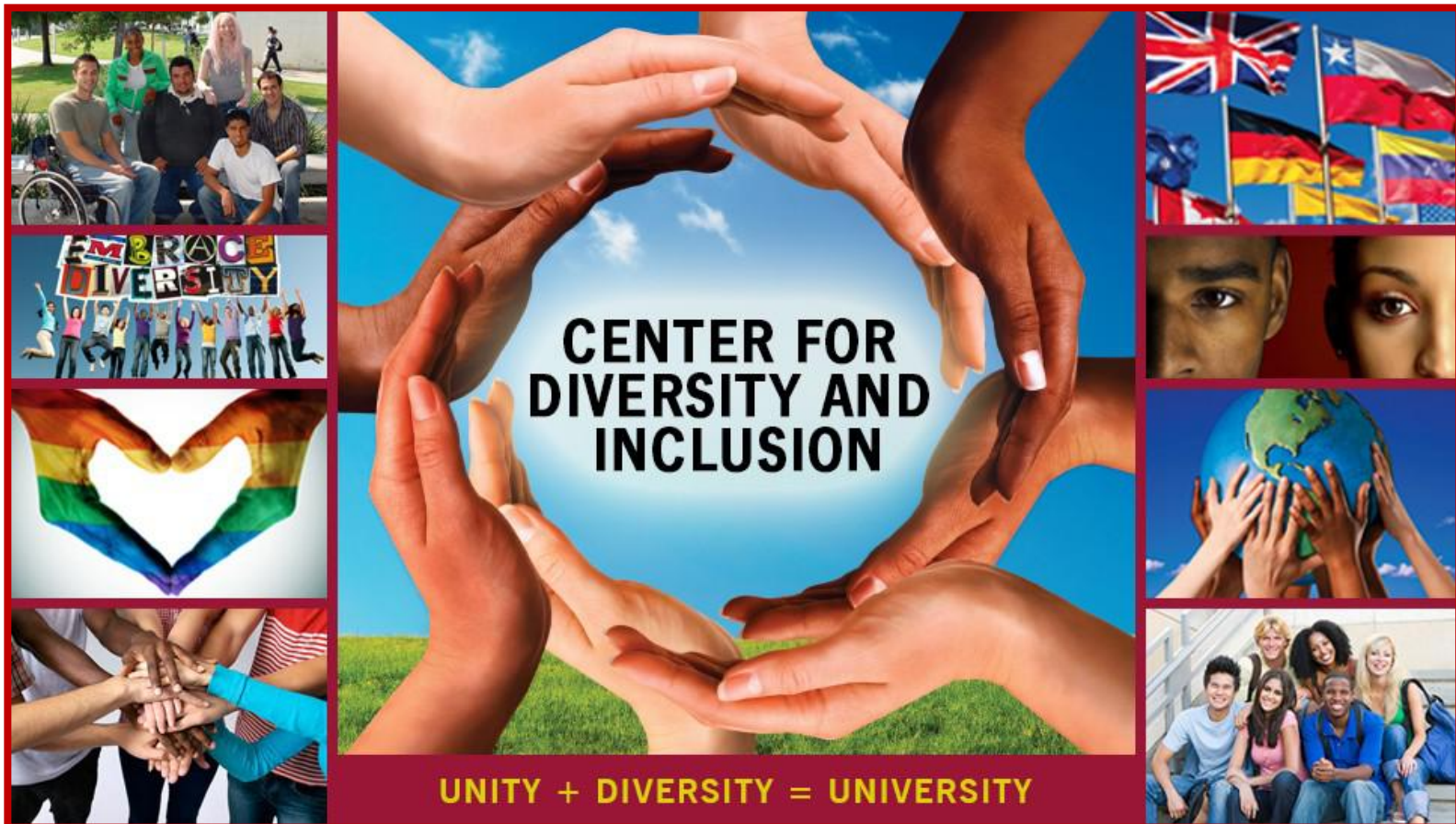


CENTER FOR DIVERSITY AND INCLUSION
Annual Report | 2018-2019



SUBMITTED BY DR. PAMELA PRUITT

DIRECTOR

CENTER FOR DIVERSITY AND INCLUSION

JUNE 1, 2019



CENTER FOR
 DIVERSITY AND INCLUSION

Unity + Diversity = University



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MESSAGE FROM THE DIRECTOR



Dr. Pamela Pruitt

In support of the Student Affairs Strategic Plan, which identifies diversity, equity, and inclusion as one of its four pillars, Rider's commitment in expanding its efforts to support underrepresented, marginalized, and underresourced students has become evident. Building a better multicultural understanding and appreciation of students, the Office of Multicultural Affairs' name was changed to the Center for Diversity and Inclusion (CDI), effective June 1, 2018. Additionally, an inaugural position of assistant director for CDI was created and filled by June 1. This position held by Jonathon Sun, adds to the personnel resources to meet the students' needs and will report to the Director, Dr. Pamela Pruitt. A full implementation plan to design, fund, and build a physical Center for Diversity and Inclusion within the Bart Luedeke Center are underway.

