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## Coalition for a Diverse Harvard Candidate Questionnaire

### **1. How important should diversity be at Harvard? What strategies should the University pursue to address diversity? (Please discuss specific programs and policies, including Ethnic Studies and faculty hiring, tenure, and advancement, if you can.)**

Diversity should be central to any institution of higher learning entrusted with training global leaders. Therefore, diversity should be central to Harvard.

But pursuing diversity is only one step. To truly be a leader in the 21<sup>st</sup> century and beyond, Harvard must also strive, across intersectional dimensions, toward equity and inclusion. In other words, there are opportunities to foster a more just society and the next generation of leaders and engaged citizens through recognizing differences and creating space to appreciate and value what these different perspectives can offer.

After spending seven years on Harvard's campus, as a graduate student, Resident Tutor, Teaching Fellow, and diversity, equity, and inclusion leader, I've seen, advocated for, and supported areas where Harvard could enhance diversity, equity, and inclusion. Below, I outline some opportunities for advancing diversity, equity, and inclusion across four categories: A) Admissions, Recruitment, and Hiring; B) Retention, Advancement, and Success; C) Curriculum and Learning; and D) Outside the Classroom.

#### ***A) Admissions, Recruitment, and Hiring***

Diversity within a higher-education institution starts with its community. A diverse student body at such a formative time in one's life provides an important opportunity to be exposed to new ways of thinking, doing, and being, and can have a profound and lasting impact on the development of an individual. During my time as a graduate student at the Harvard T. H. Chan School of Public Health, where our international student population made up 40% of the student body the year I graduated, I benefited immensely from learning alongside those from different parts of the world; at the same time, the percentage of U.S. students from underrepresented minority groups was less than 11%, a number small enough that any attempt to further report on data by program, department, and racial/ethnic group would have prevented anonymity ([Harvard Chan School, 2018](#)). Because, as humans, we often gravitate toward what we know, diversity does not happen by accident! It requires the leadership of the University to foster that type of environment.

Specific strategies the University could pursue to address diversity, equity, and inclusion in this category include:

- **Maintaining intentional admissions practices that consider a range of criteria and assets**, including academic achievement, leadership, cultural experiences, and/or socioeconomic background. Over the past 50 years, the University has been more conscious about diversifying the student body. This effort reached a significant milestone in 2016, with more than 50% of the incoming freshman class at Harvard College identifying as non-white ([The Crimson, 2018](#)). Not only is it important for Harvard to continue down this pathway but it can continue to expand equity and inclusion pieces.

- **Establishing and supporting pipeline programs** to ensure the strength of candidates from underrepresented backgrounds. During my time as Senior Equity, Diversity, and Inclusion Fellow on campus, a department chair once told me that the number of U.S. minority students accepted into the department was low because they were not qualified applicants. I immediately asked: When and from where did you try to find minority applicants? Did you wait until two months before the application deadline, or did you reach out to prepare them to apply a year or more in advance?
  - I am a beneficiary of a pipeline program designed to increase underrepresented minority numbers in graduate school programs. Through a competitive one-year research program I participated in as a junior at Michigan State University, I gained confidence in leading and presenting independent research (ultimately completing a thesis and graduating with High Honor); I also was encouraged to start exploring graduate programs, research their requirements, and apply for funding much earlier than my peers, which is how the Harvard T. H. Chan School of Public Health came on my radar. In my cohort of 60 undergraduate students, nearly 100% went on to graduate studies, including at top universities across the country.
  - Some pipeline programs do exist at Harvard (for example, [the Donald Hopkins Predoctoral Scholars Program](#) at the School of Public Health), but they are not consistently used across Harvard's schools. More pipeline programs could be established or utilized at both the undergraduate and graduate levels to help the University be more intentional in how it prepares diverse talent to understand what it takes to be competitive in an environment that may be different from what some students have previously experienced.
- **Recruitment and Hiring of Faculty and Staff.** For both student success and to continue to evolve the University into a more diverse, equitable, and inclusive community, it is important to recruit, hire, and retain diverse faculty and staff, especially among Black, Indigenous, and people of color, who support students of different backgrounds and ensure their success. While there has been increased attention on this across Harvard schools, stable or declining rates of faculty of color indicate an opportunity to do more ([Harvard Chan School, 2018](#), [The Crimson, 2015](#)).

