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.

After I finished working on the film *Coco*, a film set in Mexico during the Day of the Dead, I gave a talk at a high school in Colorado. Afterward a student came up to thank me for making the film and then began to get choked up. She said, "I watched *Coco* with my little brother and he pointed at the screen and said 'That boy looks like me!' I just wanted to thank you because we don't ever get to see people that look like us in movies."

I hope it is obvious by now that DEI is critically important not only for generating unique solutions but for exposing students to a broad range of thinking and experiences. An oft-overlooked element to DEI, that enables a diverse student body to achieve at the highest levels, is a feeling of belonging. Harvard generates imposter syndrome in plenty of students, but can be even worse among those that are bringing diversity to the campus and classroom. (I speak from the experience of being one of the small number of women in computer science in the mid-90's.)

A desire for belonging is an intensely human trait. The student getting choked up about *Coco* because she saw herself and her brother reflected in a movie is a real-life example of that. Learning from a professor who looks like you is another. Learning from a professor who is different than you, but still treats you like you belong is another important piece. Support from peers, like the Harvard Women in Computer Science group I met with last time I was on campus, would have made a huge difference for me had it existed in my time.

We are living in a society that is increasingly shifting to an intense us-versus-them attitude. With social media and curated news feeds, we are being pushed into echo chambers. We can see how this is wreaking havoc on the world, stoking wars, extreme nationalism, mental health issues and intense racial tension and attacks. We must emphasize an appreciation for the experience of others and surround the students of Harvard with people from a rich multitude of backgrounds. The goal should always be to have a campus filled with such diversity that being different is actually the common thing. With a great variety of experiences, thoughts and approaches, everyone rubs off on everyone else just a little bit.

As for policies, I am more of a specific-idea person and less of a policy person, and I do not pretend to be an expert on DEI. I can however talk from the perspective of someone who has spent 20+ years working to increase diversity in computer science and STEM fields. The key elements I have seen work are:

1. Feeling a connection in some way to a person in a position or industry you aspire to. Seeing someone like you doing the thing you dream of has a significant impact;
2. Being around people who treat you like you belong in the room or believe that you can achieve what you aspire to. Harvard plays a critical role in allowing students to dream bigger than they know how. This is particularly important for anyone that is not a white male;
3. The power of media on screen(s) to shift assumptions and beliefs;

To increase the prevalence of students seeing someone like them:
- Stated diversity goals for faculty; release updates every year so everyone is held accountable.

- Social Media: Finding more ways to profile the diversity of the student body on social media. Short, well-crafted stories, featuring a student with a problem to solve and briefly how they solved it would be impactful. (There are so many opportunities with the plethora of exciting things happening at Harvard.) Stories stick in people's minds in a different way and have far more potential to inspire than pictures or some of what I see currently on the @harvardcollege Instagram account now.
- Erect a series of sculptures or other art works on campus that are not statues of white men. Celebrate heroes of other cultures so students that connect with those cultures can see them every day and feel recognized. Even those that don't directly connect with them can be reminded that there are a multitude of cultures out there. It would be all the more powerful if this was supported in some tangible way by alumni classes. This changes it from something that could feel like checking a box for diversity into something that feels like there are thousands of people behind it, a network supporting students that identify with that person or culture.

To address being around people who treat you like you belong:
- Training for professors in equity, inclusion and belonging, including an emphasis that different students arrive to campus having had varying access to classes and how to best support everyone. For example, an Introduction to Calculus class will have students who have taken calculus but weren't able to test out of it the first week of school, as well as students who didn't even have access to a calculus class in high school. (Again, I speak from personal experience. My high school did not offer Calculus.)

To make use of the power of media on screens:
- Social media posts mentioned above;
- In the spirit of the Google Science Fair or various million-dollar competitions to solve specific problems, hold a competition to solve a problem where the winner gets a free Harvard education. Get coverage of it and highlight a series of competitors, especially ones that are diverse in varying ways. This highlights diversity but also helps to dispel the perception some have of Harvard just being a place for rich, white, prep school kids. (The Berkeley-Darfur stove that the Cal Berkeley faculty and students invented is an example of the kind of problem that simultaneously helps the world and sticks in people's memories.)