Viewing a world of unique characteristics that distinguish individuals, visibly and invisibly, from one another, whose values are intrinsically representative of each person, and who come from a wide array of demographic and philosophical differences, CDI welcomes all identities. The dimensions of diversity may include, but are not limited to: age, economically disadvantaged or underresourced, education, gender and sexual identities and expressions, immigrant status, income, language skills, mental or physical abilities/attributes, natural origin, political beliefs, race/ethnicity, religious or ethical beliefs, sexual orientation, social or family class/status, underrepresented, veteran status, and work experience. According to Dr. Leanna Fenneberg, Vice President for Student Affairs, *"Rider University is compelled to establish a more overt commitment and representation as an organization that is inclusive of people of all identities."*

CDI continues to experience a number of exciting transitions and initiatives, in alignment with Rider's mission, which seeks to prepare *"...responsible citizens who embrace diversity, support the common good, and contribute meaningfully to the changing world in which they live and work."* The Center promotes an understanding of complex social issues across multiple social identities for all students, while additionally supporting students who have been traditionally underrepresented, marginalized, or underresourced.

This report shares our accomplishments and achievements during the 2018-2019 academic year; and we are looking forward to our future challenges, growth, and effectiveness in the upcoming years. For more information on the Center for Diversity and Inclusion (CDI) and its programs and practices, please visit rider.edu/cdi.

Sincerely,

A handwritten signature in black ink that reads "Pamela Pruitt".



@rider_cdi

OFFICE STAFF

2018-2019

- Dr. Pamela Pruitt – *Director*
- Jonathon Sun, MA – *Assistant Director*
- Brittany Cupo – *Project Coordinator for The College Access Project*
- Andrew Gandham, Senior – *Student Worker*
- Aileen Merino Lazo, Junior – *Student Worker/Chief of Staff, '18*
- Lizbeth Taveras, Sophomore – *Student Worker/Chief of Staff, '19*
- Safiyya Baksh, Sophomore – *Student Worker*
- Elijah Parkman-Williams, Sophomore – *Student Worker*
- Javier St. Rose, Sophomore – *Student Worker*
- Dion Moore, Freshman – *Student Worker*



STAFF AWARDS & RECOGNITION

- **Andrew Gandham, Senior, Student Worker**
 - Andrew J. Rider Scholar for the second time in his 4-year Rider experience
 - Accepted a full-time position at Simon & Schuster Publishing in Finance
- **Aileen Merino Lazo, Junior, Student Worker/Chief of Staff**
 - Accepted opportunity as District Office Intern for Congresswoman Bonnie Watson Coleman
 - Governor's Hispanic Fellowship Class of 2019
 - Accepted employment opportunity with the Latino Action Network Foundation
- **Jonathon Sun, Assistant Director**
 - Published by *Inheritance Magazine* (2019, March 5)
[Proximity to whiteness is a lie: The role of Asian American churches in affirmative action](#)
 - Rising Star Award, Student Affairs
- **Dr. Pamela Pruitt, Director**
 - Diversity and Inclusion Award, Student Affairs
 - Selected along with Dr. Leanna Fenneberg, vice president for Student Affairs, as members of the workgroup, *Safe and Inclusive Learning Environment Part of Where Opportunity Meets Innovation: A Student-Centered Vision for New Jersey Higher Education*, for the Office of the Secretary of Higher Education for New Jersey. They began serving on May 15, 2019.
 - Continues her work as the vice chair for the Tri-State Chapter – NY, NJ, CT, of the National Association of Diversity Officers in Higher Education (NADOHE), whose vision is to “*To lead higher education toward inclusive excellence through institutional transformation.*”
 - Accepted into the Executive Series at the Harvard Kennedy School for the inaugural 2-week Strategies for Building and Leading Diverse Organizations program. She will attend this program in September, 2019.



MAJOR ACCOMPLISHMENTS

**Data Reflected in this section is referenced from Rider University Inclusive Excellence Plan.*

BY THE NUMBERS (2018-2019)