### ***B) Retention, Advancement, and Success***

It is not enough to bring students, faculty, and staff of different backgrounds together, particularly in an institution that was not historically built to recognize and embrace these differences. Instead, Harvard's diversity, equity, and inclusion efforts should recognize the importance of creating a welcoming environment and providing services to help support and ensure the success of all members of the University community.

Specific strategies the University could pursue to address diversity, equity, and inclusion in this category include:

- Enhanced support services and initiatives for students of color, first-generation students, and international students
- Continuation of financial support for students, including tuition support, scholarships, fellowships, and employment opportunities to offset expenses
- Dedicated personnel and resources for the development and implementation of targeted training and workshops on equity and inclusion in and outside of the classroom
- Faculty development and professional training to ensure success of faculty and staff, especially for faculty of color on the track toward tenure

### **C) Curriculum and Learning**

Diversity, equity, and inclusion can also be fostered through recognizing different ways of thinking, learning, and studying. In fact, with its history of being at the forefront of representing distinguished and ground-breaking thinkers, the University has a unique opportunity to be responsive to the evolving needs of its community through expanding and enhancing its curricular offerings. As the University describes, today's liberal arts education looks different from the curriculum it promoted nearly 400 years ago:

*For its first two hundred years Harvard College followed a set curriculum consistent with the instructional style of the period. It emphasized rhetorical principles, rote learning, and constant drilling. The faculty was very small, yet already distinguished. John Winthrop (AB 1732), who held the Hollis Professorship and taught mathematics and natural philosophy from 1738 to 1779, was one of America's greatest men of science in the colonial era. ([Harvard College Handbook for Students, 2020-2021](#))*

Today, we know that a great education expands beyond mathematics, philosophy, and science. In fields like mine, in global health, we've also evolved from paradigms that were used to emphasize differences between economically wealthier and poorer countries and justify colonialism (for example, tropical medicine), to a newer paradigm that recognizes transnational boundaries and more intentionally interrogates colonial legacy. The calls toward an Ethnic Studies program similarly propose a home for a new paradigm of thinking that embodies diversity, equity, and inclusion; challenges understanding difference and power structures; and encourages centering community in how students learn and grow. In a world grappling with increased awareness of systemic racism, power, difference, and activism, whether through murders of unarmed Black men and women or disproportionate experiences of sickness and death among Black and Brown communities amid COVID-19, our students could greatly benefit from new ways and tools of learning, which could also inform the type of leaders they want to be. This is a type of interrogation and learning worth promoting.

Specific strategies the University could pursue to address diversity, equity, and inclusion in this category include:

- Truly listen to student input and concerns as the University finalizes the recruitment of four new ethnic studies professors ([Diverse: Issues in Higher Education, 2020](#))
- Increase community and service-learning opportunities to enhance classroom curriculum with out-of-classroom learning
- Ensure all course evaluations include questions on how diversity, equity, and inclusion were addressed in the curriculum and classroom environment, with transparency and accountability on how results will be used

### **D) Advancing diversity, equity, and inclusion outside the classroom**

The Harvard community is made of its people and its educational platform, but it is also characterized by its unique places and spaces. Some of my most cherished experiences on campus occurred outside the classroom, for example, grabbing a scone in Dudley Cafe and running into a student so excited to share how the course I taught informed her summer plans, having dinner with a professor whose course on communications ignited an eternal fire for the type of leader I want to be, and meeting fellow Black students and alumni (including my now husband) from across different schools in an informal gathering. On the other hand, some of my most traumatic experiences on campus occurred outside the classroom, for example, when community members didn't believe and questioned whether I belonged. Diversity, equity, and inclusion could be further enhanced at Harvard by recognizing that this matters beyond the classroom as well.

While there are numerous areas where Harvard could continue this work, some specific strategies the University could pursue to address diversity, equity, and inclusion in this category include:

- Address training and reformation of law enforcement like the Harvard University Police Department (HUPD) to ensure safety of all community members, regardless of race
- Systemically collect and report quantitative and qualitative data, including demographics, across student and faculty recruitment, retention, success, and community member experiences to measure progress on diversity, equity, and inclusion
- Examine and engage with the historical legacy of racism on Harvard's campus ([Efevbera, 2015](#))
- Mirror diversity, equity, and inclusion in the backgrounds, skill sets, and commitments of Harvard's leadership to ensure attentiveness at the highest levels, including in the Board of Overseers

As I've demonstrated, there are several opportunities for Harvard to further center diversity, equity, and inclusion in its leadership across domains of Admissions, Recruitment, and Hiring; Retention, Advancement, and Success; Curriculum and Learning; and Outside the Classroom. While the examples of strategies I shared provided a starting point, a diverse set of voices working together to identify and implement strategies will be crucial. I am running for the Board of Overseers because I believe Harvard has a leadership role in advancing diversity, equity, and inclusion, which will not only strengthen the quality of the institution for its current community of learners, instructors, and leaders but will also enable its voice to again be an exemplar toward a more just world.

