

1. How important should diversity, equity, and inclusion be at Harvard, and what strategies should the University pursue to address these? Please discuss specific programs and policies regarding, for example: Ethnic Studies; faculty hiring, tenure, and advancement; the 1650 Charter's pledge to facilitate education of American Indian youth; Harvard's legacy of slavery; environmental justice measures; etc.

Diversity, equity, and inclusion are among the most important things in any institution and community, including Harvard. Diversity of lived experiences, diversity of thought, diversity of beliefs, and diversity of all kinds make for an abundant learning community. Advancing equity, especially in light of past systemic inequities, is a moral obligation that Harvard should shoulder with integrity, creativity, and institutional resources. And these things can only happen if there is an abiding commitment to, and hunger for, full inclusion of everyone.

To these ends, I support Ethnic Studies, even as I support the study of anthropology and sociology. The proper study of humanity is humanity, to paraphrase Alexander Pope. As to hiring, tenure, and advancement, I believe a person's lived experience can be a legitimate factor, given that a diversity of lived experiences gives students, and campus culture more broadly, access to a depth of knowledge that only life experiences can bring.

As to the commitment to educate American Indian Youth in 1650 Charter, the purpose of that commitment was, at its core, about equality. It was an attempt to put indigenous students on equal footing with English students. For hundreds of years, Harvard did little to live up to that commitment. But since the 1970s, Harvard has begun to make a practical commitment to equitable access for indigenous students. These efforts should continue, with even deeper listening to indigenous communities, several of which are Harvard's local neighbors.

As to Harvard's legacy of supporting slavery, the University has begun a good dialogue about what it means to repair the damage caused in those years. Harvard is out in front of most of the country in confronting the hard truth that our actions in this country with respect to slavery, Jim Crow laws, and civil rights have often been inconsistent with our ideals. The path to a humane future includes facing up to, and when possible, rectifying an inhumane past.

As to environmental justice, this is an issue that all of society must be willing to embrace. Harvard can help communities around the world, and near at hand, to enact policies to build just and sustainable communities. There is a strong environmental justice community in Boston, and Harvard can lend considerable resources to that community. This is a commitment we have made at my institution (The Museum of Science), and I feel sure Harvard is in dialogue with this community as well. As an Overseer, I would be able to be a bridge to that community.

2. Given the Supreme Court's ruling against race-conscious admissions, what measures should the University adopt to promote student-body diversity along multiple dimensions, including racial diversity?

The Supreme Court's decision will certainly make it more difficult to develop a diverse student body. This has been the experience in the California university system since the universities were barred from considering race in admissions.

I think there are three things that can be done.

- a. Make Harvard a place where diverse students feel like they belong. Do students of color feel welcomed at Harvard? Do they feel they belong? Are they supported while they are enrolled? Harvard's administration and faculty need to listen attentively to its students of color, to its students with disabilities, to its students who are neurodiverse, and to others who might be outside the mainstream, to understand what their lived experiences on campus have been. And then it must respond with resources when it finds that any group does not feel welcomed, heard, and supported.
- b. Double-down of recruiting students from diverse populations. If Harvard is a place that creates the conditions where diverse students feel like they belong, then a strong recruiting effort will help maintain diversity on campus.
- c. Make economic diversity a factor in admissions. While I understand it is a mistake to conflate diversity with lacking financial resources, it still seems to me that if Harvard recruits aggressively in under-resourced communities, and if coming from those communities is an acceptable factor in admissions, it will add diversity to the student body.

3. Do you support the elimination of admissions preferences for recruited athletes, children of donors, and children of alumni (legacy)? Please address all three categories.

Yes, and no.

To begin with, let me reiterate my belief that a healthy campus is one that includes students with a variety of different skills, backgrounds, and points of view. A healthy Harvard will have students who love the life of the mind, are artists and athletes, are from a multitude of religious and political persuasions, are science-minded and humanities minded. It will include students who struggle with physical challenges. It will have students from every corner of the globe.

Let me also say that I am aware of the study from 2019 that showed that 43% of white students at Harvard were either recruited athletes, children of staff, children of donors, or children of alumni. I find this troubling. It is affirmative action for power and privilege.

But not all these factors are created equal. Two can, I believe, be acceptable factors in admissions, and one cannot.

As to athletics, this is an important part of nearly every university and college in America. Having competitive teams in all sports, including so-called minor sports, is good for Harvard, good for its student body, and good for its reputation. So, I believe it is legitimate to make athletic ability a factor in admissions. I am unaware how far Harvard has taken this factor in its admissions process. Perhaps it needs to be paired back, but I do not think it should be eliminated, any more than musical ability, artistic ability, or linguistic ability should be eliminated altogether as factors.

