

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

Diversity is extremely important in any institution, and Harvard is no different. We should set an example for the rest of the country for what diversity looks like and how it fosters a more equitable society. Harvard cannot be the leading institution of higher learning, or maximize its influence, if it does not embody the full diversity of America.

One of the principal strategies that Harvard does and should employ to create diversity is considering the entirety of each applicant's record and background, including the applicant's race and socio-economic background. Harvard does and should continue to assemble a diverse student body through an affirmative action process that is consistent with Supreme Court precedent. (Please see my response to question 3, regarding affirmative action and race-conscious admissions.)

I believe that Harvard should more consciously embrace the mission of training citizen leaders who can understand and rebuild structures in American society that have led to a widening chasm between haves and have-nots. Consistent with that vision, Harvard should seek to offer more systematic ways of understanding marginalized groups, how and why they came to be that way, and how to rectify the balance and create a more equitable society for all.

On the specific matter of whether Harvard should offer more robust ethnic studies offerings, I support the call made by the Coalition for a Diverse Harvard for the establishment of a comprehensive Ethnic Studies program and a research center on race and ethnicity. Harvard's recent loss of the two scholars who offered the few courses in Asian-American history is disappointing. It strikes me as doubtful that more comprehensive study of ethnic issues and diversity will advance at Harvard in the absence of more robust institutional backing.

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

Diversity among Harvard's alumni leaders starts by having a diverse student body. (Please see my response to question 3.) Furthermore, if the goal is for Harvard alumni to promote diversity, we should teach them more about diversity when they are students. (Please see my response to question 4, where I discuss the work of Harvard's National Advisory Board for Public Service, of which I'm a member.)

Harvard's alumni, products of a thoughtful admissions process, are already themselves a diverse group, and they become more diverse with each new class of graduates. There is a wide range of diverse alumni whom Harvard can call on to provide leadership and serve as examples of the

kinds of citizen leaders Harvard wants to create. I have had the privilege of getting to know many of them both at the local level (due to my long affiliation with the Harvard Club of Washington DC; please see my response to question 5) and through the Harvard Alumni Association.

Harvard is well known for its alumni who are rich, powerful, or famous. To promote greater equity and diversity in society, Harvard should more conspicuously seek to honor alumni who serve the public interest, perhaps at the expense of riches, power, and fame. These alumni, as much or more than any others, help America fulfill its promise of all women and men being created equal. As George Eliot noted in the last passage of *Middlemarch*: “the growing good of the world is partly dependent on unhistoric acts; and that things are not so ill with you and me as they might have been is half owing to the number who lived faithfully a hidden life, and rest in unvisited tombs.”

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

I believe that Harvard’s diversity makes it a better institution, and that a diverse Harvard makes America a better country. I applaud Harvard’s support of affirmative action to create a diverse community and its ongoing efforts to consider the best and fairest means to allocate slots in each freshman class.

By all accounts that I’ve read, Harvard engages in a deeply thoughtful process that is guided by the bounds of Supreme Court precedent in this area. There will always be disputes about individual selections, and the decision-making process will never be perfect. But I see ample evidence that the admissions office continuously re-evaluates its thinking to make it better and fairer.

I agree with the admissions office’s underlying rationale for affirmative action: that creating a highly diverse student body is itself a significant component of Harvard’s pedagogical approach. Students learn from each other—I know that I did—and students who manage to obtain a college degree while encountering only those whom they closely resemble are receiving a suboptimal education. If Harvard cannot get you to consider a different vision of yourself and your society—perhaps a better version—then what is Harvard for?

As the admissions process unfolds year after year, I would encourage the admissions office to keep two thoughts in mind. First, America is becoming an increasingly stratified society, where most people lack the opportunities that the most fortunate often take for granted. A diverse Harvard should include people who come from the wrong side of that line; it would be difficult for Harvard to call itself truly diverse if it didn’t include people who have not been accustomed to entitlement. Race is becoming an increasingly weaker proxy for that distinction, particularly since Harvard is now seeing more children of minority alumni who have benefitted from the

status accorded by their parents' Harvard education. A difficult question that Harvard must answer every year is how many students it should admit who, due to the resource limitations of their families or their school districts, do not have the accomplishments of their competitors in the applicant pool. If Harvard admits only those who only have the best records through age 18, it effectively closes off the opportunity of Harvard to those who were denied opportunity earlier in life through no fault of their own. It also denies to the more privileged students the opportunity to meet peers who do not share their privilege. This kind of Harvard endorses and cements the social divisions created elsewhere, rather than overcoming those divisions to make Harvard, and potentially America, a better version of itself.

