion and multiculturalism.

        i.   Encourage the creation of new courses that specifically deal with issues of diversity, inclusion, and multiculturalism.

        ii. Recognize faculty research and creative activities that focus on diversity and inclusion through an excellence award (similar to the Faculty Excellence Award in Interdisciplinarity that was inaugurated in AY 2018-19.)

        iii. Create an annual showcase of faculty research and creative activities that focus on diversity and inclusion.

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iv. Encourage research and creative projects that focus on diversity and inclusion through the Summer Scholars Program.

Drivers: Offices of the Provost and Undergraduate Research and Creative Activity, Faculty Senate

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d. Develop an optional teaching workshop that focuses on how instructional faculty can foster an inclusive environment in their classroom and engage students of diverse backgrounds more effectively.

Drivers: Center for Effective Teaching

e. Expand the staff onboarding process to create and include a peer Ambassador program.

Drivers: Office of Human Resources

f. Periodically remind faculty and staff of employment benefits, such as Tuition Waivers and Tuition Reimbursement opportunities.

Drivers: Office of Human Resources

g. Expand and enhance internal staff professional development opportunities.

Drivers: Office of Human Resources

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Goal 3: **Provide comprehensive education, training, and professional development programs for faculty and staff, inclusive of curricular and co-curricular activities/programs/courses, in an effort to enrich skill sets, better educate our students, and work more effectively with one another.**

*Pathways***:**

1. Establish a budget to support diversity and inclusion education, training and professional development of students, faculty and staff.

   Drivers: Board of Visitors, Offices of the President, Provost, Strategy and Planning, and the Budget Advisory Committee

2. Conduct an inventory on what diversity, inclusion and cultural literacy principles are currently included in the curriculum for students.

   Drivers: Faculty Senate, Academic Department Chairs

3. Conduct an inventory on what diversity, inclusion and cultural competency principles are currently offered to staff employees.

   Drivers: Offices of Human Resources and Student Affairs

4. Create a list of experts at the University whose research and teachings are focused on Diversity and Inclusion.

   Drivers: Faculty Senate

5. Develop incentives in the form of certificates or other recognitions to promote the participation in personal and professional development programs related to diversity, equity and inclusion.

   Drivers: Offices of Human Resources and Student Affairs

6. Include training and awareness opportunities for students and faculty throughout the academic year, but strategically timed. For example, Welcome Week. (skill based - high level)

   Drivers: Offices of the Provost, Strategy and Planning, and Student Affairs

7. Establish lecture series, brown-bag lunches and other opportunities to bring students, faculty and staff together to take deeper dives into the broad spectrum of diversity and inclusion.

   Drivers: Offices of Strategy and Planning and Student Affairs

Goal 4: **Expand community engagement and local community connections.**

*Pathways***:**

1. Assess and analyze current community partnerships related to service, research and business.

   Drivers: Offices of the Provost and Student Affairs, Center for Community Engagement, and Athletics

2. Establish unique networking, shadowing, development opportunities and other experiences with community organizations and persons to build collaborative relationships that benefit both the university and community.

   *Drivers***:** Center for Community Engagement, Council on Diversity and Inclusion

3. Expand university presence and support of local and regional events and ceremonies promoting diversity and community. For example, festivals, city observances, and recognition programs.

   Drivers: Center for Community Engagement and Office of Communications and Public Relations

Goal 5: **Effectively communicate the University's efforts to increase diversity and inclusion on our campus.**

*Pathways***:**

1. Clearly define and publicize the University's commitment to diversity and inclusion through use of websites, social media platforms, public displays, and newsletters.

    *Drivers***:** Offices of Communications and Public Relations, Strategy and Planning and Student Affairs

2. Guide student groups and other organizations affiliated with the University in promoting diversity and inclusion through their communications.