RIDER UNIVERSITY 2018 PROFILE OF TRADITIONAL UNDERGRADUATE STUDENTS*

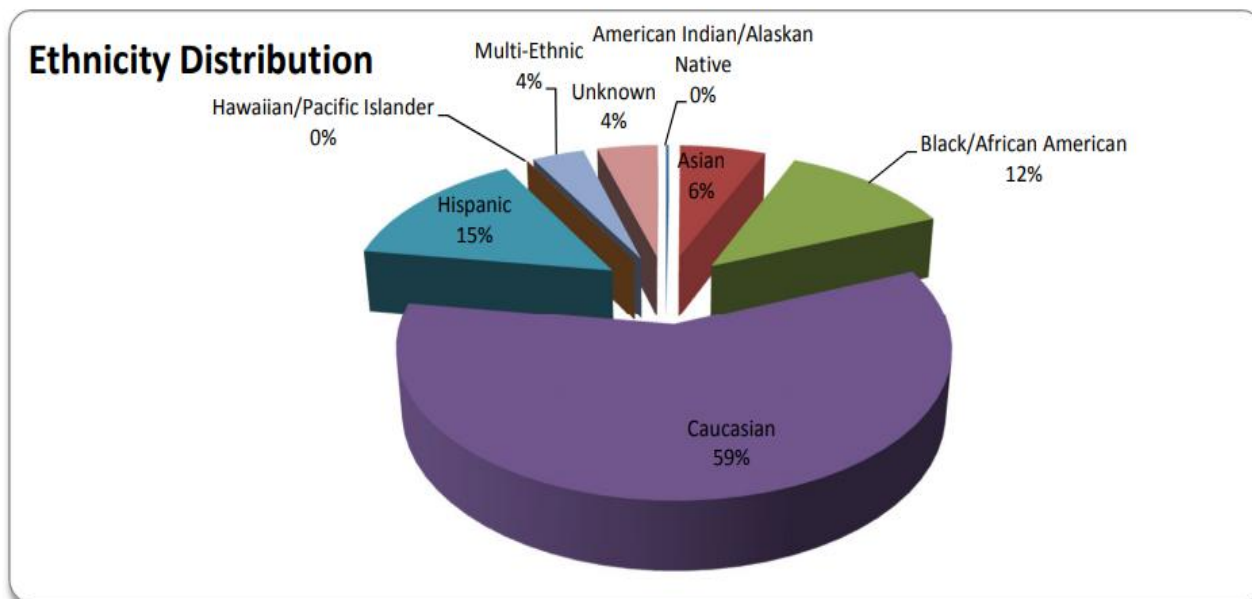
**Excludes College of Continuing Studies (August 2018).*

- **5,1500 Total Students:** 4,100 undergraduate and 1,050 graduate students
 - 85 countries, 41 states, and 2 US territories represented in student body
- **Race/Ethnicity:** White, Non-Hispanic 60%, Student of Color/Hispanic 40%
- **Gender:** Female 58%, Male 42%
- **LGBTQ+ Identifying Students:** unknown, but present
- **First-Generation:** 33%
- **Socioeconomic Status:** 36% low income
- **Students with Disabilities Seeking Support:** 16%
- **Religion:** variety of faith traditions represented
- **Residence:** Out of state 23%, In state 74%, International 3%

ETHNICITY AT RIDER UNIVERSITY

Fall 2018: Diversity - Student Ethnic Background by Level (*Self-Reported*)

	Undergraduate	Graduate	Total
American Indian/Alaskan Native	7	3	10
Asian	235	65	300
Black/African American	503	92	595
Caucasian	2258	572	2830
Hispanic	645	51	696
Hawaiian/Pacific Islander	0	1	1
Multi-Ethnic	147	34	181
Unknown	103	109	212
Total	3898	927	4825



DEMOGRAPHIC PROFILES OF STUDENTS

Rider University Race/Ethnicity of Student Body (All Races/Ethnicities): Fall 2018

Race/Ethnicity	Total Student Population	% of Total Student Population	# Undergraduate	% Undergraduate	# Graduate	% Graduate
American Indian/Alaskan Native	10	0.2%	7	0.2%	3	0.3%
Asian	300	6.2%	235	6.0%	65	7.0%
Black/African American	595	12.3%	503	12.9%	92	9.9%
Caucasian	2830	58.7%	2258	57.9%	572	61.7%
Hispanic	696	14.4%	645	16.5%	51	5.5%
Hawaiian/Pacific Islander	1	0.0%	0	0.0%	1	0.1%
Multi-Ethnic	181	3.8%	147	3.8%	34	3.7%
Unknown	212	4.4%	103	2.6%	109	11.8%
Total	4825	100.0%	3898	100.0%	927	100.0%

Rider University Race/Ethnicity of Student Body (Dichotomous): Fall 2018

Race/Ethnicity	Total Student Population	% of Total Student Population	# Undergraduate	% Undergraduate	# Graduate	% Graduate
Caucasian	2830	58.7%	2258	57.9%	572	61.7%
Underrepresented	1995	41.3%	1640	42.1%	355	38.3%
Total	4825	100.0%	3898	100.0%	927	100.0%

(1) Underrepresented students include the following groups: Black/African American, Asian, Hispanic, American Indian/Alaskan Native, Hawaiian/Pacific Islander, Multi-Ethnic, and Unknown

