

Toward Diversity and Inclusion at the Harvard Kennedy School

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Discussion Document

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Summary Recommendations

Structural Recommendation

Our main structural recommendation is to create a position and an office (perhaps with one or two staff people) responsible for tracking, coordinating, and pressing for improvements in diversity, inclusion and belonging across the three categories of students, staff and faculty.

Currently, no person or office bears responsibility for such analysis, planning, coordination, and initiative across the School. As we expand from a focus on diversity (which faculty, student and staff processes can in principle address in their own “silos”) to include inclusion and belonging, integration across human resources, student affairs, faculty affairs, and curriculum and co-curricular programming will be required. This, in turn, requires a person and an office with the remit to coordinate among different categories of people in the HKS community and across

diagnosing problems, and formulating solutions. It is likely that the University will provide survey modules on these issues to individual schools; it would be good to make our surveys comparable with those administered by other Harvard Schools.

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- ! Alongside comparable awards (e.g. teaching awards for faculty), establish faculty and staff achieve

- ! Develop a strategic plan for student diversity. The plan should analyze the stages of student recruitment process: outreach — application – admission – matriculation in order to develop an account of (i) the most important diversity deficits at HKS; (ii) an inventory of our efforts to increase diversity at each of these stages; (iii) an assessment of which efforts are working well and which are not; and (iv) recommendations for additional activity and investment, especially with respect to outreach and financial aid. (Responsibility: DPSA and Office for Diversity, Inclusion and Belonging, with student consultation and participation)

Medium & Long Term Actions

- ! HKS should review art and iconography at the School and work with research centers and facilities to create appropriately inclusive spaces. (Responsibility: Diversity, Inclusion and Belonging Office)
- ! HKS should work with HR, DPSA, KSSG and the Academic Dean to assess whether accommodations at HKS are fully meeting the needs of diverse community members and develop a schedule of priorities for meeting unmet needs. (Responsibility: Diversity, Inclusion and Belonging Office)
- ! Research centers and others who program events should reflect periodically on past programming and how future programming can better advance their respective missions. Such reflection may aid the discovery of unintentional bias and help to increase the diversity of programming as appropriate. (Responsibility: Diversity, Inclusion and Belonging Office)

- ! Develop teaching a support system to allow instructors to more easily access information on student backgrounds, class participation, and other dimensions of student engagement. This will enable instructors to better incorporate diverse student experiences into

. Campus Life and Culture

The sub-committee on campus life and culture probed two main questions:

- 1.! How do we change HKS campus life and culture so that people from all backgrounds and identities are respected, included, and welcome?
- 2.! How do we create a strong sense of belonging so that all members of the HKS community have access to its professional and educational opportunities?

Events and Programs

One strong finding of this task force is the large role that that events — public lectures, panels and workshops — play in creating our community’s sense of what the Kennedy School stands for, admires, and — in a sense — who we are. Because so much of the life of the school — from Forum events to interactions with practitioners to the myriad of brown bag lunches — happens outside the formal classroom, these events are crucial to our campus environment. This is especially true for students, but also holds for faculty and staff. These events are not uniform. Every year, groups within the Kennedy School and outside of it protest speakers whose views or behavior they find objectionable, across political and geopolitical spectrums. In the past several years, student groups have asked research centers to pledge to maintain certain kinds of balance — gender, race, political perspective — among those who speak at their events.

Lectures, panels and other events are organized in a decentralized way, by many different organizations within the Kennedy School. The most internally and externally prominent events

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often occur in the Forum and are organized, often in partnership with other units, by the Institute of Politics. Each of the Kennedy School's eleven research centers and the many programs within them also organize their own speakers, discussion series, and conferences. Student groups routinely organize events, bring speakers, and often organize conferences in which they host very high profile public leaders, including former heads of state. Administrative units such as the office of Degree Programs and Student Affairs (DPSA) organizes events and celebrations. The office of Diversity and Student Inclusion has organized a Distinguished Diversity Lecture Series, a seminar series designed to address issues related to race, gender, culture, religion, and sexual orientation, heritage

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We propose several general measures to help assure that events and speakers at the Kennedy School reflect the full range of perspectives and kinds of scholars and leaders that we regard as valuable in public service.