As to children of Alumni, I am certain that the children of Harvard alums carry a deep love and understanding of Harvard into the university when admitted, and that is a good thing. Having a multi-

generational commitment to Harvard will help keep it strong for generations to come. There is the obvious problem that Harvard's current graduates are predominantly white. But this should dissipate as the members of the increasingly diverse classes of the past several decades have children of their own. Again, perhaps Harvard weighs this factor too highly. Perhaps it, like athletic ability, it should be paired back as a factor for admission. But it should not be eliminated.

As to children of donors, I feel strongly that prior donations, or the prospect of future donations, should have no factor in admissions. I do not believe a parent's financial well-being is a merit that inures to the prospective student. Donors should give to the university for the positive difference it can make in the world and should not be encouraged to do so because it will give their children a leg up on admissions.

4. In light of recent turmoil—from the doxxing of students to the resignation of President Gay—how do you think Harvard can ensure key institutional values such as: academic independence from political and financial strong-arming; free expression on campus (including the right to protest); and safety for all?

These are the biggest questions Harvard faces, and it must answer with speed and wisdom. The administration and faculty must create a culture where everyone feels safe, free to be their whole selves, and energized by their Harvard experience.

This is the time for Harvard to talk to Harvard. It is the time to let the criticisms of members of congress and donors serve as calls for self-examination ---- the very thing we should always do. It is certainly NOT the time to let politicians and donors dictate how we have this conversation.

These are some of the questions we should ask: How can we become a community where our commitments to pursuing the truth, respecting each person, and suspending our certainties make it possible for us to bridge our deepest differences? How do we elevate the values of curiosity, kindness, and humility on campus? How do we safeguard viewpoint diversity? How do we build a culture where it would be unthinkable to make students or faculty feel unsafe? How do we create a culture where it is expected and acceptable to feel uncomfortable by the ideas and strongly held opinions of others? How do we protect the right to protest while maintaining the right to feel safe and to continue campus life?

I know Harvard can, and will, use this moment to answer these questions. I am sure as it does, it will pave the way for others as well.

5. What steps have you taken to bring diversity and inclusion to Harvard, to your workplace, and/or to other organizations? Are you a member of any of the signing groups below?

From my days as a law student to the present, I have been dedicated to the values of diversity and inclusion. I have been especially moved to address the issues of generational poverty, justice, and human dignity. I have worked as an appellate defender, serving indigent clients on death row. I served in a poverty law clinic. I left my law practice to work in a large public housing community. I led an organization that served adults with cognitive disabilities. I helped start a multi-racial church. The church I attend now is multi-racial, is committed to inter-faith partnerships, and is committed to social justice in Boston and around the world.

In each science center I have led (in Birmingham, Al, San Jose, CA, and Boston) I have pushed the organizations not to measure themselves by whether they were good museums but by whether we were making a positive difference for people on the other side of the opportunity gap. This is the thread that runs through my life. It is one that my time at the Kennedy School helped strengthen.

I am especially encouraged by the work that I am leading now at the Museum of Science to elevate the values of equity, diversity, and inclusion. We are increasing diversity of our staff and board. We have robust partnerships with diverse communities, and our programming reflects those partnerships. As to this, let me say that whether I am elected an Overseer, I would welcome Harvard's student groups, including all those committed to diversity, to partner with the Museum of Science. I love – and the Museum loves – learning from students, working with students, and being a part of their educational experience.

6. What role do you think Harvard can and should play in defending democracy in the US and around the world?

The forces of populism are gaining strength in this country and around the globe. With them are rising levels of intolerance and fear.

Harvard's principal role in combatting this is to produce graduates who will live lives of active hope. It should do all it can to inspire its graduates to get involved with the civil institutions of their communities and countries. It should instill in them the courage to stand in their communities for the things Harvard stands for: a pursuit of truth, a commitment to living evidence-based lives, optimism for solving problems, and a commitment to the well-being of everyone. Harvard graduates should get involved with advancing policies that make this country humane and sustainable. They should work hard to make this country safe for diversity.

Harvard should also seek to model openness, tolerance, and the safeguarding of diversity on campus. Harvard graduates will be more fit to champion democracy in the world if they experience the foundations of democracy on campus.

Questionnaire responses will be posted on the website of the Coalition for a Diverse Harvard, [DiverseHarvard.org](https://DiverseHarvard.org). We look forward to hearing from you. Thank you.