    *Drivers***:** Offices of Communications and Public Relations and Student Affairs

3. Seek a broad array of alumni leading lives of significance for the Inspiring Leadership initiative.

    *Drivers***:** Offices of Communications and Public Relations and Advancement

Council on Diversity and Inclusion Charter

Mission

The Council on Diversity and Inclusion promotes and supports diversity as a strength and essential component of academic excellence. The Council encourages a culture that is inclusive and respectful of the various backgrounds and cultures of the Christopher Newport community; that fosters an open and supportive teaching, learning, and working environment; that facilitates a diverse and pluralistic campus community that is affirming, safe, and welcoming for all; and that advances diversity strategies, goals and actions that support the University's mission and values.

Scope and Responsibilities

The Christopher Newport University Council on Diversity and Inclusion serves in an advisory capacity to the University's President and works to ensure that diversity remains central to the excellence of Christopher Newport. Responsibilities of Council members include:

> Identifying and recommending thoughtful and proactive strategies and goals to recruit, retain and engage students, faculty and staff whose diverse backgrounds, perspectives, and common purpose will guide the University toward inclusive excellence.

> Encouraging dialogue and improving understanding about diversity, inclusion, and equality;

> Fostering respect for all students, faculty, and staff;

> Monitoring and reporting on progress toward achieving strategic diversity goals; and

> Reviewing and revising, as needed, student, faculty and staff recommendations regarding University diversity goals and strategies.

Recommendations of the Council, when approved by the President, will then be implemented by the appropriate subject matter experts at Christopher Newport. The Council will work with subject matter experts to communicate, promote and support diversity and inclusion practices that align with Christopher Newport's mission and serve the greater good of all its constituents.

Membership

The Council on Diversity and Inclusion is a broadly diverse advisory and leadership team with a shared dedication to academic excellence and equity. Membership on the Council provides an opportunity to review and promote critical diversity issues, to identify and communicate best practices, and to provide advice and recommendations regarding diversity planning.

All members of the Council must demonstrate a commitment to diversity and inclusion and be knowledgeable and supportive of the University's mission.

The Council shall include two members of the Board of Visitors, appointed by the Rector, and a representative group of students, faculty, staff and friends of the University, appointed by the President.

Members will serve staggered terms with the first group split to serve two and three year terms determined randomly. Thereafter, members will rotate off after serving two years. Members may be reappointed by the President to serve a second term. Members may be reappointed after being off the Council for two years.

Members of the Council on Diversity and Inclusion receive an official University appointment on behalf of the President of Christopher Newport University. The President of the University appoints a member of the Board of Visitors to chair the Council. The chair will serve a term of two years and may be reappointed once by the President.

The Council shall meet quarterly. Decisions of the Council shall be guided by majority vote, with quorum defined as one more than half the total number of Council members.

Expectations of Council members include the following:

> Attending and actively participating in all meetings;

> Respecting differences of opinion and the perspectives of others;

> Serving as liaisons for specified units or functional areas;

> Periodically reviewing progress on University diversity initiatives; and

> Incorporating an understanding of diversity-related concerns into the operation of the University.

The work of the Council will find its greatest power and influence in speaking with a single voice. Members are therefore encouraged to exercise discretion when sharing preliminary materials or discussing the Council's work outside of Council meetings, unless otherwise deemed appropriate by the Council as a whole or as required by law.

Desired Outcomes

The Council on Diversity and Inclusion will develop a strategic plan that will contribute to a campus culture where all students, faculty and staff are treated with fairness and respect.

The University community will recognize the benefits of bringing together diverse perspectives, talents and backgrounds to achieve academic excellence.

Council on Diversity and Inclusion 2019-20 Membership Roster

Instructional Faculty

Jana Adamitis	July 2018 - June 2021 (3)
Pat Hopkins	July 2018 - June 2020 (2)
Brian Puaca	July 2018 - June 2020 (2)
Anton Siochi	July 2018 - June 2021 (3)

(Tatiana Rizova* serves on the Workgroup. She will join the full Council
when Brian Puaca rotates off in June 2020.)