- ! We should create a mechanism to routinely track and perhaps even coordinate events and speakers according to several important dimensions of diversity — topic, region of the world, ideological orientation, political perspective, race, gender, etc. — into our events and space management system so that we can easily assess the degree to which our events and speakers are representative of the diversity of people and views that we aspire to.
- ! Encourage research centers and administrative units to strive for diversity on dimensions that are highly likely to be currently out of balance such as race, gender, and political perspective.
- ! Provide support — perhaps from the Office of Diversity and Inclusion — for students to organize events and bring speakers who represent perspectives and approaches that would otherwise be neglected.

Physical Space & Iconography

As planners, designers and architects know, the physical space in which people learn, collaborate and conduct their research can be more or less welcoming, accessible and supportive of different kinds of .08 cm BT836.92 cm BT50 0Tm /TT3 reg0 fferent 4b0.2 (ds) -0.2 4 72 181.92 cm BT 12/TT3 1 Tf

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can't see it, you can't be it.”¹ As with many other spaces at Harvard University, much of the iconography at the Harvard Kennedy School has depicted white men of European descent — such as the pre-Obama-era photographs of American presidents that line the Malkin Penthouse or the photographs of HKS Deans that was until recently displayed in the seating area outside the Dean's office. This iconography is problematic because it depicts an obsolete — and historically mistaken — complexion and conception of public leadership that omits the accomplishments, aspirations and values of many students, staff and faculty at the School.

In recent times, we have made some progress in diversifying the Kennedy School's portraiture and art. One early success was Professor Jane Mansbridge's initiative to secure paintings of Ida B. Wells and Abigail Adams (both now hanging in the Fainsod room). A portrait of Kennedy School “founding mother” Edith Stokey hangs prominently near the portrait of Lucius Littauer on the second floor outside the Dean's office. Dean Elmendorf made space for a range of photos of HKS students and alumni engaged in public service in the sitting area adjacent to the Dean's office. We have also created an “History of HKS” montage on the second floor.

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Elmendorf, there are 76 depictions of men, nine of women, and three of those depict individuals who do not appear white. A summary of this art audit appears in the table below:

Table: Portraits of Public Leaders at the Kennedy School

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- ! The classrooms, common areas, offices, and other spaces at the Kennedy School should be accessible to people of all physical abilities.
- ! The Kennedy School should provide spaces that are appropriate for the daily religious observances of our faculty, staff, and students.
- ! The Kennedy School should provide for gender neutral bathrooms and has done so.
- ! The Kennedy School currently provides some private spaces for lactation; we should continue to monitor whether these spaces are sufficient for students, staff, and faculty.

Institutional Commitments and Values

Perhaps the greatest challenge is embedding more deeply the institutional commitment to inclusion and belonging articulated in this report among students, staff, and faculty and equipping them to understand and act affirmatively to advance that commitment in each of their roles.

The first opportunity to express that commitment occurs when individuals enter the Kennedy School community. This moment is orientation for students, the New Faculty Institute for faculty, and the on-boarding process for staff. We have incorporated some training in sexual harassment and assault — in conjunction with Title IX — at student orientation, so we have some experience with conveying values in the early stages of people's time here. Both student orientation and the New Faculty Institute now organize exposure to the challenges of diversity and difficult conversations. We should continue to develop those programs and align them more deliberately with the vision and rationale for inclusion and belonging developed in this report and by the University.