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?

There are things schools have tried in states that stopped race-conscious admissions years ago but it does not seem like any of them are an obvious win or very cost effective. Here are specific thoughts that go beyond those things, like general outreach and using socio-economic status as a substitute for racial diversity:
- Changing the first question on the current admissions application from:

  "Harvard has long recognized the importance of enrolling a diverse student body. How will the life experiences that shape who you are today enable you to contribute to Harvard"

  to something along the lines of:

"Harvard has long recognized the importance of enrolling a diverse student body. Describe when you have been an 'other,' how it has it impacted you and shaped who you are today?" This feels more direct and more telling for someone to describe when they have been a minority.

- Sponsor diverse Harvard students to return home and give a talk at their high school about Harvard. This is a concrete way for high school students at that school to see someone who has succeeded before them. This would also be a nice perk for students to get a sponsored trip home to see family as well as a great opportunity for public speaking with impact.
- As stated above, I believe that shifting some of the outside perception of Havard as being only for white students from elite private prep schools would help bring more diverse applications in general.
- Social media posts mentioned above.

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.

These three categories are perfect examples of things to consider when rethinking admissions. In the end, how much does each group contribute to the richness of Harvard's community? Children of donors are the most clear-cut. Having parents who give money should not factor into admissions decisions. There is nothing about a donation that means the candidate will enhance the classroom or the campus. It simply means their parents gave money. If Harvard didn't have such a sizeable endowment, I suppose someone could make an argument that this should be debated but clearly this is not the case.

The second category to consider is children of alumni. It is possible that the success of Harvard graduates could be an indicator that their children will already have greater overall life advantages. Given this, there is an argument to be made that admitting students who aren't children of alumni would create a more diverse student body. (As discussed in Adam Grant's recent podcast with Malcolm Gladwell where Gladwell referred to legacy students as "white affirmative action".) In considering this category though, I think there is potential that opinions could shift, depending on who one is picturing as the legacy student - the child of the majority versus the child of a minority group.

Finally, for recruited athletes, I think it should count as an additional positive to an application but I don't think it should be the *only thing* that counts. Dedication and expertise at something, whether it be field hockey, the violin or photography, are things that, when combined with a strong academic background, bring value to the campus. They can be indicators of a well-rounded person, who takes an interest in varied things, and who can dedicate themselves to honing their skills. Admissions should be about finding the people who will create the best community - first academically but also with cultural and intellectual richness.

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?

Safety for all should be another top priority. No student should be living in fear while part of the Harvard community. There clearly needs to be new policies and protections put in place so immediate action can be taken when something happens. As the technical world around us

changes at a blazing pace, there needs to be regular updates to ensure Harvard can protect its students from challenges to their safety and well-being. The majority of students at the college are 18-22 years old. Research shows the brain is not fully developed until 25 or 26. There has to be room for students to express their thoughts and employ their right to free speech without consequences to their future careers or threats to their parents and families. This should be one of the most important aspects of what undergraduate time is about – trying various things, making mistakes and learning from them. This should be protected. Obviously there is a line. There is true hate speech, as well as poorly crafted expressions of opinion. Given all the brilliant graduate students at Harvard, many of whom have significantly more life experience than undergraduates, this could be an excellent opportunity to match student groups with a graduate student as an advisor. (The Kennedy School students seem like prime candidates for this.) The grad students could help craft any message or statement a student group wants to put out to help ensure it can be heard rather than dismissed. This could also be a way to improve the likelihood of having impactful but peaceful protests. In addition, drafting very clear protesting guidelines is imperitive.

I can also see a huge benefit to requiring incoming freshman to take a class to learn respectful discourse on difficult topics, such as the ability to find truth among lies, alternative facts, and AI deep fakes, how to use first amendment rights most effectively and more. The student body and faculty could shift the content of the class year-to-year to make sure it represents the most current issues. The class should also feature speakers that could speak directly to these issues, speakers like the Black Lives Matter founders and many more powerful figures in these arenas.

