

**1. How important should diversity, equity, and inclusion be at Harvard, and what strategies should the University pursue to address these? How would you work to advance Ethnic Studies at Harvard, including the establishment of a concentration and department? In addition, please discuss other specific programs and policies, especially the 1650 Charter's pledge to facilitate education of American Indian youth.**

Harvard's approach to diversity, equity, and inclusion—and other aspects like belonging, accessibility, alliance, or collaboration—should be grounded in its core mission: fostering academic excellence and preparing students to meaningfully engage with a diverse society. Diversity should be understood broadly by encompassing not only ethnic backgrounds but also, for instance, socioeconomic status, life experiences, and intellectual perspectives. A commitment to inclusion means ensuring that all students, regardless of background, persuasion, or politics, are confident that they belong to the Harvard community and will be afforded equal opportunity to pursue their education and succeed to their fullest potential.

Ethnic Studies, like any academic discipline, should be pursued with intellectual rigor and a commitment to open inquiry. Any academic discipline should seek to avoid the creep of partisan political activism merging with curriculum and coursework. If Harvard chooses to expand offerings in this area, encouraging inquiry, nuance, and critical thinking from all perspectives is essential. These components of intellectual vitality will contribute to a deeper and well-rounded understanding of cultures and histories of struggles and triumphs.

Harvard's 1650 Charter pledge to facilitate the education of American Indian youth is a historical responsibility worth preserving. The University should ensure that Native students have the resources to thrive, including academic support, mentorship, and pathways to success. Like any effective educational initiative, this commitment should be fulfilled by tailoring opportunities as best possible to the individual student through tapping unique potential and advancing personal achievement.

Ultimately, Harvard's role is to cultivate an environment where students are challenged, supported, and prepared for the world's complexities. The best way to achieve this is by upholding academic excellence, encouraging open dialogue, and seeing that every student—from every background—has the freedom and opportunity to wholeheartedly participate in a shared intellectual journey.

**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? Do you support this University policy concerning affirmative action?**

Harvard has a unique opportunity, in the wake of the Supreme Court's ruling, to reaffirm its commitment to diversity in a way that is both legally sound and intellectually enriching. A diverse student body, reflecting a broad spectrum of backgrounds, talents, motivations, and perspectives, is an essential element of a truly excellent educational experience. Dimensions of diversity include but are not limited to racial, socioeconomic, religious, gender, sexuality, geographic, life experience, and political thought. Another approach to expanding diversity dimensions includes seeking out distinctively accomplished high school students who might otherwise have considered Harvard to be inaccessible.

Harvard has the chance to evolve its admission policy and lead by example, demonstrating how a commitment to merit, excellence, and a diverse student body can enhance the benefits of each other. In our increasingly diversified world, student body diversity goes beyond limiting factors and traditional demographics. Intellectual, cultural, and ideological forms of diversity are essential in creating an environment where students of all racial and ethnic backgrounds can engage in meaningful dialogue as well as develop the critical thinking skills Harvard seeks to instill.

**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.**

Harvard's admissions process should be guided by one overarching principle: attracting the most talented, motivated, and excellent students who will contribute meaningfully to the fabric of the university. Building a student body must consider all achievements of students and should not rule out categories like athletic achievement. While donor status should not be considered in admissions, legacy and athletic achievement should be informative but not determinative.

Student-athletes are recruited based on exceptional demonstrations of character traits such as grit, determination, teamwork, and leadership. Athletic pursuit is not the only way to demonstrate these characteristics, but athletic excellence is meaningful. Organized sport has long provided students from a very wide range of backgrounds and upbringings with opportunities to excel beyond the playing field. Similarly, a student who has been influenced by the parent's affiliation with Harvard should not be eliminated—why would Harvard disregard students who feel a deep connection to the university? That sense of connection and engagement strengthens the university's collegial and cultural network. While that spirited connection could contribute to a well-rounded application, legacy status should not be determinative in admissions decisions. Harvard's focus should always be on admitting the most promising and excellent students.

The optimal admissions approach prioritizes fairness, clarity, and a continued commitment to excellence. Rather than taking a rigid, one-size-fits-all elimination approach, Harvard should focus on making admissions merit-driven and clear. The best path forward upholds excellence, fosters opportunity, and ensures that every student admitted is there because they have earned their place through talent, hard work, and the potential to impact the future.