Students

Destiny Coleman	July 2019 - June 2020 (1)
Ahmad Frej	July 2019 - June 2020 (1)
Ashley McHenry*	July 2019 - June 2020 (1)
Kyara Rivera	July 2019 - June 2020 (1)
Henry Womble	July 2019 - June 2020 (1)

Alumni and/or Community Member

Chelsea Henderson*	July 2018 - June 2020 (2)
Thad Holloman	July 2018 - June 2020 (2)
Bill Thomas	July 2018 - June 2021 (3)

Board of Visitors

Brad Hunter	July 2018 - June 2020 (2)
Gabe Morgan, Chair	July 2018 - June 2021 (3)

Administrative and Support Staff

Bill Brauer	July 2018 - June 2020 (2)
Curtis Davidson	July 2018 - June 2021 (3)
Vidal Dickerson**	July 2018 - June 2021 (3)
Dave Doughty*	July 2018 - June 2020 (2)
Lisa Duncan Raines	July 2018 - June 2020 (2)
Carrie Gardner	July 2018 - June 2021 (3)
Kevin Hughes	July 2018 - June 2021 (3)
Rob Lange*	July 2018 - June 2020 (2)
Cindi Perry*	July 2018 - June 2020 (2)
Jennifer Latour**	July 2018 - June 2021 (3)

* Also serve on the D&I Strategic Planning Workgroup
** Serve as co-Chairs, D&I Strategic Planning Workgroup

Appendix 3
University Statement on Diversity and Inclusion

Published November 1, 2018:

The Christopher Newport University community engages and respects different viewpoints, understands the cultural and structural context in which those viewpoints emerge, and questions the development of our own perspectives and values, as these are among the fundamental tenets of a liberal arts education.

Accordingly, we affirm our commitment to a campus culture that embraces the full spectrum of human attributes, perspectives, and disciplines, and offers every member of the University the opportunity to become their best self.

Understanding and respecting differences can best develop in a community where members learn, live, work, and serve among individuals with diverse worldviews, identities, and values. We are dedicated to upholding the dignity and worth of all members of this academic community such that all may engage effectively and compassionately in a pluralistic society.

Advancement of Diversity and Inclusion on Campus

The Council on Diversity and Inclusion spotlights and applauds these steps, small and large, to advance diversity and inclusion at Christopher Newport University

Through January 2019:

- The Council on Diversity & Inclusion, chaired by a Board of Visitors member, and made up of faculty, staff, students, community and Board members, meets regularly.

- President Trible authored an op-ed supporting diversity and inclusion goals that was published in the Richmond Times-Dispatch.

- University Police helped Williamsburg House of Mercy provide Thanksgiving assistance to low income residents.

- The University launched the Community Captains program with NNPS to prepare first generation and low socioeconomic level high school students for college and began a fundraising campaign to reduce cost of attendance.

- Diversity and inclusion as values of the University have been added to orientation for every new employee and the statement was included in many position postings.

- Initiated planning for MLK Day 2020 to include pausing classes for a variety of events.

- A University vice president directs diversity and inclusion initiatives, a special assistant focuses on this work full-time and the effort receives significant financial support.

- A message on the importance of diversity is now part of the President's remarks at signature events.

- About 60 faculty/staff members have taken Safe Zone Training and are open to talking about and being supportive of LGBTQ individuals and identities.

- The University partnered with Hired Hands - an organization that prepares persons with disabilities for competitive jobs that add satisfaction and purpose to their lives.

- The first Jewish Studies faculty member with a named professorship has been hired and began teaching in fall 2019.

- The University has solidified its record as a statewide pacesetter in procuring goods and services through Virginia's Small, Women-owned, and Minority-owned Business (SWaM) certification program.

Since January 2019:

- Student Affairs Special Assistant represented the university, speaking about interfaith cooperation at public universities, at the national conference of the Interfaith Youth Core in September 2019 in Chicago.

- The University has partnered with the Virginia Center for Inclusive Communities to bring programming and workshops to the campus community.

