

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

As an institution seeking to educate future leaders, Harvard needs to embrace an increasingly diverse America and inter-related world. Diversity should be a top goal and central to Harvard's mission and identity.

There are specific programs and policies that the University should offer such as Ethnic Studies that can become essential to making this a reality. In offering Ethnic Studies, every student should have the option of taking elective courses regardless of concentration. This would help legitimize Ethnic Studies as an independent field of study. Ultimately, I believe select Ethnic Studies courses should be available among General Education offerings as well.

One of the most impactful courses I took was a Gen Ed seminar on Asian American history back in the Spring of 1986. It was the first of its kind and one of the most impactful courses I took as an undergrad. It changed my view of America, Asians in America and myself. I later wrote my senior thesis on the Japanese American internment in large part because of this course.

Regarding faculty hiring, tenure and advancement, while recognizing that there are many complex factors to consider, I would significantly increase the weight put on diversity as a criteria in these processes. In my role as a business executive, I subscribe to the notion that good intent is not enough. There must be results. We should not confuse being busy with being productive; nor, should we confuse activity with actual progress. We should require that all final slates include diverse representation and focus attention on the actual outcomes of these processes to insure we are elevating those who contribute to Harvard's diversity goals through their very active professional and personal engagement.

But frankly programs and policies are not enough. They ultimately become mere reflections of good intent if not executed successfully to tangible results. We need leaders and administration who genuinely understand and embrace diversity as a strategic imperative and operational differentiator. These people would welcome being held accountable and having their own performance and advancement assessed with specific outcomes related to diversity.

2. How can Harvard encourage more diversity among its alumni leaders and activities? (If not discussed above.)

Having diverse alumni leaders in the first place, assumes we have a diverse student body. To increase diversity within the student body, we need to increase diversity at the top of the funnel by increasing the diversity of prospective students. I know this first hand because I was a student recruiter and then a student coordinator for the Undergraduate Minority Recruitment Program (UMRP) throughout my college years.

As the number of diverse alumni grows, we need to encourage each other to get more involved with Harvard generally and with diversity-related issues, activities and events in particular. We must also seek more resources and attention from various alumni organizations to engage with diverse alumni and identify diverse leaders. This may involve initially identifying other issues or common interests that all alumni share. It may also involve identifying recent diverse grads who have the interest and potential and developing them to become alumni leaders later.

Once this happens, diversity-related activities should increase in both frequency and genuine engagement among all alumni, particularly diverse alumni.

3. Please state your views on affirmative action and race-conscious admissions.

Affirmative action and race-conscious admissions are very complex issues requiring and deserving nuanced communication and discussion. For the purposes of this questionnaire, allow me to focus on race-conscious admissions, a topic I have been close to for many years.

Not everyone can be born into privilege, but everyone can and should have access to opportunities. I believe that education is still the great equalizer; it is the greatest source of opportunity and advancement we have in the US and in most countries around the world. But education here and around the world is not a level playing field.

Acknowledging these inequities requires a response that includes but is not limited to affirmative action. Perhaps there will be a day when the field is level, but any casual observation of the socioeconomic landscape in the US today suggests that the very problems that affirmative action is seeking to redress are not going away any time soon.

Since education is the great equalizer, it stands to reason that race-conscious admissions should be a natural focal point for those seeking increased diversity and inclusion of historically underrepresented people groups. As such, rather than evaluating just current aptitude and recent academic achievement, we need to assess the potential for intellectual and personal growth of prospective students in the future. This is only possible if there is a holistic process that seeks to understand each applicant as an individual.

Every person has a story, a personal history that provides crucial context on who they are and what they are capable of. If we want to develop the most comprehensive view of every applicant, we must consider race. Race is one of the most significant factors shaping the opportunities, achievements and even perceptions of each other and ourselves in our society today.

Race-conscious admissions must continue as long as we have an admissions process that seeks to know each admitted student and their story. This process has admitted imperfections, which are an inevitable byproduct of a subjective process administered by humans, but this

subjective process is necessary to understand and appreciate every admitted student as an individual.

Taking a step back, we need to recognize that Harvard facilitates the creation of lifelong relationships, experiences and learnings -- not just providing classroom instruction. This means that admitting diverse students is not just good for those particular students, and not just good for Harvard in maintaining its place as a leading university and global citizen, but good for ALL students.

4. What do you think Harvard's role should be in creating a more equitable, inclusive and just society?

Although we often downplay it as alums, Harvard has an outsized brand and presence not just among universities but institutions globally. An association to Harvard, whether through research, a degree, or even a single quote in an article, can provide instant credibility and gravitas. This is because Harvard graduates have made such an impact in business, government, academia, the arts and in communities throughout the world.

Harvard has an opportunity and a responsibility to continue its legacy as a leader in intellectual thought and in global affairs - by continuing to provide a platform for current leaders and training future leaders. Harvard does more than grant degrees. It convenes an incredibly diverse, dynamic ecosystem of people, thought, discourse and influence.

Given our current challenges and increasing tensions between the haves and the have nots, native citizens and the immigrant, the right and the left, I believe Harvard should embrace its role as an active thought leader and influencer around the world. This means and requires diverse voices, facilitators and leaders who can see the world more globally and provide varied perspectives for solutions that are ultimately more comprehensive, balanced and impactful. This is why it is so critical for Harvard to continue seeking diversity in its students, faculty, administration and leaders.

5. 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?

I served as a student recruiter my sophomore year and then became a student coordinator for the Undergraduate Minority Recruitment Program, visiting schools throughout the country to recruit for the Admissions Office. I was active with the Asian American Association and have been an active supporter of the Harvard Asian American Alumni Association, sponsoring, speaking and hosting various events.

I also served as an interviewer for the Harvard Schools Committee for 18 years in SF, LA and NY, where I served as a sub-committee chair. In this role, I emphasized the importance of diversity, not as a generic goal but as a critical imperative for Harvard when training all the other interviewers.

Most recently, I served as a Co-chair of my 30th Reunion Gift Committee. My wife and I created a scholarship dedicated to First Gen and Pell Grant-eligible students. We've also established a fund for a Digital Content Studio focused on creating new, authentic voices from diverse Harvard students and sharing their stories of life before and at Harvard to prospective students. This studio will be led by an experienced Multimedia Producer who will train and supervise select work-study students to work across whatever media and platforms are most relevant and impactful to their audiences.

In my professional life, I am the founder and President of Samsung NEXT, an innovation group dedicated to working with entrepreneurs and startups around the world. For the past two years, we have turned our diversity and inclusion objectives into actual organizational goals rather than mere aspirations. I believe it is critical for a global organization like ours to have more than just awareness but fluency in dealing with issues of race, gender, ethnicity, nationality, religion, and sexual orientation.

To this end, we have adopted specific measurable goals related to diversity and inclusion as one of our top five performance objectives globally. This means achieving our diversity and inclusion goals is a critical component of everyone's performance evaluation, and therefore bonuses.

With regard to community organizations, I am currently the Co-chair of the Board of StreetSquash, a comprehensive urban youth enrichment program offering after-school tutoring, college counseling, social services and squash instruction to over 400 students every year in Harlem and Newark, NJ. This is a huge focus of my personal time, philanthropy and involves my entire family as well.

David Eun '89; JD '93