Wellesley College
Diversity and Inclusion Initiative for Students
Core Committee, Consultants and January Panelists

Wellesley Core Committee

- Monet Spells, Class 2010
- Karin Firoza, Class 2010
- Jungwool Lee, Class 2010
- Marlie Philiussaint, Class 2010
- Jessica Sprague, Resident Director
- Shontae Prailleau, Interim Director of Harambee House, Advisor to Students of African Descent
- Karen Shih, Director of Multicultural Programs, Advisor to Students of Asian Descent
- Mared Alicea-Westort, Director of Multicultural Programs, Advisor to Latina Students
- Robin Cook-Nobles, Director of the Counseling Service of the Stone Center,
- Roberta Schotka, Program Director, Pforzheimer Learning and Teaching Center
- Robin M. Akert, Professor of Psychology
- Blanca Creef, Professor of Women's Studies

Cambridge Hill Partners - Consultants

- Ed Hudner
- Rosa Hunter
- Jane Tuohy

January 31 Panelists

- Carole Wedge, President, FAIA, LEED AP, Shepley Bulfinch (architectural firm)
- Russell Weatherspoon, Ed.M., Dean of Residential Life, Phillips Exeter Academy
- Ximena Zuniga, Ph.D., Associate Professor of Education, University of Massachusetts
- Sarah Buie, M.F.A., Clark University, Director, Higgins School of Humanities, Director, Difficult Dialogues Initiative
- Wiley Davis, PhD., Associate Professor of English, Bentley University
Associate Professor Ximena Zúñiga (Ph.D., Education) teaches, consults, and conducts research in the areas of diversity and social justice education in higher education. Her background is in philosophy, teacher education, and action research. Her initial work was in literacy work and popular education in non-formal adult education programs in her native Chile. Before joining the faculty at the University of Massachusetts, Amherst, Dr. Zúñiga directed the Program on Intergroup Relations and Conflict at the University of Michigan where she participated in developing the intergroup dialogue model. Dr. Zúñiga has developed several curricular and co-curricular undergraduate initiatives promoting diversity, social justice and community. Her publications include two co-edited books, Multicultural Teaching in the University and Readings for Diversity and Social Justice, and book chapters and journal articles that focus on pedagogy and diversity, diversity and learning, and theory, practice, evaluation of intergroup dialogue in higher education.

Sarah Duncan Bule
Director of the Higgins School of Humanities & Professor of Graphic Design
Director of Difficult Dialogues Initiative
Clark University

Sarah Bule is Director of the Higgins School of Humanities, and Professor of graphic design in the Studio Art program of the Department of Visual and Performing Arts at Clark University in Worcester, Massachusetts, where she has taught since 1981. She currently serves as Director of the Difficult Dialogues Initiative at Clark; in late 2005, Clark was chosen as one of 27 institutions nationwide to be funded by the Ford Foundation in their national DD Initiative, for a proposal to “create a culture of dialogue on campus”. The project has included grassroots organizing among the faculty, a faculty development process, infusion of over 40 courses within the curriculum with a “dialogue emphasis”, a yearlong DD symposium, dialogue seminars accompanying the symposia, and much more (www.clarku.edu/difficultdialogues).

As a practicing museum exhibition designer for twenty-five years, Sarah designed over eighty temporary and permanent exhibitions for a range of clients including the Yale University Art Gallery, Yale’s Peabody Museum of Natural History, the Museum of Fine Arts Boston, and the Indira Gandhi Center for the Arts, New Delhi, among others. BA Wellesley College in art history 1971. MFA Yale University in graphic design 1978.
Carole C Wedge, FAIA, LEED AP  
President  
Shepley Bulfinch

Carole Wedge is President of Shepley Bulfinch Richardson & Abbott, a national architecture and planning practice for leading education, healthcare, research, and civic clients with offices in Boston and Phoenix. A member of the firm since 1986, she was elected its president in 2004.