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Orientation and on-boarding, however, provide only an institutional introduction to our values of inclusion and belonging. The Kennedy School should reinforce commitment to these values and develop individual capacities to act on them as a regular part of professional development for staff and faculty. The SLATE (Strengthening Learning and Teaching Excellence) program and other faculty training efforts develop the capacity of faculty to teach classrooms of very diverse

II. Curriculum and Pedagogy

The subcommittee examining curriculum and pedagogy focused on two major questions. First, how well are we preparing our students to lead and solve public problems in a diverse world? Effective problem-solving often requires a multi-disciplinary approach as well as collaboration among actors from many different backgrounds, belief structures, and geographies. Our training aims not just to prepare students to function in diverse environments (including the HKS classroom) but also to help our students to understand how to leverage diversity as a source of comparative advantage in public leadership and problem solving. Second, as a matter of equity, inclusion and belonging, how can HKS curriculum and pedagogy be organized so enable all students — including those from disadvantaged or under-represented backgrounds and views — to take full advantage of learning opportunities at the Kennedy School?

Creating an Inclusive Learning Environment

We identified two different approaches to advancing diversity and inclusion in Kennedy School classrooms. First, the School might offer elective courses that focus on themes related to diversity. Courses such as race and ethnic politics, progressive or conservative soci (pre) 0.prog oppo

An inclusive learning environment also requires faculty who have the pedagogical skills to grapple effectively and constructively with the challenges created by diverse learners. Many students have raised concerns that some of our faculty fail to facilitate classrooms in which students from diverse backgrounds can effectively participate. A central principle of belonging at the University and the Kennedy School is that students from all backgrounds ought to feel welcome and at home in the classroom in order to learn, grow, and fully utilize the Kennedy School's classroom opportunities and enhance the experiences of other students and faculty as well. One particular challenge is to equip faculty and students to be able to lead conversations in which both students from diverse backgrounds and different political perspectives participate effectively. Toward this end, the Curriculum and Pedagogy sub-committee developed multiple strategies to increase faculty capacities to leverage student expertise and serve as connectors and integrators of diverse perspectives.

Expanding Diversity & Inclusion Offerings

The most immediate solution for addressing strong student demand for course content on themes of diversity is to allow for more stand-alone classes and modules. Two examples of such courses include “Leadership in a Diverse World” taught by Patricia Bellinger, and the new MLD-501 core class entitled “Leading Across Differences” taught by Hannah Riley Bowles, Robert Livingston, and Robert Wilkinson. The following table shows a selection of courses covering diversity and inclusion in the past two academic years.

Table. Current “Diversity” Course Offerings



As the table above shows, we currently have a range of electives that address diversity issues. Some of these courses draw large elective enrollments while the majority are small and medium enrollment courses. We should continue to offer a ranges of diversity-relevant courses. Such classes will not only meet the needs of HKS students specializing in careers involving underrepresented and underserved groups. Such courses may also prove to be attractive to cross-registrants seeking courses relevant to their concerns and aligned with School’s mission of public service.

At the Kennedy School, many courses and faculty employ the case method of teaching and rely upon teaching cases that are produced by the HKS Case Program or from other sources. In a 2001 review of some of the most popular cases, Carol Chetkovich found that “The cases depict a world run almost entirely by white men. Only two of the nine full cases feature female actors; all other principal characters are male. All of the protagonists are either known to be white or are of unspecified racial background.”¹ Since that time, the case program and the faculty with whom they work have deliberately sought to develop cases that feature a more diverse range of actors and that occur in a wider range of contexts — in particular internationally and in civil society. Of the 51 cases produced in the past so (Costa) years (by our case writers, so not including ‘contributed’ cases, which we don’t select or control except for making sure they meet certain standards for publication), 19 were about a non-US protagonist. Of the 32 which were about a US protagonist, eight (= 25%) had a protagonist who is from an under-represented minority group or were directly about race. These eight cases are:

- ! A Rising Storm: Eric Garner and the Explosive Controversy over Race & Policing (features an African American)

¹ Chetkovich, C., & Kirp, D. L. (2001). Cases and controversies: How Novitiates are Trained to be Masters of the Publi

- ! Negotiating from the Margins: The Santa Clara Pueblo Seeks Key Ancestral Lands
(features a Native American)
- ! A Tampa “Town Hall” Forum Goes Awry: Anatomy of a Public Meeting Fiasco (features
an African American)

Integrating Diversity Concerns into Current Curricula

We also recommend three measures to integrate diversity themes and perspectives into current curricula.