## **2. Please state your views on affirmative action and race-conscious admissions.**

I believe that institutions must be intentional about implementing strategies that create a more diverse, equitable, and inclusive environment. Such pursuits not only lead to positive impact for those institutions but can also influence and shape the people who interact with those institutions and who go off to shape and influence a more just world. Affirmative action and race-conscious admissions have been important tools for Harvard to work toward this, and I am supportive of implementing these strategies.

As President Larry Bacow said, "The consideration of race, alongside many other factors, helps us achieve our goal of creating a student body that enriches the education of every student. Diversity also represents a pathway for excellence for both Harvard and the nation" ([Inside Higher Ed, 2020](#)). What he is pointing toward is that affirmative action and race-conscious admissions are about enriching the learning community by understanding that several factors, including race, should holistically be considered in a student's application. It is a call to action to admit qualified individuals representing different backgrounds who historically did not have opportunities to be in the same space, not because of ability but because of immobility and systemic oppression. I support President Bacow and the University in its continued leadership of ensuring diversity in admissions.

The importance of affirmative action and race-conscious admissions is best understood through a historical lens of how this institution has supported inequity. When Harvard was first created in 1636, its student and faculty make-up was primarily elite, protestant, white, and male. This was not an accident; this was by design. It wasn't until *more than two centuries later* that the first Black student, Beverly Garnett Williams, was admitted to the College, sadly dying before he could officially enroll; another 20 years passed before two of Harvard's graduate programs conferred degrees in 1869 on George Lewis Ruffin, the first Black student to graduate from Harvard Law School, and Robert Freeman Tanner, the first Black student to graduate from the School of Dental Medicine ([Mance, 2009](#)). One year later, Richard T. Greener became the first Black student to earn a Bachelor degree from Harvard College in 1870, and it would take another 30 years for W.E.B. Du Bois, a three-time Harvard degree holder, to be the first Black person to receive his Ph.D ([Harvard Gazette, 2011](#)).

But there were other forms of diversity excluded from the origins of Harvard that have made more progress in admissions today because there have been intentional supports. The first woman to be credentialed by Harvard was Linda Francis James, receiving the equivalent of a Master in Public Health from the Harvard-MIT School for Health Officers (now the Harvard T. H. Chan School of Public Health) in 1913 ([Harvard Countway Library, 2013](#); [Harvard Chan School, n.d.](#)). Despite applications and petitions, the first woman wasn't admitted to the Harvard Graduate School of Education until 1920, to the Harvard Medical School until 1945, and to the Harvard Law School until 1950 ([Harvard Gazette, 2012](#)). It would still be several decades before women were completely integrated from Radcliffe College into Harvard College in 1999 ([Harvard-Radcliffe, 2021](#)). Despite a very slow start, intentional policies – including affirmative action and direct engagement of the Harvard Board of Overseers in 1974 ([The Crimson, 1974](#)) – were critical to some of the successes the University can now boast, including gender parity in undergraduate enrollment ([The Crimson, 2018](#)).

In President Bacow's letter to then President-Elect Biden, he acknowledges that diversity, including through international student, faculty, and staff communities in higher-education, has "resulted in new ideas and innovations that have benefitted all of us" ([Bacow, 2020](#)). Harvard, thus, has an obligation to ensure its community remains diverse.

**3. What do you think Harvard's role should be in creating a more equitable, inclusive and just society? For example, please share any thoughts on divestment from fossil fuels and the prison industry and on the role of the Harvard University Police Department, issues of concern to current students.**

Harvard holds a unique position in society. Its voice and presence are regarded as examples by many. Its alumni are disproportionately represented in national and international leadership. Its unique position means that it is simply not good enough to be a follower or a beneficiary of the boldness of some. Instead, Harvard's role should be as a leader in creating a more equitable, inclusive, and just society.

This belief in Harvard's ability and responsibility is the reason that I am running for the Board on the Harvard Forward platform, where I've been vocal about Harvard's missed opportunities to reposition itself as a leading institution amid our new reality and to tackle racial justice and climate action through more inclusive leadership and socially-responsible practices.