- The Center for Community Engagement facilitated an open conversation exploring equality and unity strengthened by diversity. The purpose of this conversation is to encourage respectful and impactful dialogue among members of our community who represent a variety of social, economic, religious and political backgrounds, in hopes of establishing common ground upon which together we can create a more compassionate and unified society.

- Admission launched the "Find Your Community" video that emphasized for prospective students the rich array of opportunities that appeal to diverse groups; became a member in the Coalition for College, an alliance of more than 150 top colleges and universities that work together to improve access to education for first generation students.

- Represented the University in prominent regional magazines with ads that featured African American student Edward Benton and purchased ads for the Master of Financial Analysis program in the Hampton University (an HBCU) student newspaper.

- Featured the Martin Luther King Jr. Day events and Black History Month events in the University's primary social media channels. Featured same-sex marriages in Voyages, the University's signature alumni publication.

- Dedicated Walker's Green and an accompanying historic marker to permanently acknowledge the decision by the City of Newport News to build Christopher Newport College, thwarting hopes for an African American neighborhood on the land.

- Placed articles about the Community Captains in the Daily Press and joined Newport News Public Schools in refreshing communications to advance that program.

- Establishment and Launch of the Collegiate Women's Network - an inclusive community for women at Christopher Newport University dedicated to providing resources and support across campus, and to generating an atmosphere of intergenerational, interdisciplinary, and intercultural diversity and empowerment.

Appendix 5

Undergraduate Student Race/Ethnicity Demographics

Race/Ethnicity	2018 #	2018 %	2017 #	2017 %	2016 #	2016 %	2015 #	2015 %
White	3,654	75%	3,724	75%	3,682	75%	3,747	74%
Black or AA	316	7%	357	7%	378	8%	403	8%
Hispanic or Latino	278	6%	261	5%	236	5%	228	5%
Asian	150	3%	132	3%	131	3%	136	3%
Two or More	266	5%	249	5%	232	5%	228	5%
AI or AN	12	<1%	11	<1%	21	<1%	18	<1%
NH or PI	4	<1%	5	<1%	4	<1%	3	<1%
Non-Resident	17	<1%	17	<1%	19	<1%	21	<1%
Not Disclosed	160	3%	198	4%	227	5%	257	5%
Totals	**4,857**	**100%**	**4,954**	**100%**	**4,930**	**100%**	**5,051**	**100%**

Source: IPEDS

Instructional Faculty Race/Ethnicity Demographics

Full Time Instructional Faculty

Race/Ethnicity	2018		2017		2016		2015	
	#	%	#	%	#	%	#	%
White	241	85%	238	85%	238	86%	230	84%
Black or AA	9	3%	10	4%	12	4%	13	5%
Hispanic or Latino	3	1%	3	1%	7	3%	4	1%
Asian	13	5%	13	5%	19	7%	12	4%
Two or More	---	---	---	---	---	---	---	---
AI or AN	---	---	---	---	---	---	1	<1%
NH or PI	---	---	---	---	---	---	---	---
Non-Resident	16	6%	15	5%	---	---	15	5%
Not Disclosed	---	---	---	---	---	---	---	---
Totals	282	100%	279	100%	276	100%	275	100%

Part Time Instructional Faculty

Race/Ethnicity	2018		2017		2016		2015	
	#	%	#	%	#	%	#	%
White	154	84%	139	82%	139	82%	144	85%
Black or AA	9	5%	10	6%	8	5%	15	9%
Hispanic or Latino	7	4%	6	4%	8	5%	---	---
Asian	7	4%	7	%	10	6%	5	3%
Two or More	---	---	---	---	---	---	---	---
AI or AN	1	1%	1	1%	---	---	1	1%
NH or PI	---	---	---	---	---	---	---	---
Non-Resident	3	2%	4	2%	2	1%	2	1%
Not Disclosed	2	1%	2	1%	2	1%	3	2%
Totals	183	100%	169	100%	169	100%	170	100%