As president, Carole has led a transformation of Shepley, with the creation of an open culture and work environment in a new office space in Boston; the rebranding of the firm and its institutional identity; and the addition of an office in Phoenix through a merger with Arizona-based Merzproject in 2009.

Throughout her career she has sought to transform organizations by challenging them to face issues with clarity, frankness, and commitment. She has had a significant impact on higher education, civic institutions, and the design profession as places that foster community. Carole brings her expertise in education planning and programming to her academic clients, working with them to explore the convergence of learning, teaching, and research.

As a leader, mentor, and advocate, Carole is committed to making the architectural profession relevant to future generations. She serves on the Board of Trustees for Boston Architectural College (BAC) and the Wentworth Institute of Technology.

She chaired the Boston Society of Architects’ (BSA) host committee for the 2008 AIA convention. She serves on the board of the Design Futures Council, and is active in the BSA’s Women in Design program; the Society for College and University Planning (SCUP); and the American Institute of Architects (AIA) Large Firm Roundtable. As part of her commitment to sustainable design, she led the drive to win LEED (Leadership in Energy and Environmental Design) certification for Shepley Bulfinch’s office from the US Green Building Council. She is a LEED Accredited Professional. She has spoken and written widely, presenting at the AIA 2008 and 2009 conventions, and speaking at multiFORMity ’08, the 2008 AIA Diversity Plenary in St Louis.

She received a Bachelor of Environmental Design from the University of Colorado and a Bachelor in Architecture from the BAC. She holds an honorary Master of Architecture degree from the BAC and an honorary Doctorate of Engineering Technology from the Wentworth Institute. Carole was elevated to the College of Fellows of the AIA in 2008.

Russell D. Weatherspoon

Mr. Weatherspoon is Dean for Residential Life at Exeter Academy in Exeter, NH. Phillips Exeter Academy is a co-educational residential school serving 1000+ students in grades 9 through 12, and post-graduate level. 41.5 percent of students are students of color; 12 percent of are international students; 57
percent from public schools; 43 percent from private, parochial, military, home or foreign schools. Dean Weatherspoon is responsible for working to implement faculty and student goals in residential life. As a former dorm head in Cilley Hall and teacher in the Religion Department, Mr. Weatherspoon helps dorm faculty and proctor teams to resolve areas of student concern. He is a frequent visitor to dormitories to talk with students and faculty. Dean Weatherspoon holds a B.A. from Brooklyn College (C.C.N.Y.); and an Ed.M. Harvard University. He was appointed 1987.

Wiley C. Davi
Associate Professor of English at Bentley University

Wiley Davi is an Associate Professor of English as well as the English Department Chair at Bentley University located in Waltham, Massachusetts. Davi's primary research interests include pedagogy, diversity, and service learning. Davi's teaching interests include multiculturalism and diversity, gender studies, and medieval literature. Davi has published in The Journal of Basic Writing, Radical Teacher, The Michigan Journal of Community Service Learning, and Liberal Education and is a recipient of the Gregory Adamian Excellence in Teaching Award.
Dr. Joi Lewis has served as the dean of student life at Mills College, in Oakland, California since August, 2007 and was promoted to Vice Provost in July of 2008. A scholar-practitioner, social entrepreneur, global leader, activist, and ally for the student experience. Lewis brings to Mills significant experience related to issues of race, social justice, student development and higher education transformation. Lewis also teaches in the School of Education, her current seminar course is entitled: Higher Ed, Hip Hop and the Hood: Getting Students to and through College in a Transforming Academy.

Dr. Joi, as students fondly call her, is responsible for leading the Division of Student Life, serving as a primary advocate for the undergraduate and graduate student experience. She leads the campus-wide effort to strengthen community within the diverse campus population, and ensure that all students are positively impacted by the Division of Student Life’s mission and vision to provide students with a “transformative student learning experience.”