Harvard has been a leader in advancing diversity, equity, and inclusion in the past. One of the most powerful examples I observed during my time as a Resident Tutor in Cabot House was when our Faculty Deans Rakesh and Stephanie Khurana (the former, also Dean of Harvard College), ignored outdated rules and nominated a phenomenal student, Jin Park, for the prestigious Rhodes Scholarship, knowing he did not meet the citizenship criteria as a DACA student. After passing House endorsement, the University ultimately submitted and supported Park's application, drawing on a history of "protest endorsements" it had made in the past for female students before women were eligible for the Rhodes program ([MCB Concentration News, 2018](#); [The Crimson, 1973](#)). While remarkable that Harvard broke from tradition, what was more remarkable was the Rhodes committee's acknowledgement of Park's application. Though they ultimately said Park did not meet the eligibility criteria, they changed their policies within the year. The following year, Park became the first DACA recipient to become a Rhodes Scholar, a testament to the power of Harvard when it lends its voice toward a more equitable and just world.

There are three immediate areas where Harvard could play a leadership role and where, through the process of running as a petition candidate for the Board on the [Harvard Forward platform](#), more than 3000 alumni have also called for University leadership toward a more just future.

## ***Racial Justice***

As I shared with [Harvard Magazine](#) earlier this year, “Harvard has a responsibility to ensure that the systems, structures, and policies that it creates, supports, and purports recognize that all individuals—regardless of race, ethnicity, and our many other identities—are equal and deserving of the same opportunities. In the wake of the unjust killings of George Floyd, Ahmaud Arbery, Breonna Taylor, and countless others, Harvard must address implicit and institutionalized biases, including in its own law enforcement agency, which disproportionately affect Black and Brown communities ([The Crimson, 2020](#)). The University must address racism, or power structures and discrimination on the basis of race, on its own campuses and in the decisions it makes as well as who it allows to have a seat at the decision-making table.” In thinking beyond initiatives implemented on its own campus, Harvard can also lead by example by divesting from the industrial prison complex, a system that makes its profits from the disproportionate exploitation of Black and Brown communities.

## ***Climate Action***

As I have also [previously shared](#), “Alumni have repeatedly raised the concern of Harvard’s lack of leadership on climate action. In fact, when you look at which communities are among the hardest hit by issues like poor air quality in the U.S. or climate change’s impact on small farming in rural communities, we see that inaction here is a manifestation of racial and socioeconomic inequality. We know that other universities have stepped up to address this concern, such as through committing to divesting from fossil fuels (which opens the door to future economic benefits for their endowments) ([University of California, 2020](#)); it’s time for Harvard to do the same.”

## ***Inclusive and socially-responsible leadership, including through a diverse Board of Overseers***

Decisions are often made by leaders who have a seat at the table where their voices are heard. Harvard will not change and move toward more equitable, inclusive, and just leadership if it does not bring new voices into its decision-making and governing bodies. This diversity must extend beyond gender and racial diversity – although those dimensions are important; it must also include diversity of disciplines and epistemological orientations represented, diversity of generations and lived experience, diversity of time spent embedded in Harvard’s campus understanding its unique strengths and challenges, as well as recency within the community. (It is for many of these reasons that I, as a recent alum of the School of Public Health SM’11, SD’18, see an opportunity to bring different perspectives, skills, and commitment to collaborate.) One such perspective that I believe is timely for the Board in its role supporting Harvard as an inclusive and socially-responsible leader is reexamining how its rhetoric supports, or inhibits, moral leadership, including in the use of its name “Overseers.” Similar to the [renaming of House Masters to Faculty Deans](#) in the College residential housing system in 2015, there’s a timely opportunity to listen to alumni calling for change.

The opportunity for Harvard’s leadership to move toward a more equitable, inclusive, and just society offers many benefits to this community, and the cost of inaction is too great to miss. Coming out of a year unlike any other in recent history, the University has an opportunity to reimagine itself as a higher-education leader, demonstrating morally sound and economically responsible decision-making that will set the University up for another 400 years of success. But the University will only be able to do this if it diversifies its decision-makers, including those with expertise in health, education, and climate action, and listens to its communities – including students, faculty, staff, and alumni.

I believe there is a window of opportunity for the University here, a window that reminds us that when Harvard stays silent or continues to invest its US\$41.9 billion endowment in ways that depart from the

mission and values that we – as members of this community – were taught in our Harvard education to uphold, Harvard is making a statement!