DEMOGRAPHIC PROFILES OF FACULTY AND STAFF

Rider University Race/Ethnicity of Faculty and Staff (All Races/Ethnicities): Fall 2018

Race/Ethnicity	Total employee Population	% of Total employee Population	# faculty	% faculty	# staff	% staff
American Indian/Alaska Native	4	0.3%	2	0.3%	2	0.4%
Asian	81	6.8%	59	8.7%	22	4.3%
Black or African American	72	6.0%	21	3.1%	51	9.9%
Hawaiian/Pacific Islander	1	0.1%	0	0.0%	1	0.2%
Hispanic	40	3.3%	19	2.8%	21	4.1%
White	1001	83.5%	581	85.2%	420	81.2%
Total	1199	100.0%	682	100.0%	517	100.0%

(1) Faculty include all full- and part-time faculty, chairpersons, librarians, and conservatory teachers.

(2) Staff includes all other full- and part-time staff not in the "faculty" group

Rider University Race/Ethnicity of Faculty and Staff (Dichotomous): Fall 2018

Race/Ethnicity	Total employee Population	% of Total employee Population	# faculty	% faculty	# staff	% staff
Caucasian	1001	83.5%	581	85.2%	420	81.2%
Underrepresented	198	16.5%	101	14.8%	97	18.8%
Total	1199	100.0%	682	100.0%	517	100.0%

(1) Underrepresented faculty and staff include the following groups: Black/African American, Asian, Hispanic, American Indian/Alaskan Native, and Hawaiian/Pacific Islander.

(2) Faculty include all full- and part-time faculty, chairpersons, librarians, and conservatory teachers.

(3) Staff includes all other full- and part-time staff not in the "faculty" group

Rider University Race/Ethnicity Ratio Comparison of Students, Faculty and Staff: Fall 2018

Race/Ethnicity	student to faculty	student to staff	student to faculty & staff
Caucasian Ratio	4.9	6.7	2.8
Underrepresented	19.8	20.6	10.1

(1) The ratio above considers students from one race/ethnicity category (e.g., 2,830 caucasian students) divided by the number of faculty from that same race/ethnic category (e.g., 581 caucasian faculty).

(2) Underrepresented includes the following groups: Black/African American, Asian, Hispanic, American Indian/Alaskan Native, Hawaiian/Pacific Islander, Multi-Ethnic, and Unknown

(3) Faculty include all full- and part-time faculty, chairpersons, librarians, and conservatory teachers.

(4) Staff includes all other full- and part-time staff not in the "faculty" group

Rider University Race/Ethnicity Number Comparison of Students, Faculty and Staff: Fall 2018

Race/Ethnicity	# of Total Student Population	# faculty	# staff	faculty & staff
Caucasian	2830	581	420	1001
Underrepresented	1995	101	97	198
Total	4825	682	517	1199

(1) Underrepresented includes the following groups: Black/African American, Asian, Hispanic, American Indian/Alaskan Native, Hawaiian/Pacific Islander, Multi-Ethnic, and Unknown

(2) Faculty include all full- and part-time faculty, chairpersons, librarians, and conservatory teachers.

(3) Staff includes all other full- and part-time staff not in the "faculty" group

Signature Highlights

ACCOMPLISHED GOALS 2018-2019

1. **Developed a full implementation plan and timeline for a mentoring program for students of color.** The plan includes program goals, outcomes, structure, training required for mentors, recruitment plan for students, program content, and assessment of effectiveness. Successfully meeting those goals, during the next academic year, the program content, marketing, and assessment of effectiveness will be designed and implemented. The mentors will be recruited in the fall of 2019 and trained in the spring of 2020. The recruitment for these students will occur during Open Houses, Admitted Student Days, and Orientations of 2020.

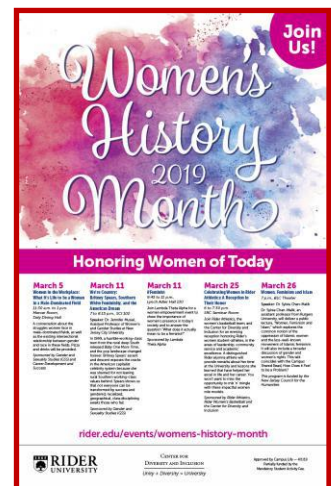
The mission of P2P MENTORING is to foster encouragement and support for full time first-year students of color, including Black/African Americans, Chicanx/Hispanic/Latinx, Asian/Asian Americans, Native Americans, Hawaiian/Pacific Islanders, and Multi-Ethnic, or those who may identify as underrepresented, marginalized, and/or underresourced, empowering them through peer-to-peer mentoring and engagement with juniors and seniors in their first year, enabling them to persist in their college experience through to graduation from Rider University.