With more than 15 years of experience in student and academic affairs administration in public and private higher education, she came to Mills after completing her Doctorate in higher education management at the University of Pennsylvania. In 2006-07 she was also an Archibald Bush Leadership Fellow and a visiting scholar at the Spencer Foundation in Chicago, Illinois.

Lewis spent seven years at Macalester College in St Paul, Minnesota, where she became the founding dean of multicultural life and the first Chief Diversity Officer, in 2002, serving in that role until May 2006. In that position, she led faculty, staff, and students to successfully build what is now the Department of Multicultural Life. Under Lewis’ leadership, the percentage of students of color increased from 11% to 17%, and the retention rate rose from 65% to 97%, the highest to date in the college’s history. Dr. Lewis is becoming one of the new faces of cutting edge scholars on creating and implementing retention and graduation strategies for a diverse student body, particularly those who have been historically underrepresented.

Before becoming dean of multicultural life, she also served as Macalester’s associate dean of students, and as a student affairs administrator at the University of Minnesota and Iowa State University. She has experience in working with a wide range of students with varied abilities and their families, and in creating community around the ways in which race and ethnicity intersects with identities based on gender, social class, religion, national origin, sexuality, and physical ability.

Lewis’ work focuses on transforming organizational structures and incorporating the values and ethos of historically underrepresented peoples, discourses, and ideas into the fabric of educational institutions and local and global communities. Her scholarship focuses on narrative research as liberatory praxis, re-authoring lived experiences in urban cities and schools, and interrupting sexism and body image as text. Her current work is the backdrop for the vision for the creation of The Belonging Initiative whose mission is to connect unlikely allies across differences in the service of building strong integrated communities where all can feel a sense of belonging, particularly on college campuses. The Initiative’s core program, The National Narrative Project: A Model for Retention employs a multi-model approach using quantitative and qualitative data analyzed in a virtual research lab of emerging scholars studying national retention research and grounded in historical and contemporary narratives of higher education. One of her primary interests is to create a 21st Century National Model for Retention and persistence to graduation for a diverse student body.
Lewis’ doctoral research at the University of Pennsylvania focused on assessing and developing models and strategies for shifting organizational culture in education, as well as access, retention and completion for women and people of color to the professorate and senior administration. Her research interests include comparing educational systems in the United States and South Africa, in an effort to increase accountability of higher education systems, to increase not only access but also completion in higher education. As part of this research, she examined the legacies of Jim Crow and Apartheid as they affect access and success to (in) higher education and impact organizational structure. Her dissertation is entitled: From Mammies, Maids, and Martyrs to Agents, Activist and Authors: The Roles That Black Women Play in Transforming the Academy, in the US and South Africa.

Lewis earned her BS in business administration from Southern Illinois University-Edwardsville and her MS in higher education from Iowa State University. Her sense of community, as well as her vocational and research interests were shaped by three critical life experiences: growing up in East St. Louis, Illinois, her administrative sabbatical in Cape Town, South Africa, and her current work at a historical Women’s College. All of Lewis’ experiences are grounded in her commitment to her family, her faith and her community.

Kristen Renn, PhD.
Michigan State University
Associate Professor of Higher, Adult, & Lifelong Education