- 1.! Increase the number of cases and other curricular materials that feature diverse actors and content related to the challenges of pluralism, group conflict, domination, inequality, and other challenges arising from diversity. Many students will face situations that involve complex sociopolitical dynamics in their public service careers. We are currently in the process of compiling data on the characteristics of protagonists in all newly written cases.

- 2.! Coordinate extracurricular lectures series with existing curricula such that they become co-curricular activities. One example is coordinating certain themes in the Office for Student Diversity and Inclusion's lecture series to match themes covered by the MPP core. When co-curricular events are closely related to course themes, some faculty may require their stfor

II. Curriculum and Pedagogy

- 3.! Increase the quality of training for faculty and expose more faculty to that training. For example, professors must navigate between encouraging students with diverse perspectives to participate and creating a damaging impression that they are spokespersons for an entire social group. We recommend mandatory attendance for the New Faculty Institute and stronger encouragement to attend teaching seminar lunches. These training opportunities should be imbued with themes related to diversity under the framing of general pedagogical skills (e.g. discussing diversity in classrooms under the broad title of “improving student engagement” or “managing difficult conversations”).
- 4.! Create additional on-line materials and resources for faculty to improve their pedagogical skills to supplement face-to-face training. For example, training sessions can be transmitted via Skype or recorded for those that cannot be physically present. Professor Livingston’s “Strategies for Inclusive Classroom Environments” list is currently available on the HKS website (<https://www.hks.harvard.edu/content/download/81067/1818706/version/1/file/Strategies+for+Promoting+Classroom+Inclusion.pdf>), but is more widely used amongst other schools than it is at HKS. These tools are efficient and effective ways to encourage better pedagogical strategies and faculty awareness, adoption, and buy-in of these strategies should be improved.

Future Directions

It will be critical to assess progress by continuously collecting data around the effectiveness of our interventions. A further step would be the broader adoption and institutionalization of recommendations that prove to be most effective. Finally, we should also strive to augment our toolkit by being up-to-date on best (and worst) practices adopted at other institutions and

organizations. We will also take steps to coordinate our implementation strategies with those of other subcommittees, whose recommendations might substantively overlap with our own.

III. People: StudTT3 1 StucsP

- ! **Graduate Horizons** - a graduate school admissions workshop for Native American students. HKS has sent a representative to this program for many years.
- ! **Public Policy and Leadership Conference (PPLC)** – a program hosted by HKS that introduces first- and second-year college students from historically underrepresented and underserved communities to the graduate school environment with a focus on public policy and international affairs.
- ! Obtaining email lists and communicating with individuals tracked in external databases including:
 - ! **The National Name Exchange** - The National Name Exchange was established to help match graduate schools with minority students interested in graduate education.
 - ! **The Educational Testing Service’s** list of minority test takers with top GRE test scores.
- ! Reaching out to organizations and membership groups, through presentations, conference attendance, and more, including:
 - ! American Enterprise Institute
 - ! Congressional Black Caucus
 - ! Congressional Hispanic Caucus
 - ! US Hispanic Leadership Institute
 - ! CATO Institute
 - ! Heritage Foundation

- ! National Black MBA Conference
- ! National Society of Black Engineers

Table 2: Admissions Outcomes

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Chart 1: Black or African American (Including Permanent Residents)