2. **Hosted a welcome reception for LGBTQ+ identifying students and allies during Welcome Week.** The Center for Diversity and Inclusion (CDI), in collaboration with Transition Programs and SPECTRUM Pride Alliance, hosted its first annual LGBTQ+ Welcome Dessert Reception in Welcome Week with over 100 participants, including students, faculty, staff, and alumni. This event was held in the SRC Seminar Room on Tuesday, September 4, 2018 from 6:30 to 7:30 p.m. The feedback we received was extremely positive. We will be hosting our second annual LGBTQ+ Welcome Dessert Reception on Tuesday, September 3, 2019 in the BLC NJM Community Room from 6:30 to 7:30 p.m.
3. **Established web “resources” for underrepresented students and others.** “Resources” for LGBTQ+ and other students include maps of Rider’s Gender Inclusive Restrooms, information on Rider’s Lactation Room for nursing women, student affinity cultural clubs and organizations, religious affiliations, and other helpful information to enable students to navigate in an inclusive campus environment. While we promote community across identities and experiences, we understand that students may benefit from specific resources and community based on aspects of their identity.

For more information, please visit CDI’s website: [Center for Diversity and Inclusion Resources](#)

4. **Contributed to the design of a physical Center for Diversity and Inclusion within the Bart Luedeke Center as a supportive convening space for students of all identities.** At the onset of planning for a physical space for the Center for Diversity and Inclusion, the CDI director and staff researched best model practices and examples and combed the Internet for spaces of this nature on other university campuses. These provided designs to consider as possible models to present to the architects. Cultural club leaders and other students, along with alumni, engaged in subsequent focus groups that informed the design going forward.
5. **Expanded educational programming that engages students in critical dialogue around issues of equity and inclusion.** These programs were collaborations between the Center for Diversity and Inclusion and student groups, faculty, and staff. The most prominent events included the following:

- a) **Continued partnership with the Office of the Provost on the “Shared Read,” providing sessions complementary the literature.** This has been ongoing since the campus appearance of Bryan Stevenson, author of *Just Mercy*, founder, and executive director of the Equal Justice Initiative in Montgomery, Alabama. We galvanized 600+ students, faculty, staff, alumni, and community members for that event that included a robust and critical dialogue. Subsequent programs were met with the same interest and enthusiasm.
- b) **Hosted a #Black Lives Matter conversation on in February.** It was a “brown bag” panel discussion with students, faculty, and staff. The conversation was engaging and respectful with varied perspectives.
- c) **From the Holocaust to Today: Discrimination, Marginalization and Genocide – What They Mean to You?** For Unity Day, on Wednesday, October 17, 2018, David Kushner, award-winning journalist, author, and screenwriter, brought to light, Jewish history and genocide. The talk and following panel discussion with students, faculty, and staff incorporated the content of the shared read, *How Does It Feel to be a Problem? Being Young and Arab in America*, by Moustafa Bayoumi.
- d) **Partnered with Franklin F. Moore Library to host art exhibits to reached students where they are. These exhibits promoted awareness, reflection, and conversations among visitors:**
- Power of Protest: The Movement to Free Soviet Jews** from the National Museum of American Jewish History in Philadelphia.
 - Allies for Inclusion: The Ability Exhibit** from St. Louis University, which was designed to promote the inclusion of people with disabilities through respect for others, comfort during interactions, and awareness of disability issues.



6. **Celebrating Women in Rider Athletics (March, 2019)**
This celebration, which was first created by the Center for Diversity and Inclusion (CDI) morphed into annual awards event with 150 in attendance, and is currently hosted by Rider Athletics with CDI and other collaborators.
7. **Visited the National Museum of African American History and Culture in Washington, DC.** We were delighted that, after three years of earnest efforts and due to popular demand, this culturally enriched excursion became a reality on Saturday, April 27th at the 11:00 a.m. entry time. It certainly promoted dialogue and engagement with students, faculty, and staff. While it was initially a challenge to make the journey to the museum possible, the next visit there was scheduled for Saturday, September 28, 2019 for the 1:00 p.m. entry time.

CURRENT KEY STRATEGIC INITIATIVES

- **The Office of Multicultural Affairs' name was changed to the Center for Diversity and Inclusion (CDI), effective June 1, 2018.**
 - In support of the Student Affairs Strategic Plan, which identifies diversity, equity, and inclusion as one of its four pillars, Rider's commitment in expanding its efforts to support marginalized and underrepresented students had become evident.
 - This transition will aid the University's efforts in building better multicultural understanding and appreciation of students.
- **An inaugural position of assistant director for the Center for Diversity and Inclusion (CDI) was created and filled by June 1.**
 - This position held by Jonathon Sun, added to the personnel resources to meet students' needs, and reports to the director, Dr. Pamela Pruitt.
- **Physical Space and Design of Center for Diversity and Inclusion (CDI)**
 - Identified physical space and drafted a designed for a physical Center for Diversity and Inclusion within the Bart Luedeke Center as a supportive convening space for students of all identities.
 - Worked with campus partners including: Facilities & University Operations and University Advancement to secure funding sources to implement the vision for the Center for Diversity and Inclusion.
 - A quote from Lizbeth Taveras, sophomore, about how she felt when she heard about the physical space for the Center for Diversity and Inclusion (CDI):