If given the opportunity to serve on the Board, I'm prepared to bring my commitment to working with fellow alumni to help make the right statements and ask the tough questions in order to set our University up for creating a more equitable, inclusive, and just world.

**4. What steps have you taken to bring diversity and inclusion to Harvard, to your workplace, and/or to an organization that you have been involved with?**

Over the course of my career, I have championed diversity, equity, and inclusion efforts, including on Harvard's campus and as a global health specialist. I am also a certified diversity, equity, and inclusion consultant, working with individuals, teams, and organizations on using cultural lenses to bring voices more inclusively to the table. My passion, which colleagues have told me comes through in much of the work that I do, is to create spaces for underrepresented voices to be part of decision-making and solution-building.

***Leading diversity and inclusion at Harvard***

During the seven years I spent on Harvard's campus, including living in both graduate and undergraduate residence halls, I led and collaborated on several efforts to enhance diversity, equity, and inclusion within the University. I served as Senior Equity, Diversity, and Inclusion Fellow and worked for the Office of Diversity and Inclusion for several years (after being hired as one of the first student employees shortly after the office was created). I was an appointed member of the Dean's Advisory Committee for Diversity and Inclusion and served a three-year term, working with faculty, students, and staff to improve the School of Public Health's environment in partnership with the Dean. And, when I realized student and alumni voices did not have a strong platform in the Committee, I co-founded a sub-committee designed to ensure students and alumni voices were included in shaping the School of Public Health's diversity, equity, and inclusion efforts. Through each of these experiences, I was responsible for designing initiatives, advising on School and University policies, and working directly with University administration on how to implement them.

One example of an equity and inclusion effort I am proud to have led at Harvard was the establishment of the University's first anonymous bias-related incident reporting system. I led a working group of students and staff that researched, designed, and adapted the electronic reporting platform and worked with administration and staff to educate the community on how and why to utilize it. In partnership with the (then) Associate Dean for Diversity and Inclusion, my team also helped develop the behind-the-scenes policies of what would happen when an individual reports experiencing or witnessing bias or discrimination on campus. This system enabled nearly 4000 students, faculty, and staff in the School of Public Health community to report experiences of bias or discrimination, whether in the classroom, outside of the classroom, or off-campus but involving community members, with a guaranteed policy for response.

During my time as a Resident Tutor, I also saw another dimension of opportunities to strengthen the University's diversity, equity, and inclusion response. In October 2017, I was inappropriately accosted by Harvard law enforcement, in what I later learned was a case of mistaken identity during their search for a Black woman who was younger, lighter in complexion, and not a Harvard student. While this was a traumatic experience personally, as it occurred in a public setting in the residence hall, I immediately mobilized a response because I never wanted any of my students to be subjected to that humiliation. I developed some tangible recommendations for the Harvard University Police Department, consulted with a handful of supportive members within my own community, and – for months after – liaised with the House Faculty Dean to ensure that recommendations I'd developed from that experience were incorporated into the University's practices.

Additionally, as an alumna, I have recently continued to support the School of Public Health's commitment to diversity, equity, and inclusion through my participation in a new Black Alumni Engagement working group, led by the Office of Alumni Affairs.

Some additional initiatives that I am proud to have supported to bring greater diversity, equity, and inclusion to Harvard include:

- Securing institutional commitments from the Dean through organizing and presenting recommendations from the Racial Justice Student Group
- Designing and advocating for diversity, equity, and inclusion questions to be included in School of Public Health course surveys
- Conducting the School of Public Health's first climate assessment to quantitatively and qualitatively understand the experiences of students, faculty, and staff across demographic characteristics
- Launching the first Dean's Annual Report on Diversity and Inclusion, which, from 2014 to 2019, provided demographic data publicly on admissions, recruitment, and retention of students, staff, researchers, and faculty
- Preparing curriculum, training, and orientation sessions for School of Public Health community members to advance equity and inclusion

To see and be a part of the University's evolving perspectives on diversity, equity, and inclusion over more than a decade has provided me with a unique lens that will be a meaningful asset in the Board's advisory role.