Source: IPEDS

Staff Race/Ethnicity Demographics

Full Time Staff

Race/Ethnicity	2018 #	2018 %	2017 #	2017 %	2016 #	2016 %	2015 #	2015 %
White	201	45%	207	48%	214	49%	215	49%
Black or AA	219	49%	201	47%	202	47%	203	47%
Hispanic or Latino	15	3%	11	3%	10	2%	10	2%
Asian	8	2%	7	2%	5	1%	6	1%
Two or More	3	1%	2	<1%	---	---	---	---
AI or AN	2	<1%	2	<1%	2	<1%	1	<1%
NH or PI	---	---	---	---	---	---	---	---
Non-Resident	---	---	---	---	---	---	---	---
Not Disclosed	---	---	---	---	---	---	---	---
Totals	448	100%	430	100%	434	100%	435	100%

Full Time Administrative and Professional Staff

Race/Ethnicity	2018 #	2018 %	2017 #	2017 %	2016 #	2016 %	2015 #	2015 %
White	209	88%	209	90%	191	90%	203	91%
Black or AA	22	9%	18	8%	18	8%	17	8%
Hispanic or Latino	2	1%	2	1%	3	1%	2	1%
Asian	---	---	1	<1%	1	<1%	1	<1%
Two or More	4	2%	1	<1%	---	---	---	---
AI or AN	---	---	---	---	---	---	---	---
NH or PI	---	---	---	---	---	---	---	---
Non-Resident	---	---	---	---	---	---	---	---
Not Disclosed	---	---	---	---	---	---	---	---
Totals	237	100%	231	100%	213	100%	223	100%

Hourly/Wage Staff

Race/Ethnicity	2018 #	2018 %	2017 #	2017 %	2016 #	2016 %	2015 #	2015 %
White	53	39%	47	33%	52	38%	53	38%
Black or AA	68	50%	81	57%	77	56%	79	57%
Hispanic or Latino	2	1%	2	1%	1	1%	1	1%
Asian	5	4%	5	4%	5	4%	4	4%
Two or More	5	4%	2	1%	---	---	---	---
AI or AN	1	1%	2	1%	1	1%	---	---
NH or PI	---	---	---	---	---	---	---	---
Non-Resident	2	1%	2	1%	2	1%	1	1%
Not Disclosed	---	---	---	---	---	---	---	---
Totals	136	100%	141	100%	138	100%	138	100%

Source: IPEDS

Undergraduate Retention Rates by Race/Ethnicity Demographics

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total # of Full-Time Freshmen	**1276**	**1228**	**1224**	**1228**	**1293**	**1228**
	87%	87%	86%	88%	87%	84%
Full-Time Freshmen by First Generation and Race						
First Generation	**275**	**unavailable**	**227**	**270**	**256**	**211**
	83%	n/a	84%	88%	74%	81%
White	**950**	**939**	**886**	**935**	**988**	**957**
	88%	88%	86%	89%	87%	84%
African American	**92**	**105**	**94**	**71**	**83**	**60**
	78%	88%	80%	86%	83%	83%
Hispanic	**65**	**59**	**38**	**74**	**89**	**66**
	82%	93%	95%	84%	87%	83%
American Indian	**5**	**2**	**7**	**6**	**.**	**4**
	60%	50%	86%	83%	.	75%
Asian	**37**	**28**	**38**	**28**	**40**	**42**
	89%	79%	84%	82%	93%	86%
Multi-race	**57**	**62**	**54**	**62**	**69**	**77**
	86%	81%	89%	82%	88%	86%
Native Hawaiian	**2**	**1**	**1**	**2**	**2**	**1**
	50%	0%	0%	100%	0%	100%
Unknown	**65**	**27**	**100**	**43**	**20**	**15**
	86%	85%	90%	91%	90%	87%

Source: IPEDS

Undergraduate Graduation Rates by Race/Ethnicity Demographics

		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
# of Full-Time Freshmen		**1150**	**1243**	**1376**	**1276**	**1228**	**1224**
Graduation Rate	4 year	63%	63%	63%	68%	70%	66%
	5 year	74%	73%	71%	77%	78%	
	6 year	75%	75%	72%	78%		