**4. In light of last year's 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?**

Harvard must reaffirm its commitment to academic freedom, institutional integrity, and the pursuit of truth—principles that define a great university. The tumultuous events of the past year exposed serious challenges in balancing free expression, leadership accountability, and external pressures. Independence from political and financial coercion, dedication to truth-seeking open inquiry, and a guarantee that all students and faculty feel secure in expressing their views are vital to reaffirming academic freedom.

A university cannot claim to champion free expression if it selectively enforces its standards. Harvard must apply the same rigorous expectations to its leadership, faculty, and students alike. Decision-making on all matters should be driven by Harvard's foundational principles, not pressure from donors, activists, or political advocacy on the left or right. An outstanding university stands firm in its mission and does not bend to shifting political winds. It resists overreach and inconsistent governance.

Free expression must be upheld as a foundational value, with clear guidelines distinguishing between fruitless disruption and protests of time, place, and manner standards. Harvard should encourage civil, open debate while clarifying that no one—regardless of their race, religion, identity, or views—should be silenced, harassed, or subjected to personal attacks. Campus safety policies should be enforced fairly and consistently, with no tolerance for doxxing, intimidation, or threats, no matter the political affiliations of those involved. True intellectual diversity flourishes when students and faculty feel secure in speaking, challenging, and being challenged. And specifically, intellectual diversity gives the brilliant minds of Harvard students the best fuel to grow beyond consensus, the accepted wisdom, and to stretch the bounds of knowledge.

**5. What concrete 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?**

To name just a few instances of concrete steps, I am regularly incorporating diverse programming as a board member at The Bedford Playhouse Clive Davis Arts Center; my time as an active supporter of a social impact workforce education organization called Coalition 4 Queens (C4Q, now called Pursuit; founded by Harvard alum, Jukay Hsu) was profoundly fulfilling; and helping to promote The Flip Side's CEO and founder, Annafi Wahed, as a keynote speaker at a HAA Global WE event was one of my most memorable times as an alum back on campus.

I have long been an advocate for environments where diversity is not simply a box to check but a meaningful commitment to ensure that amazing individuals from all backgrounds, experiences, and viewpoints know their ideas, talents, experiences, and character are valuable contributions to our broader community or organization. Diversity in its truest sense is not just about representation; it requires inclusion. And inclusion is not determined by a narrowly defined litmus test—it is about fostering an environment where people can bring their whole selves, engage in thoughtfully nuanced dialogue, and be respected for their contributions. Harvard is a place where genuine practices of diversity and inclusion could enhance excellence.

I am also an advocate for intellectual diversity, ensuring that a broad range of perspectives, including those that challenge prevailing assumptions, are welcomed and engaged thoughtfully. As someone who has often found myself a minority in terms of race, religion, and politics, I deeply understand the value of encouraging diverse perspectives. My public service has focused on advancing this principle and the practice of these exchanges. I hope to bring this energy and spirit to build on the wonderful work being done through the HAA for our alumni community.

I have great memories from when I was an active member of H4A. I am also incredibly proud to have the support from my dear friend, a former HBAS president, Monica Clark, who writes:

*"Alli was my freshman year roommate, and we were bridesmaids in each other's weddings. She and I get along incredibly well AND we have very different political views. My friendship with her - that began when I was 18 and continues to this day - has made me more compassionate, confident, and open-minded. She demonstrates how to make one feel heard and valued by example. Some of my conversations with Alli led me to change my views. Others led me to reaffirm my beliefs, but speak about them in a more nuanced way. When I heard Alli was on the HAA slate, I honestly felt proud of HAA for thinking of her. I believe HAA and the alumni community as a whole will benefit from Alli's involvement."*

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

Harvard must commit to forming citizens who can champion critical thinking and intellectual diversity. Harvard's role is to equip students with the skills to engage in civil discourse as well as approach governance and policy with both intellectual rigor and humility. This is how laws are democratically deliberated, debated, and legislated. To better prepare our future leaders and legislators, Harvard can ensure that students are exposed to a wide range of perspectives and that no viewpoint—whether progressive, conservative, or anything in between—is silenced through social pressure or institutional bias.

Democracy flourishes and personal character improves when people of differing viewpoints engage in meaningful dialogue and thereby practice virtues of temperance, modesty, and patience. As a former Advisory Board member of the Renew Democracy Initiative, I recognize this dynamic. I also understand why a commitment to intellectual diversity is inherently part of a commitment to democracy. I see Harvard as having a unique opportunity—and responsibility—to foster an environment where democratic principles like rule of law and open discourse are not only protected but also actively encouraged. Harvard can play a vital role by ensuring that its students—and by extension its alumni—fully appreciate these principles. This is what helps strengthen democratic values both in the U.S. and around the world.