#### *Leading work on diversity and inclusion in the workplace*

In my role as an advisor in the gender equality division at the Bill & Melinda Gates Foundation, my focus is on developing strategies and leading targeted investments that address inequities and barriers girls and women around the world face. Working in a philanthropic organization, I have had a unique opportunity to advance diversity, equity, and inclusion through establishing and implementing investment and grant-making practices. I brought a new practice to my team of including an additional question in our investment proposal process, requiring prospective grantees and contractors to describe how diversity, equity, and inclusion are considered in the proposed work and team. For some partner organizations, this was the first time they were asked to explicitly reflect on dimensions of diversity, equity, and inclusion as tied to their global health and gender work. For some partner organizations, the signal of a donor committed to more inclusive funding practices inspired increased discussion on how they could expand their diversity, equity, and inclusion practices. For example, this led to an open call process for proposals (rather than a traditional proposal by invitation only process), increasing access in which researchers could propose ideas to be considered for funding. It also led an organization to build a more equitable process around identifying early- and mid-career researchers, often left off or buried in publication authorship, to be given opportunities to lead or be major contributors to research that was ultimately funded. More broadly, the results have included more diverse teams implementing the work being funded, along the lines of race, ethnicity, nationality, and career stage, and additional leadership and inclusion of staff who are often less visible in global health and development spaces.

Another exciting way I have increased diversity, equity, and inclusion through my work is expanding the type of partners we fund, creating opportunities for different types of organizations, ranging from multilateral organizations and international non-governmental organizations to include grassroots organizations, which often require different types of support throughout the investment proposal and implementation process. Moreover, through building a consortium effort to connect a set of partners to one another, I have been able to pilot how increased coordination among a set of partner organizations can help to expand results beyond the individual investments to each. Within the agreed-upon principles

of this consortium, the group has been explicit about diversity and inclusion as a cornerstone to how they operate, expanding intentionality across their global health and gender work.

I also sit on two advisory committees within my organization designed to advance diversity, equity, and inclusion. On the first, I am part of a team that advises our organizational leads for diversity, equity, and inclusion on how to foster and model conversation and learning on topics like racism, colonialism, and inequality. Through inviting internationally-renowned speakers with expertise on these topics like Dr. Ibrahim Kendi and Dr. Madhukar Pai, we are just at the starting point of creating new types of spaces internally that I hope will influence how the organization shows up in the work that it does. On the second, I provide feedback on ensuring diversity, equity, and inclusion lenses are considered in different investments that we make and initiatives we are building, particularly in working as a U.S.-based organization intending to improve health, well-being, and economic outcomes for populations across sub-Saharan Africa and South Asia. Our aim is to support more meaningful impact and investments that recognizes the impact of disproportionate power structures.

Lastly, when I reached out to my colleagues to get their feedback on my leadership on diversity, equity, and inclusion across my professional communities, I was humbled by the ways they called out my boldness, inclusivity, and role-modeling. In addition to being a member of employee groups in my current workplace, I have served as a thought partner to different leaders and groups, offering actionable recommendations to bring new insights and revamp programs and investment methods to make them more relevant and impactful. For example, following my year as a Global Health Corp Fellow, working as Monitoring and Evaluation Coordinator for an HIV-prevention non-profit in Malawi in southern Africa, I started championing further conversations within the fellowship on the intersections of racial justice and global health. I developed and led a workshop titled “Power, Privilege, and Race in Global Health” for Global Health Corps alumni and staff in 2015 to create a safe space to reflect on discrimination and racism at interpersonal and systemic levels in their professional global health experiences, opening the door to what has become an important area of reflection in the fellowship community today.

The opportunity to advance diversity, equity, and inclusion through working at the largest private foundation and in past roles in communities around the U.S. and the world has further sharpened my skills and strengthened my belief in the impact serving on the Board can bring. I have learned that change can often be incremental, and at times painfully slow, but that it is, in fact possible. We will all – communities we reach, engage, and wish to serve – be the better for our efforts.

**5. If elected, would you be willing to meet occasionally with the leaders and/or memberships of the groups below during your tenure?**

One of the key reasons I am running on the Harvard Forward platform is because I would like to see the Board, and Board members, value the voices of the Harvard community more. That is only possible if there are opportunities to meet with leaders and members of the Harvard community, including the Coalition for a Diverse Harvard and the many groups who are part of the coalition (some of which I am a member of). I would consider it an honor to continue to hear from leaders and membership of different groups, particularly among those who have been committed to diversity, equity, inclusion, and justice, and would do so within the allowances of the Board role. I truly believe that we can move Harvard forward, further, and faster by advancing issues like racial justice, climate action, and inclusive governance if we do so together.