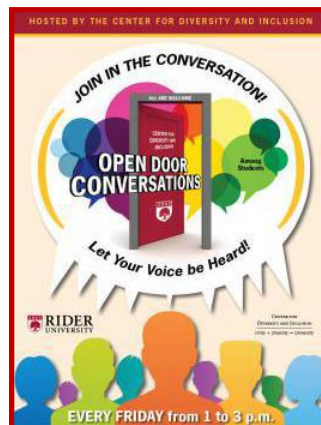
"To hear about the creation of a possible Center at Rider University made me feel exhilarated. As a Hispanic woman, I feel like there are times where I just want to go somewhere safe and vent if I experience racism or microaggressions from someone. I want a place at Rider where I can meet a large majority of diverse people and create a bond with them about their social identities. I feel proud that the university is taking steps to give recognition to groups who might not feel truly represented. A Center that represents all identities has insurmountable responsibility and it cannot be left to fall on a one-person office. Once I discovered that the Center was going to have an assistant director, I was excited to have an individual to assist us further in broadening our goals as students. This shows that minorities are being finally represented on the Rider University campus in the way that they should be."
- **Prelude to a possible Diversity Plan**

After months of outreach to all of the colleges on the Rider University campus, and several key departments, the effort to build an advocacy for diversity and to delve into university leaders' perspectives on how we may achieve congruence between what we offered students through the former Office of Multicultural Affairs (MCA) and the students' educational goals, was achieved.

 - There were 28 participants, eight of whom were students.
 - Eight key findings and recommendations emerged from the culminating survey and were shared with the vice president of Student Affairs for consideration of how these findings may inform future institutional efforts to promote inclusion on the Rider University campus.

MAJOR OPPORTUNITIES (SHORT-TERM AND LONG-TERM)

- **Draft a campus-wide Rider Bias Incident Response Protocol** for review and potential implementation for 2019-2020 academic year. (Cindy Threatt co-chair collaborative campus committee utilizing initial draft by Pam Pruitt, Center for Diversity and Inclusion)
- **Collaborate with other departments, faculty, staff and administration:**
 - Using diversification of topics to promote dialogue on campus, in the spring of 2020, CDI has committed to collaborate with faculty chair, Dr. Maria Villalobos-Buehner, on a speaker and dialogue session to discover the secrets behind the art of language invention. The guest speaker will be David J. Peterson, who is the language creator for the HBO series, *Game of Thrones*. Collaborations with other faculty are being considered.
- **Continue hosting critical dialogue around social justice issues, but plan to do more in the upcoming academic year.** Taking a former title from one of our very successful gatherings, *Contemporary Issues of Race, Class, and Gender*, which was a collaborative effort with the Multicultural Studies Committee under the lead of Dr. Pearlie Peters (faculty) and Kelvin Clark (staff), along with students and administrators, we plan to host several sessions to include privilege and oppression, intersectionality, social identity, and so forth.
- **Our Open Door Conversations will continue** on Fridays from 1:00 to 3:00 p.m. which enable students to sit comfortably in a safe space where they may engage in dialogue that resonates with them. These discussions are led by the CDI student workers. In addition to the regular 10-15 attendees, CDI student workers have been encouraged to bring at least one new person in order to continue adding numbers of guests so that we may grow the amount of participants.



- **The Center will enhance the engagement of SPECTRUMentoring** by aligning it to P2P MENTORING and provide the same support to students who identify as LGBTQ+.

The mission of SPECTRUMentoring is to support first-year LGBTQ+ students on campus by ensuring that they are aware of resources on campus, and building a community of peers to help them understand their own personal development.

- **Intentional learning opportunities for students**, as indicated from student learning assessments, suggests that there needs to be more intentional reflections and understanding of the terms on which students are being assessed.

CHALLENGES AND BARRIERS

- Despite the challenges of getting students together for collaborative efforts, we were able to galvanize cultural clubs, organizations, the Princeton campus, and others for Black History Month, Women’s History Month, and Asian Pacific Heritage Month.



- The biggest challenge is always the need for more financial resources, which can help us to make a greater impact on students’ lives.