Chart 4: Women

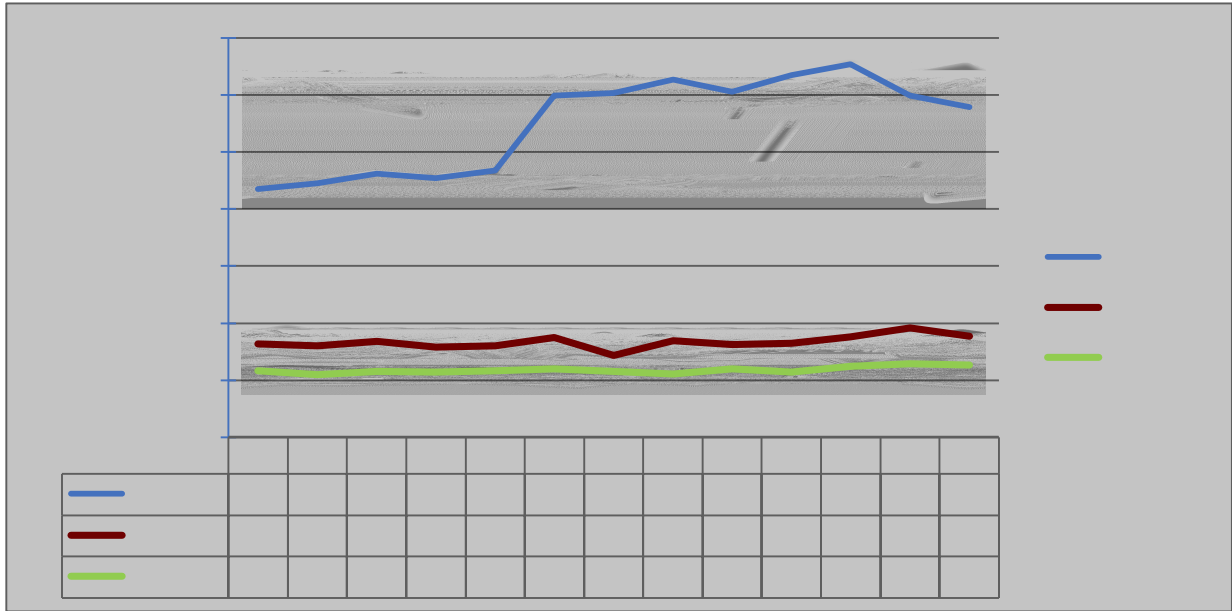
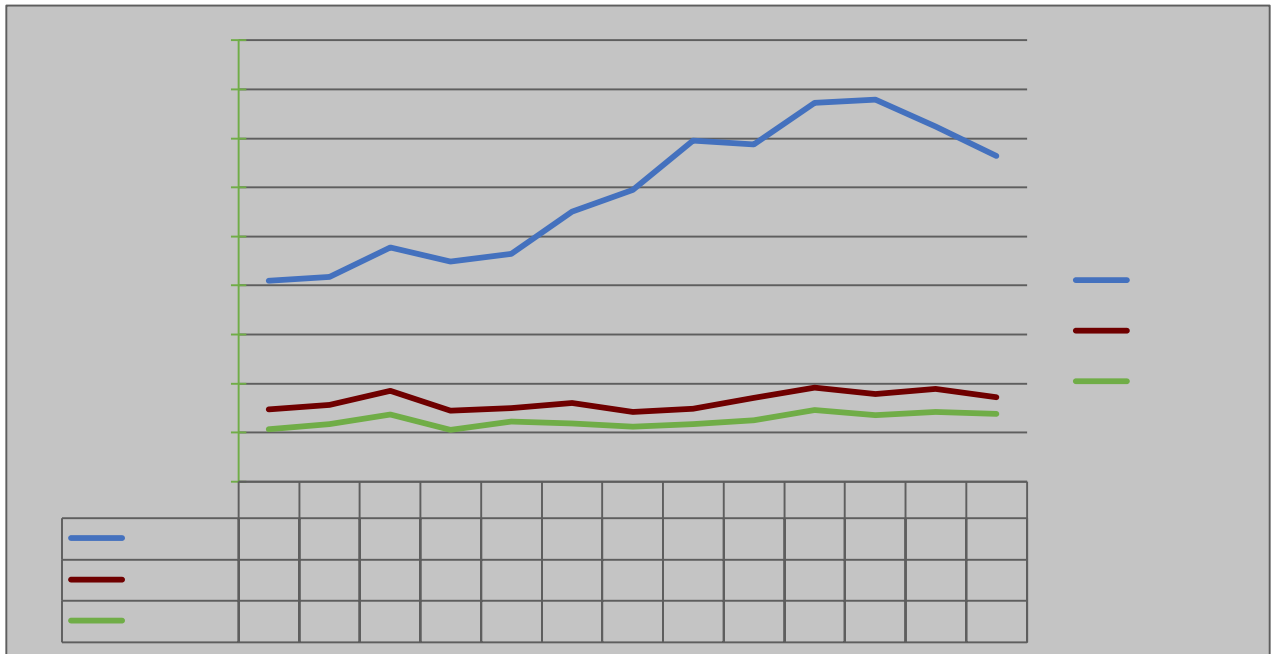