Full-Time Freshmen by First Generation and Race							
First Generation		**248**	**unavailable**	**unavailable**	**275**	**unavailable**	**227**
Graduation Rate	4 year	64%	n/a	n/a	67%	n/a	64%
	5 year	75%	n/a	n/a	76%	n/a	
	6 year	77%	n/a	n/a	77%		

White		**890**	**970**	**1025**	**950**	**939**	**886**
Graduation Rate	4 year	66%	65%	65%	70%	73%	67%
	5 year	76%	74%	72%	79%	80%	
	6 year	76%	75%	73%	80%		

African American		**102**	**95**	**101**	**92**	**105**	**94**
Graduation Rate	4 year	43%	53%	46%	56%	56%	52%
	5 year	60%	69%	61%	69%	73%	
	6 year	61%	70%	61%	69%		

Hispanic		**65**	**64**	**59**	**65**	**59**	**38**
Graduation Rate	4 year	63%	61%	66%	69%	66%	76%
	5 year	75%	73%	76%	70%	80%	
	6 year	78%	77%	78%	73%		

American Indian		**1**	**.**	**5**	**5**	**2**	**7**
Graduation Rate	4 year	100%	.	100%	60%	0%	14%
	5 year	100%	.	100%	60%	0%	
	6 year	100%	.	100%	60%		

Source: IPEDS

Appendix 10
Mid-Year Student Assessment (MYSA) Survey Data

Question: The Christopher Newport campus environment is welcoming and supportive of ALL diverse backgrounds, ideas and beliefs.

Fall 2019 Freshman Class Responses
[Response Rate = 22%]

Self-Reported Race/Ethnicity	Strongly Agree #	Strongly Agree %	Agree #	Agree %	Somewhat Agree #	Somewhat Agree %	Neutral #	Neutral %	Somewhat Disagree #	Somewhat Disagree %	Disagree #	Disagree %	Strongly Disagree #	Strongly Disagree %	Total Respondents #	Total Respondents %
American Indian or Alaska Native	2	2.2%	0	0.0%	1	1.7%	1	5.0%	0	0.0%	0	0.0%	0	0.0%	4	1.4%
Asian	2	2.2%	3	3.3%	5	8.6%	1	5.0%	1	7.1%	1	20.0%	1	50.0%	14	5.0%
Black or African American	5	5.6%	4	4.4%	6	10.3%	2	10.0%	0	00.0%	1	20.0%	0	00.0%	18	6.5%
Hispanic	5	5.6%	3	3.3%	3	5.2%	5	25.0%	0	0.0%	0	0.0%	0	0.0%	16	5.8%
Multiracial	4	4.5%	4	4.4%	2	3.4%	0	0.0%	2	14.3%	0	00.0%	0	0.0%	12	4.3%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	1	1.1%	3	3.3%	1	1.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	1.8%
White	70	78.7%	74	81.3%	40	69.0%	11	55.0%	11	78.6%	3	60.0%	1	50.0%	210	75.3%
Total	89	100.0%	91	100.0%	58	100.0%	20	100.0%	14	100.0%	5	100.0%	2	100.0%	279	100.0%
Overall Responses		31.9%		32.6%		20.8%		7.2%		5.0%		1.8%		0.7%		

Fall 2018 Freshman Class Responses
[Response Rate = 41%]