2019-2020 OFFICE GOALS

GENERAL GOALS FOR 2019-2020

- **The Center for Diversity and Inclusion (CDI) plans to address the following three main initiatives/issues:**
 1. Develop three key learning outcomes and strategically aligning students' experiences to them through the Multicultural Student Leadership Institute (MSLI) program
 2. Provide students of color with a comprehensive approach to full support, addressing barriers to persistence and graduation, through mentoring programs for students, who are primarily at risk of attrition (e.g., African American men, Latinx/Hispanic students, and Asian/Asian American students, etc.)
 3. Promote an inclusive and welcoming environment for LGBTQ+ students in order for them to feel safe and respected on the Rider University campus

It is our equitable goal to enable these students to have a successful and satisfying 4-year college experience, as they persist to their graduation.

- **National Junior Tennis and Learning of Trenton (NJTLT)**
 - With our involvement with community service, we will need to refresh our engagement. They have undergone leadership changes recently, which has resulted in lower attendance rates of Trenton students, who we mentor through our MSLI PALS (Partners Assisting in Learning for Students).



DETAILED GOALS FOR 2019-2020

Goal 1 – Design and implement the program content, marketing, and assessment of effectiveness for P2P MENTORING. Prepare all facets of the official roll-out of the P2P MENTORING launch for the fall of 2020. Recruit and train the mentors in the spring of 2020 and recruit the first-year students of color during Admitted Student Days and Orientations of 2020.

Goal 2 – Develop and host an inaugural pre-commencement event celebrating the accomplishments of students of color.

Goal 3 – Develop and host an inaugural cross-division event, including CDI, Residence Life, Campus Life, and Transition Programs for Welcome Week, entitled “Colorful Connections,” a one-hour “mixer” including all students of color, faculty, and staff, bridging the gap in order for students to visually see and connect with their “representation.”

Goal 4 – Develop and deliver specific intercultural competency training for student leaders and Student Affairs staff, as a component of a comprehensive leadership model approach to key student leadership and Student Affairs staff positions.

Goal 5 – Develop a Student Affairs working group to monitor the progress of efforts to enhance spiritual support and engagement for students. Efforts will include: implementation of the Campus Interfaith Inventory and the Campus Religious and Spiritual Climate Survey, exploring resources and relationships available with the Interfaith Youth Core (IFYC), develop plans for physical spaces promoting prayer and spiritual reflection, redefine the role of Campus Chaplains, support faith-based student organizations, and develop an infrastructure that advances spiritual growth on campus.

Goal 6 – Expand the educational programming that engages students in critical dialogue around issues of equity and inclusion. This will include coordinating programs with faculty colleagues, Student Affairs colleagues, in conjunction with the Intellectual Climate Committee and opportunities around Arab and Muslim identities, and other topical social justice issues that will engage majority and minority students in dialogue.

Goal 7 – Along with the assistant vice president of Student Affairs and dean of students, consider the draft of the Rider Bias Incident Response Protocol in concert with developing the statement on free speech.

Goal 8 – Continue to assess the impact of the Multicultural Student Leadership Institute program to inform future efforts and further distinguish this program from P2P MENTORING.

Goal 9 – In concert with the vice president for Student Affairs, develop a full implementation plan to achieve a physical Center for Diversity and Inclusion within the BLC. Collaborate with Facilities & University Operations on space allocation and design, University Advancement and Business & Finance on fundraising and resource allocation.

Goal 10 - Collaborate with Alumni Affairs to effectively engage alumni in ongoing Conversations and efforts supporting the University’s Inclusive Excellence Plan and continue to engage diverse alumni.

Goal 11 – Provide leadership for the organizational relocation of the Holocaust/Genocide Resource Center within the Center for Diversity and Inclusion. Supervise a fellow in overseeing programmatic efforts and evaluation of existing Center resources and developing a plan for the future for the resource library.