Chart 5: International (Non-US)



We have long understood that events and factors both outside and within our control affect the overall magnitude of applications to HKS. During the time period depicted in the charts above, a few events merit closer examination:

- ! In 2008, President Obama was elected

III. People: Students — !DISCUSSION DRAFT ONLY!

- ! Student engagement with admits through our Dean's Ambassadors Program, including hosting students during new admit day.
- ! Coordinating the timing of the annual Bla cm BT 5-5 (A) -4'5 0 0 /TT3 1 Tf [(uaa) 0.T ONLY!

III. People: Students — !DISCUSSION DRAFT ONLY!

In addition, there exists – again – an opportunity to focus on better data collection and measurement in order to evaluate our progress in improving student inclusion and belonging.

These might include:

- ! Better tracking of students’ academic performance to understand any existing “achievement gaps” and correlations with admissions rating to understand whether, and which, admissions factors are predictive of success (or difficulty) at HKS.
- ! Analysis of career placement and success post-HKS to understand if there is anything we can do to better prepare students professionally.
- ! Routinely measuring the “climate” at HKS in order to understand opportunities for continued work.

Recommendations

As noted at the beginning of this section, ensuring a robust student body and the benefits that derive from it requires: a clear set of priorities and a cohesive strategy for recruiting/outreach to

priority populations

A much more concerted effort to collect and analyze data throughout the student lifecycle so that we have a clear understanding of our progress toward the goals articulated in the core strategic plan and an appreciation for the effectiveness of our various efforts to guide our future investments of time and financial resources. Initial areas for measurement, analysis and possible action should include:

- ! **Applicant quality** or an evaluation of the effectiveness of our outreach efforts and communications to attract competitive applicants.
- ! **Yield analysis**, through targeted interviews with admits who decline our offer of admission, to determine the factors that affect decision making and to help determine whether additional, targeted financial aid dollars would help reduce the gap between admission and enrollment.
- ! **Student performance and satisfaction** to determine whether our admissions selection processes and on-campus supports set students up for academic success.
- ! **Career placement and success** including an understanding of job opportunities, job selection, and satisfaction. Getting this piece “right” is important not only for alumni satisfaction but also for our ability to better articulate the value of an HKS degree to future generations of applicants.
- ! **Regular interviews with alumni** to gain their backward-looking perspectives on experiences with the School.

A Centralized Entity that holds all the parties responsible for recruiting, admitting and supporting diverse students accountable and ensures that they are collaborating effectively and efficiently.

IV. People: Staff

In 2016, there were 532 staff people at the Kennedy School performing a vast array of functions that include, for example, leading and running substantive policy programs at research centers, monitoring and planning to assure the financial stability and other core operations, maintaining IT security, tending to the School's physical plant, supporting faculty and students in research, teaching, admissions and student life, and many other roles.

The Harvard Kennedy School is as committed to diversity, inclusion, and belonging among staff as we are to students and faculty. Diversity of the staff at the Kennedy School should result from equal opportunities that are unblemished by barriers rooted in race, gender, religion, political view, or other arbitrary considerations. Our non-discrimination policy states that:

The Harvard Kennedy School does not discriminate against any person on the basis of race, color, creed, national or ethnic origin, age, sex, gender identity, sexual orientation, marital or parental status, disability, source of income, or status as a veteran in admission to, access to, treatment in, or employment in its programs and activities.

