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Harvard Alumni for Free Speech and FAIR Harvard Alumni+ Questionnaire

1. What are your views on campus free speech? Should Harvard adhere as closely as practicable to the First Amendment (with narrow exceptions interpreted by courts as immediate threats, incitement, harassment, and unlawful conduct), or impose stricter guidelines?

As a tenured professor at Columbia Business School, my experiences as a scholar and teacher have reinforced my strong belief that free speech (as outlined in the First Amendment) is vitally important and should be protected in our educational institutions. One of the functions of tenure is to maximize a faculty member's freedom to express opinions, facilitate productive conversations, introduce new pedagogy, and educate students without fear of negative repercussions. This same opportunity to speak freely should extend to others in educational environments as it stimulates lively discussions that shape how individuals understand each other and the world in which we live. What I do not condone is hate speech and divisive rhetoric that prevents people from feeling safe on university campuses and beyond. It is critical for Harvard to both uphold the First Amendment and institute guidelines that encourage critical and constructive dialogue between people with varying perspectives in a non-threatening and harassment-free manner.

2. What are your views on whether Harvard should take positions on political and publicly debated events and issues or remain institutionally neutral/nonpartisan?

Official stances on unsettled or controversial topics can at times risk privileging one community over another when it should be left to the "marketplace of ideas" to allow each group to have its say. This may not always make our students feel comfortable but there is an important difference between feeling intellectually challenged and feeling threatened or unsafe in one's environment, and the university must remain vigilant about the difference. There are, ultimately, no easy answers, but the university should commit itself to a core set of principles that guide senior decision makers in times of crisis and controversy.

Through my experiences as the faculty director of a leadership center, advisor to corporations, board president of a K-12 independent school, and from research on this topic, I know that a one-size-fits-all solution does not exist. However, there should be a clear policy that outlines the process, criteria, and guidelines Harvard will use to determine whether and when to take a position on political and publicly debated events and issues. Some key questions that drive such a policy are:

- Is the matter relevant and would it directly affect members of the Harvard community?
- Who is potentially helped or harmed if Harvard takes a position?
- Is there reputational risk? Safety risk? Legal risk?

Due to Harvard's vast diversity, taking a position may cause some community members to feel supported, while others could feel silenced, ignored, or excluded. This is problematic as the school should feel like a welcoming place for all. Moreover, the energy spent on crafting positions diverts time and resources from Harvard's core educational strengths, which include teaching students to engage thoughtfully, listen attentively, and appreciate diverse perspectives.

Finally, regardless of whether or not Harvard takes a position, if the event or issue profoundly affects the community, several actions should be taken to support the Harvard community in challenging times, including but not limited to:

- Offering spaces where community members can share perspectives, gather, and/or grieve.
- Providing information on support resources and offering guidance on ways to address the situation with friends, colleagues, family, or community members.
- Developing educational programming and resources (e.g., books, articles) addressing the situation.
- Re-examining policies, systems, and structures that may be relevant to the situation.

3. What are your views on Harvard requiring or considering equity, diversity, inclusion and belonging statements or commitments as part of its faculty hiring, promotion and tenure processes?

Harvard has espoused DEIB as a core value that is integral to its continued relevance and success. As such, finding ways to assess the extent to which faculty, and community members broadly, are aligned with this core value is important. I am agnostic about how this assessment should be done, but I see benefits to many approaches that organizations take to understand the extent to which an applicant values DEIB and has skills and knowledge that contribute to Harvard's DEIB efforts. Requiring a DEIB statement (or perhaps making it optional) in an application process makes faculty aware that Harvard values DEIB and gives them an opportunity to think about their own contributions to DEIB. In my personal experience, I have found these statements to be helpful, allowing me to introspect and take stock of my strengths and growth opportunities in the DEIB domain. However, asking questions related to DEIB in the interview process, examining a person's CV for DEIB-related activities, and other methods can offer insight into a faculty members' involvement in this space. And to the extent that DEIB statements become performative or overly politicized, Harvard should always be thoughtful about the best way to achieve its DEIB goals and whether such statements do serve its goals.

Ultimately, what matters most to me is that Harvard hires, promotes, and tenures faculty who appreciate the vast diversity on campus and understand the importance of engaging each student in a way that makes them feel valued and like an essential part of the community; faculty who are able to take the perspective of others who may not look like

them or who have differing viewpoints; faculty who can offer courses and extracurricular opportunities that ensure students from all backgrounds see themselves in the materials and in their professors; and faculty who can share their lived experiences with others without fear. Requiring DEIB statements in applications can be one way to do this, but it is certainly not the only way.

4. What are your views on the importance of viewpoint diversity on campus? If important, how do you think Harvard should cultivate such diversity within its communities (students, faculty, administrators) and classrooms?

I teach over 300 MBA students per year at Columbia Business School and if you asked any of them for a phrase I utter most often in my classroom, they would tell you it's: "can someone play devil's advocate?" I am a huge proponent of viewpoint diversity not only in the classroom, but broadly across campus.

Viewpoint diversity was one of the highlights of each of my educational experiences at Harvard. I appreciated being surrounded by brilliant classmates from different cultures, backgrounds, and ethnicities, many of whom had different interests, and with whom I could engage in productive dialogue around any topic. I loved leaving a gathering feeling wiser and that even though I might disagree with a classmate, doing so allowed me to gain a glimpse of life from their vantage point and understand why they valued a particular perspective or were inclined to make a decision different from the one I would choose.

Harvard can continue to cultivate viewpoint diversity within its communities first by implementing methods and processes that ensure the student body, faculty, and staff are diverse on a variety of dimensions. Second, Harvard can continue to create diverse and inclusive spaces where students feel safe expressing themselves and where they have the socioemotional support to courageously share contrarian perspectives. Third, Harvard can implement more dialogue-based initiatives that help foster greater understanding across such a vast and varied student body. These can include courses that rely on the Socratic method and programming that helps students enhance their critical listening skills, embrace difficult conversations, cultivate intellectual humility, discuss identity, and invite discussions between people that increase self and other awareness, broadening students' repertoires, open-mindedness, and critical thinking skills.

Harvard can also enrich professional development for faculty, strengthening their ability to manage diverging viewpoints on sensitive topics, particularly in times of crisis. These activities should be complemented with clear Rules of Conduct, outlining parameters that allow for freedom of expression in a safe, respectful, harassment-free manner that yields an open exchange of ideas across differing perspectives.

The type of programming I envision should not only focus on students and faculty but should extend to staff. One constituency that is often overlooked on University campuses is staff – the administrators, contractors, volunteers, and unionized workers who make the

school run efficiently. The greatest demographic diversity on campus is typically found among staff, yet their voices and perspectives are not often heard. Equipping all constituents in the Harvard community with skills that help foster viewpoint diversity will help extend Harvard's legacy so that it remains a standard-bearer in higher education around the globe on how to promote productive dialogue across differences.

5. If elected, would you be willing to meet occasionally with the leaders and/or members of our groups during your tenure?

Absolutely!