2018-2019 MASTER EVENTS AND ATTENDANCE LIST

Month	Date	Event	Est. Attendance	Sponsor
August into September	26	MSLI Summer Bridge Week Welcome Dinner	55	CDI
	27-1	MSLI Summer Bridge Week (With Alumni, Alumni Relations, Greek Life, Res Life, Service Learning, Student Academic Services, Baseball Coach, CCE Dean, Emerging Leaders, Prevention Education Coordinator, Study Abroad, Finance Specialist, Student Success, Moore Library, EOP & Goals, and Cultural Awareness)	37	CDI
	3	MSLI-T Bridge Day	2	CDI
	13	Evening with the Directors	52	CDI, Athletics - Men's Basketball, &
	14	Open Door Conversations	17	CDI
	17	A Diverse Welcome Reception	125	CDI, 7 Cultural Clubs & 4 Greek Life Orgs
	21	Open Door Conversations	18	CDI
	23	Open House	15	CDI
	27	Evening with the Directors	48	CDI & Shanza Arooj
October	28	Open Door Conversations	14	CDI
	1	Exhibit Ribbon Cutting (with Moore Library)	54	CDI
	5	Open Door Conversations	16	CDI
	11	Evening with the Directors	46	CDI & The Center for International Education
	12	Open Door Conversations	24	CDI
	17	Unity Day (With Moore Library)	100	MCE, Rebovich Institute, SGA, Faculty, Students & Staff, Service Learning, Leadership, University Advancement & Alumni Relations, Auxiliary Services, Res Life, WCC Dean's Office, Greek Life, The Bronc 107.7, & Public Safety
	19	Open Door Conversations	18	CDI
	19-21	Professional Development Training	10	CDI
	21	Open House	30	CDI
	25	Evening with the Directors	44	CDI & LDP
	26	Open Door Conversations	18	CDI
November	30	The College Access Project	51	CDI & NJTL of Trenton
	2	Open Door Conversations	20	CDI
	8	Evening with the Directors	42	CDI
	9	Open Door Conversations	18	CDI
	11	Open House	25	CDI
	13	View 'n Chew - Piscataway Indian	20	CDI
	16	Celebration of Lights	160	CDI & SGA
	16	Open Door Conversations	20	CDI
	19	The College Access Project	38	CDI, NJTL of Trenton, & Athletics
December	23	Open Door Conversations	13	CDI
	12	Job Opportunity through Diversity	15	CDI
January	4-7	AASLE Conference	9	CDI
	8	Track Team Civility Workshop	110	CDI & Track Team
	10	Track Team Civility Workshop	110	CDI & Track Team
	19	Community Assistant Civility Workshop	50	CDI & Residence Life
	19	Transfer Student Orientation Workshop	5	CDI
	19	MSLI Recognition Dinner	36	CDI
	26	Open Door Conversations	15	CDI

February	4	Upon the Shoulders We Stand: A Celebration of Black Musical Three	15	CDI & Rider University students
	5	Origins of Black History Month	25	BSU E-Board
	7	The Veritas Form: Is Racism a Human Instinct	81	InterVarsity Christian Fellowship, Muslim Student Association (MSA) Black Student Union (BSU), Hillel, Unashamed Gospel Choir, Baccalaureate Honors Program
	8	Open Door Conversations	10	CDI
	11	A Seat at the Table	25	Black Student Union (BSU)
	15	Open Door Conversations	13	CDI
	16	Admitted Students Day	17	CDI
	18	Malcolm X and Killmonger: Revisiting Malcolm X	25	Black Student Union (BSU)
	19	Black and Hispanic Alliance Alumni Question and Answer	25	Black Hispanic Alliance
	20	Dashiki Day (All Day)	50	CDI
	22	Open Door Conversations	18	CDI
	24	Soul Food Sunday (both campuses)	676	CDI & Aramark
	24	Gospel Fest	450	CDI, BMU, BHA, & BSU
	1-28	Other Black History Month Events	25	CDI
March	1	Open Door Conversations	11	CDI
	5	Women in the Workplace: What It's Like to be a Woman in a Male Dominated Field	14	Gender and Sexuality Studies (GSS) and Career and Development and Success
	8	Open Door Conversations	11	CDI
	9	Admitted Students Day	21	CDI
	11	We're Country: Britney Spears, Southern White Femininity, and the American Dream	22	Gender and Sexuality Studies (GSS)
	11	#Feminist	15	Lambda Theta Alpha
	15	Open Door Conversations	10	CDI
	25	Celebrating Women's Leadership in Rider Athletics	150	CDI & Athletics - Women's Basketball
	26	Women, Feminism, and Islam	81	New Jersey Council for the Humanities
	29	Open Door Conversations	15	CDI
1-31	Other Women's History Month Events	25	RWU & CDI	
April	1	Pacific Islander Dance: Mana Polynesia Dance Troupe	345	CDI & ASAR
	3	Asian Game Night	20	ASAR
	5	Open Door Conversations	10	CDI
	7	Admitted Students Day	5	CDI
	8	Ribbon Cutting For The Allies For Inclusion: The Ability Exhibit	30	CDI, Student Accessibility and Support Services, Library Ambassadors' Book Club
	10	Korean Theme Night	25	ASAR & RISA
	11	The Hate U Give By Angie Thomas	25	Library Ambassadors' Book Club
	12	Open Door Conversations	8	CDI
	17	Open Discussion: Asian and Asian American Students	20	CDI
	19	Open Door Conversations	14	CDI
	26	Open Door Conversations	10	CDI
	27	National Museum of African American History & Culture	48	CDI
May	2	The College Access Project - Leadership and Values	19	CDI & NJTL of Trenton
Total Estimated Event Attendance for the Center for Diversity and Inclusion			3,909 Total Attendance Figure	

THANK YOU!

Thank You, Rider Community, for your support of cultural events and conversations for the past year. Have a great Summer and congratulations Class of 2019!

CENTER FOR DIVERSITY AND INCLUSION



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UNITY + DIVERSITY = UNIVERSITY