Self-Reported Race/Ethnicity	Strongly Agree #	Strongly Agree %	Agree #	Agree %	Somewhat Agree #	Somewhat Agree %	Neutral #	Neutral %	Somewhat Disagree #	Somewhat Disagree %	Disagree #	Disagree %	Strongly Disagree #	Strongly Disagree %	Total Respondents #	Total Respondents %
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	6	3.8%	5	2.3%	4	6.9%	2	6.3%	0	0.0%	1	12.5%	0	0.0%	18	3.6%
Black or African American	2	1.3%	11	5.0%	7	12.1%	1	3.1%	2	10.5%	0	0.0%	3	50.0%	26	5.2%
Hispanic	7	4.5%	10	4.6%	4	6.9%	4	12.5%	0	0.0%	0	0.0%	0	0.0%	25	5.0%
Multiracial	6	3.8%	12	5.5%	5	8.6%	2	6.3%	5	26.3%	1	12.5%	0	0.0%	31	6.2%
Native Hawaiian or Pacific Islander	0	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	136	86.6%	180	82.2%	38	65.5%	23	71.9%	12	63.2%	6	75.0%	3	50.0%	398	79.8%
Total	157	100.0%	219	100.0%	58	100.0%	32	100.0%	19	100.0%	8	100.0%	6	100.0%	499	100.0%
Overall Responses		31.5%		43.9%		11.6%		6.4%		3.8%		1.6%		1.2%		

Source: Division of Enrollment and Student Success

Fall 2017 Freshman Class Responses
[Response Rate = 32%]

Self-Reported Race/Ethnicity	Strongly Agree		Agree		Somewhat Agree		Neutral		Somewhat Disagree #		Disagree		Strongly Disagree #		Total Respondents	
	#	%	#	%	#	%	#	%	%		#	%	%		#	%
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	4	3.0%	7	4.1%	3	4.8%	1	3.7%	1	10.0%	0	0.0%	0	0.0%	16	3.8%
Black or African American	6	4.4%	7	4.1%	4	6.3%	2	7.4%	2	20.0%	0	0.0%	1	16.7%	22	5.3%
Hispanic	1	0.7%	2	1.2%	3	4.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	1.4%
Multiracial	13	9.6%	16	9.3%	6	9.5%	3	11.1%	0	0.0%	0	0.0%	1	16.7%	39	9.4%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	2	1.5%	1	0.6%	1	1.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	1.0%
White	109	80.7%	139	80.8%	46	73.0%	21	77.8%	7	70.0%	4	100.0%	4	66.7%	330	79.1%
Total	135	100.0%	172	100.0%	63	100.0%	27	100.0%	10	100.0%	4	100.0%	6	100.0%	417	100.0%
Overall Responses	32.4%		41.2%		15.1%		6.5%		2.4%		1.0%		1.4%			

Fall 2016 Freshman Class Responses
[Response Rate = 54%]

Self-Reported Race/Ethnicity	Strongly Agree		Agree		Somewhat Agree		Neutral		Somewhat Disagree #		Disagree		Strongly Disagree #		Total Respondents	
	#	%	#	%	#	%	#	%	%		#	%	%		#	%
American Indian or Alaska Native	0	0.0%	1	0.0%	0	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	2	1.0%	3	1.2%	4	3.8%	2	3.9%	1	2.9%	0	0.0%	1	12.5%	13	1.9%
Black or African American	10	4.9%	13	5.0%	5	4.7%	2	3.9%	6	17.6%	1	16.7%	4	50.0%	41	6.1%
Hispanic	11	5.4%	18	6.9%	6	5.7%	5	9.8%	4	11.8%	1	16.7%	1	12.5%	46	6.9%
Multiracial	5	2.5%	10	3.8%	10	9.4%	5	9.8%	3	8.8%	2	33.3%	0	0.0%	35	5.2%
Native Hawaiian or Pacific Islander	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	7	3.4%	5	1.9%	1	0.9%	2	3.9%	0	0.0%	0	0.0%	0	0.0%	15	2.2%
White	168	82.4%	210	80.8%	80	75.5%	34	66.7%	20	58.8%	2	33.3%	2	25.0%	516	77.1%
Total	204	100.0%	260	100.0%	106	100.0%	51	100.0%	34	100.0%	6	100.0%	8	100.0%	669	100.0%
Overall Responses	30.5%		38.9%		15.8%		7.6%		5.1%		0.9%		1.2%			

Source: Division of Enrollment and Student Success