Beyond this basic commitment to non-discrimination, the Kennedy School should create an environment in which all staff members feel that they belong and share in the common values of our enterprise. Our professional environment should encourage the development and flourishing of every staff person regardless of background or minority status. Achieving this goal requires energetic efforts to recruit diverse staff at all levels of the organization, to create conditions in which all can learn and grow, and in which recruitment, hiring, training, and promotion opportunities are offered equitably.

IV. People: Staff — !DISCUSSION DRAFT ONLY!

(items that reflect how the individual feels about their work/organization and

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” (73% for minorities vs. 86% for non-minorities).

Recommendations

There is a need to improve managers understanding of recruiting and hiring practices aimed at increasing the diversity of the staff. We can create a greater understanding of the recruitment, hiring and promotion processes and our responsibilities for diversity by investing in and promoting training for individuals responsible for making decisions associated with these

- ! Develop a shared leadership statement on the definition of diversity articulates its deep and enduring value to the campus experience, including the role that staff members play.
- ! Develop a diversity and cultural competency that can be applied to all and encourage them to incorporate it in annual perrha3,n be

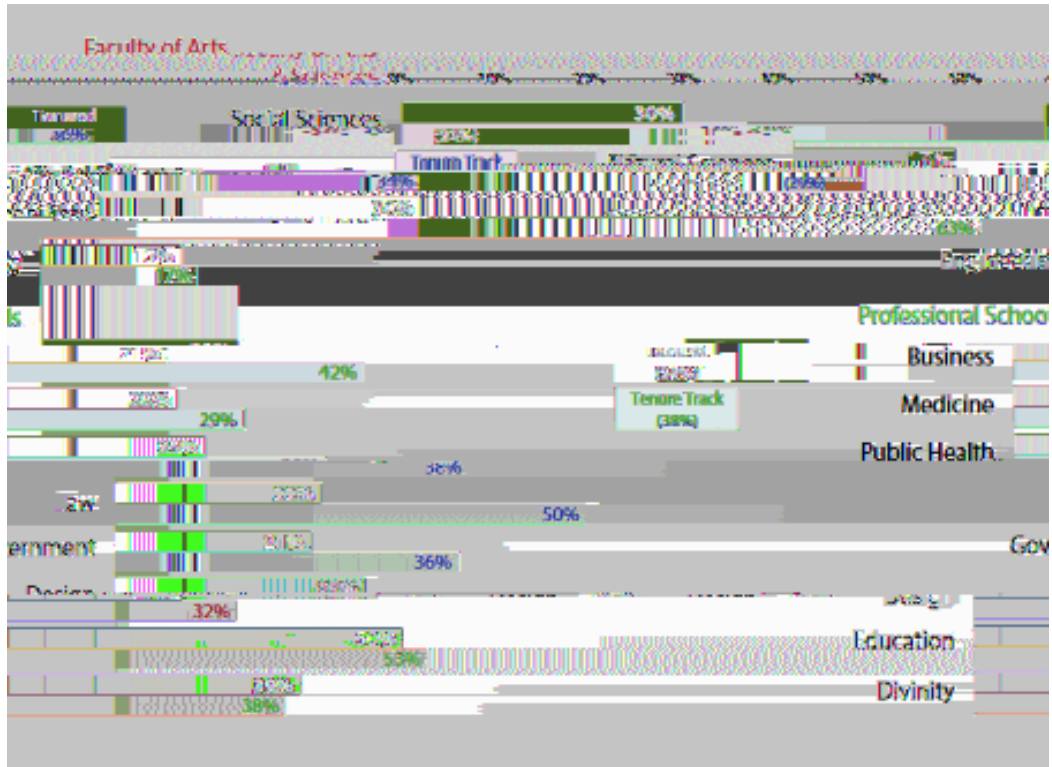
IV. People: Staff — !DISCUSSION DRAFT ONLY!

People: Faculty

Faculty at the Harvard Kennedy School come from a range of backgrounds and perspectives.

However, U.S. historically underrepresented minorities are also underrepresented on our faculty according to a range of definitions or benchmarks. While it is true that the Ph.D. pipelines from

Table 3a: Percentage of Women Among Ladder Faculty at Harvard



this involvement is important well beyond the hope that it will contribute to more diverse faculty hiring, but we also hope it will contribute to more diverse faculty hiring.