Second, as intermarriage between racial groups occurs more often, any admissions office must consider questions of mixed racial background. I myself am half Asian (Chinese) and half Caucasian (of German extraction). I never really thought of myself as belonging to any racial or ethnic group, because no group with a label seemed to contain people quite like me. If the admissions office is conscious of race when making its decisions—as it is and is permitted to be under Supreme Court precedent—how is someone who is half a minority to be considered? What about someone, like my daughter, who is a quarter minority? I hope that the admissions office and Harvard as a whole are conscious of the growing number of people for whom no racial category neatly applies. As the number of multiracial Americans grows, consideration of race in any admissions office's decisions will have to become more nuanced—as I'm sure it will in Harvard's case.

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

First, Harvard can help create a more equitable, inclusive, and just *society* by setting a good example of what a more equitable, inclusive, and just *campus* looks like. (Please see my responses to questions 1 and 3.)

While assembling a diverse student body through the admissions process is important, it is only the beginning. Harvard will have most of these young people for only four years. What they learn in that time, and what they go on to do with their Harvard education afterwards, are what define Harvard more than who they were when they first arrived on campus. Therefore, I believe that Harvard's pedagogy should focus on creating citizen leaders who will promote diversity in America and address problems of social justice and social equity. Harvard has a major role to play in deploying throughout the country and throughout the world a network of graduates who will create better and fairer outcomes for all people.

Since 2015, I've been a member of Harvard's National Advisory Board for Public Service. Our mission is to offer recommendations to the administration about how public service and the public interest can be woven into the Harvard experience. Our most recent meeting in

Cambridge took place in February 2019. While I cannot speak for the Board in its entirety—especially since the Board has not yet issued any formal recommendations—the general sense of the room was that a Harvard degree is not something that one should use solely for private gain; it is something that should be used to further the public good. Dean Khurana joined us for most of our deliberations and observed at one point that: “You can still leave Harvard with a Harvard degree without getting a Harvard education.” What I think he meant was that you can arrive at Harvard with a purely selfish view as to what ends your Harvard education will be put, and Harvard will do nothing to dissuade you from this course. Many Board members, including me, feel that it is right and proper for Harvard to require its students to consider alternate uses that a Harvard degree and Harvard status bestow on them. In other words, they should be made to think about possibilities for their talents that they may not have thought about themselves to this point in their lives.

Accordingly, many Board members suggested adding some kind of pedagogical requirement—perhaps akin to freshman expos—related to citizen engagement. Some also suggested requiring a summer of service; others suggested expanding the number of academic courses that included community service fieldwork. These discussions are ongoing, so watch this space.

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?

My primary association with Harvard since graduation has been through the Harvard Club of Washington DC (HCW), of which I’ve been a member since the mid-1990s. I joined the HCW board of directors in 1998, became an officer in 2002, and became president in 2006, serving in that capacity until 2008. Although the HCW was exclusively white and male for most of its history—it was founded in 1883—the club currently has a diverse membership and leadership. From my early association with the HCW, there were two female presidents. Later, I became the first Asian-American president. After my term ended, there have been five additional holders of that office: one African-American woman, one Asian woman, two Caucasian men, and one Asian-American man.

I have served on several nominating committees for the HCW over the years and I’m the chairman of the nominating committee this year. I am proud that these nominating committees have nominated highly diverse boards, with directors encompassing many ethnic groups, localities (*i.e.*, residents of many towns throughout the DC-MD-VA area), Harvard schools, ages and family situations, and sexual orientations.

Regarding steps that I have taken to help bring diversity and inclusion to Harvard, please see my answer to question 4 above (regarding my work with Harvard’s National Advisory Board for Public Service). In addition, I have served as a mentor for several students (some of them now graduated) through Harvard’s First Generation Harvard Alumni SIG. To its credit, Harvard

recognizes that it is not enough simply to admit students from diverse backgrounds. The families of these students sometimes do not have the same ability to offer practical advice about surviving in an environment like Harvard's. First Gen mentors try to fill that gap, drawing on their own experiences as first generation students to provide guidance and moral support to the current cohort. First Gen mentors also help provide a network of alumni connections to a community of students who might not have their own network through family or family friends.

As for my workplace, I have no role in hiring and in any event my employer—the Securities and Exchange Commission (SEC)—has been subject to a hiring freeze since 2016. Nevertheless, I previously offered suggestions to our human resources department to establish a hiring and mentorship pipeline with Gallaudet and Howard Universities. (The SEC headquarters are just north of Capitol Hill in Washington DC and very near those two institutions.) I have also participated in financial literacy and college outreach programs at two public schools close to the SEC that serve communities of color.