Kristen Renn is associate professor of Higher, Adult, & Lifelong Education at Michigan State University (USA). She is an alumna of Mount Holyoke College and received her PhD in higher education from Boston College. Prior to her current position, she served for ten years as a dean in the Office of Student Life at Brown University and was a policy analyst for the Massachusetts Board of Higher Education. Much of Dr. Renn’s research and teaching focus on diversity in higher education, with specific projects including the identities of mixed race students and the experiences of lesbian, gay, bisexual, and transgender students. She has published over 35 books, articles, and chapters on issues of race, gender, and identity in higher education in the United States, with a particular focus on conditions that promote equity. Dr. Renn is currently undertaking an international study of women’s colleges and universities. The study is designed to examine key questions related to the role of women’s institutions in the context of their national systems of education, as well as to draw international comparisons across institutions. Dr. Renn can be reached at renn@msu.edu. Her website is http://www.msu.edu/~renn.
Dr. Shirley M. Ramirez, vice president for institutional planning and community engagement at Lafayette College, will return to Middlebury College July 1 and rejoin the administration as dean of the college and chief diversity officer. She will also teach and serve as a member of the department of psychology. Ramirez came to Middlebury in January 2007 from The Posse Foundation, where she was executive vice president. At Middlebury, she served first as dean for institutional diversity and then as vice president for institutional planning and diversity before leaving in December 2008 for Lafayette.

As dean of the college and chief diversity officer, Ramirez will oversee and support a diversifying student body and academic community. In this dual role, Ramirez will help further Middlebury’s efforts to create an environment where diversity is an integral part of students’ residential and academic experience.

As Middlebury’s chief diversity officer in 2007, Ramirez was responsible for creating a vision and overall plan for diversity and inclusion. She led the development of a new academic center focused on the comparative study of race and ethnicity and oversaw institutional research, international student and scholar services, the ADA office, and other administrative areas.

Most recently, Ramirez served as vice president for institutional planning and community engagement at Lafayette College in Easton, PA. She was responsible for developing and supervising initiatives to promote policies, actions, and dialogue on matters of diversity and cultural pluralism. Ramirez also provided leadership as the College's senior planning officer and sought ways to forge greater connections between the College's academic activities and the community. In addition, she had oversight of the Office of Institutional Research, and the Office of Intercultural Development. Ramirez served as a faculty member in the department of psychology.

As executive vice president of The Posse Foundation, Ramirez oversaw and managed operations at a national level. The Posse Foundation is a not-for-profit organization that identifies, recruits, and trains outstanding youth leaders from urban public schools and sends them in diverse teams, called posses, to top colleges and universities across the country.

A former Posse scholar and the daughter of Dominican immigrants, Ramirez is the first person in her family to go to college. Ramirez holds an M.A. and Ph.D. in clinical psychology from Duke University, and did her undergraduate work at Vanderbilt University, where she earned a B.S. in human and organizational development and psychology. She has taught at a number of colleges and universities, including New York University, Georgetown University, George Mason University and The New School University. Her courses have included Racism and Mental Health, Psychology of Women, Cross-Cultural Therapy Skills, Research Methods, Leadership Development, Management and Organizational Behavior, and Organizational Change. She has also worked as a clinical psychologist with a specialty in trauma among multicultural populations. Ramirez is co-founder and co-chair of the national organization of Liberal Arts Diversity Officers, and a board member of the National Association of Diversity Officers in Higher Education.
Jenna Bond-Louden is an alumna of Wellesley College, where she served as Multicultural Affairs Coordinator in College Government, and President of Ethos. At Wellesley, she was also one of two undergraduates and the only non-Harvard affiliate to organize the Kennedy School Government conference focused on the themes highlighted in Lani Guinier and Gerald Torres’ 2002 book, *The Miner’s Canary*. She also became a supporter of the Charles Hamilton Houston Institute at Harvard Law School, which evolved into a post-graduate role with the Pipeline Crisis/Winning Strategies Initiative for Young Black Men. Her experience related to diversity leadership began in upper school through her involvement in the National Association of Independent School’s People of Color Conference. During this time, she established diversity initiatives across Baltimore and on the campus of her school, Friends School of Baltimore. Since graduation, Jenna has worked in media and public service, most notably for the William J. Clinton Foundation, where she managed projects including the Bush-Clinton Katrina Fund. Jenna is a recipient of the NYU Wagner Fellowship for Emerging Leaders in Public service and the New York City “Strength through Diversity” Young Professional Leadership Fellowship. She is currently pursuing a MBA at Columbia Business School.