As for academic independence from political and financial strong-arming, this couldn't be more important at this time in history. So many of Harvard's advantages disintegrate if they can be manipulated by donors or pushed around for political means. Donors should all be made aware, and give written consent, that their support is to better the learning and research at Harvard and nothing more.

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?

A couple of years ago I had just finished giving a talk in Texas and got a text that stopped me in my tracks. It was from the director of Pixar special features about the making of the *Turning Red* documentary (titled *Embrace the Panda*) releasing the next day on Disney+. She was worried for me because it featured significant footage of me, my wife and twin babies. There had recently been a strengthening of anti-LGBTQ+ legislation and hate that she was worried I could become the focus of. I have never backed away from the responsibilities that come with being a woman that breaks through barriers (as an example, I am the first women in over 20 years to hold the Visual Effects Supervisor role and was part of the first all-female leadership team for a movie in Pixar's history). This gave me pause though because it involved my kids, my family and the vitriol common in today's society for "others". It took one beat of consideration before I decided on ways to protect my family and that anything else was worth it if other LGBTQ+ kids and people out there could see our sweet little family.

The majority of my DEI work has taken place over the last 20+ years, working to increase the number of women and students from underserved populations in computer science and STEM fields. In 2003 I gave my first talk at a girls math and science camp at Stanford. As I talked about the math, science and code behind making Pixar movies, I could see the girls' eyes light

up. There was power in what I was talking about – it was infusing STEM with excitement and creativity in a different way for them. I was thrilled. Here was something I could do that could shift the numbers in STEM in whatever small way, perhaps preventing someone from experiencing the significant challenges I experienced as one of the few women in computer science during my time at Harvard. I was so fervent about this that I would pay my own way to girls STEM conferences if they didn't have the money, or take vacation days from work to give talks. I have spoken all over the world but felt intense excitement in 2016 when I was asked by TED to give a talk at their TED Talks Live event with PBS because of the potential reach it could have. That talk has now been viewed over 3 million times and I still regularly hear from girls and women it has inspired.

In trying to bring some of this home to Pixar, I was able to negotiate bringing the Girls Who Code summer camp into the very secretive Pixar campus so they could be in an inspiring environment and see women that program computers as a creative career. The unexpected thing was that it seemed to inspire my coworkers even more. Back then, it was the first visible sign of Pixar attending to diversity in the outside world. The girls were an energetic life force, on view at all times in a main area of one of our buildings. We brought employees in to be mentors and give presentations in the classes. People were raising their hand left and right to be involved. It was amazing to watch.

Soon after this I was asked to be the executive sponsor of the LGBTQ+ employee resource group on campus. Highlights from my time in this role were helping to bring gender neutral bathrooms to Pixar, advising on LGBTQ+ elements of Pixar films, as well as facilitating the group's leaders in giving a moving talk at the Out and Equal conference.

In the end, thankfully, I never received any (obvious) hate for the *Embrace the Panda* documentary but I have received a mountain of love from people so grateful to see an LGBTQ+ family represented.

As for being a member of the signing groups, I have been on the mailing list for the Harvard Gender & Sexuality Caucus for many years and recently joined the Coalition for a Diverse Harvard.

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

Whether intended or not, Harvard plays a role as an institution whose opinion matters and has some of the brightest minds in a country well known for democracy. Harvard graduates will always play significant roles in the direction of the U.S. due to our alumni's prominence in high-level politics, business, etc. As such, Harvard, the institution, should be a fair and inclusive body that does not *unnecessarily* polarize. Outspoken positions on controversial issues should be rare. (Rare, *not* absent.) As an institution, doing things like those recommended above, to be more inclusive in its students, faculty and administration, would be walking the talk of promoting and defending democracy. Cultivating a student body that can take on controversial issues in a considered way that allows them to be heard is another powerful way that Harvard can defend democracy. We are at a critical inflection point in our democracy and Harvard's influence is critical.