Advancing Diversity Mid-Year Summit
Friday, January 17, 2020
Inn at Virginia Tech and Skelton Conference Center

8-9 am
Registration and Refreshments

9-9:10
Welcome

9:10-9:30
President Sands: Progress Toward an Inclusive Campus

9:30-10
Respondent: Abigail Stewart, Chair, Gender and Feminist Psychology and Sandra Schwartz Tangri Distinguished University Professor of Psychology and Women's Studies. Co-author of An Inclusive Academy, Achieving Diversity and Excellence with Virginia Valian, 2018

10-10:30
Panel Conversation with Dr. Stewart and
Laura Belmonte, Dean of the College of Liberal Arts and Human Sciences
Roseanne Foti, Associate Professor and Department Chair of Psychology
Wanda J. Smith, Associate Professor Emerita of Management

10:30-11
Break and poster exhibit

11-11:15
Inclusive Climate and students

11:15-11:45
Meet the Cultural Community Center Directors
Hear from the CCC team about their vision for creating an inclusive campus for all students.
Yolanda Avent, Senior Director
Benito Nieves, Associate Director
Ashleigh “Bing” Bingham, LGBTQ+ Resource Center
Melissa Faircloth, American Indian and Indigenous Community Center
Nina Ha, Asian Cultural Engagement Center
Veronica Montes, El Centro Center
Jariah Strozier, Black Cultural Center

11:45-12:30
Table Discussions

12:30-2
Lunch and poster exhibit

2-3:30
Lightening Workshops
10 choices of 15 minute sessions with 5 minute rotation breaks

Conversation with Abigail Stewart (by invitation)

3:30-3:45
Concluding Remarks

(Put in a text box underneath the agenda. Include an image of the book-sent separately)

About An Inclusive Academy, Achieving Diversity and Excellence

Most colleges and universities embrace the ideals of diversity and inclusion, but many fall short, especially in the hiring, retention, and advancement of faculty who would more fully represent our diverse world—in particular women and people of color. In this book, Abigail Stewart and Virginia Valian argue that diversity and excellence go hand in hand and provide guidance for achieving both.

Stewart and Valian, themselves senior academics, support their argument with comprehensive data from a range of disciplines. They show why merit is often overlooked; they offer statistics and examples of individual experiences of exclusion, such as being left out of crucial meetings; and they outline institutional practices that keep exclusion invisible, including reliance on proxies for excellence, such as prestige, that disadvantage outstanding candidates who are not members of the white male majority.

Perhaps most important, Stewart and Valian provide practical advice for overcoming obstacles to inclusion. This advice is based on their experiences at their own universities, their consultations with faculty and administrators at many other institutions, and data on institutional change. Stewart and Valian offer recommendations for changing structures and practices so that people become successful in ways that benefit everyone. They describe better ways of searching for job candidates; evaluating candidates for hiring, tenure, and promotion; helping faculty succeed; and broadening rewards and recognition.