In addition to setting up search committees and getting students involved, we give very specific instructions to each search committee. Beginning in the current year, those instructions will also include the University's pamphlet on best practices for faculty searches:

<http://faculty.harvard.edu/files/fdd/files/bestpracticesforconductingfacultysearchesv1.2.pdf>. We also require that every search committee report explain why the highest rated women or minority wasn't chosen as the preferred candidate. While that is surely not a foolproof method to reduce bias, it does force the search committees to evaluate each candidate relative to our criteria for appointment. And finally, we have clarified for our faculty the use of the term "target of opportunity" in a search environment. While in the past it has been used to mean a person whom we would like to hire and who has become available (most commonly, leaving government), a target of opportunity actually means a person from an underrepresented group whom we might be able to hire. The requirements for a full search are reduced in such a case, which makes it easier to hire exceptionally talented people from underrepresented groups when we find them.

Our Approach and Determination of Priorities for Action

In the recommendations below, we focus on faculty hiring. Our goal is to attract a more diverse group of excellent faculty to the Kennedy School via our search process. Although promotions are also important, we don't actually have evidence of differential promotion rates. At this point, it is not clear that differential promotion rates are contributing factors to the lack of faculty diversity. However, we will continue to track and review our promotion processes.

While there are certainly differences in some aspects of faculty searches that differ across ranks (e.g., are we looking at scholarly production and influence for ladder faculty vs. hands-on policy

experience for lecturers or professors of practice), here we consider those aspects of the faculty search process that if changed would impact all types of faculty searches. Recommendations that would differ across faculty ranks are further work for the future, but we expect that the changes that are common to all faculty searches would be both easier to adopt (since they'd be universally applied and search committees would all need to learn and use them) and have greater influence (since they are likely the biggest issues).

One of the greatest challenges to the faculty search process is that selection of candidates is an inherently subjective process. We should strive to both acknowledge inevitably subjectivity but also

which can impact citation counts.³ Therefore in our recommendations, we focus on both subjective assessments in the process (internally and externally), as well as biases in criteria that are often taken to be objective and unbiased — but may not be.

Recommendations

We have organized our recommendations by phase of hiring, from what we might be able to do to increase the diversity of the pipeline in fields in which we hire, through the stages of the search process.

1. Pipeline

Create a bridge to tenure-track positions via a post-doc program that is structured to help recent Ph.D.s in fields relevant to HKS develop their research careers and explore relevance to policy. The goal of such a program would be to attract to HKS people who can't otherwise see

committee believes there is no woman or minority candidate in the field, the search committee would need to say so explicitly in the report, and be open to challenge from colleagues.

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4. Short List to Recommended Hire or Promotion

1. When the short list candidates come to campus for visits, a diversity of faculty should participate in the interviews. Not only do we want and need diverse perspectives on the research and other qualities of the candidates, but we hope a diverse audience will be a more comfortable environment and enable the presenter to feel more at ease and give a better presentation, thus increasing the possibility that the person is offered an HKS faculty appointment.
2. The comparator list used in external letters in senior searches should be diverse and, in particular, include the top women and minorities in the field, for comparison purposes. If we find that others on the comparison list, beyond the selected candidates for HKS, are highly rated, we should consider them in the pool as well while we still have the chance.
3. To address bias in citation counts, one option is to require that faculty read candidate dossier and work of the candidates more carefully before voting on the search committee recommendations. By reading the work, our faculty will be better informed and we hope less reliant on seemingly objective statistics that may not be objective. At other schools (e.g., HBS) faculty need to go to the Dean's office to access the materials, and then sign to indicate they've read the dossier. The hope is that substantive and informed views on the case would reduce the weight given to counting citations.
4. A panel discussion of behavioral experts in 2010, sponsored by the Office of Faculty

6. Future Work

1. Promotions have not been considered here in detail. We should apply a (ppl) 018f [(P) -0.2((s) -0.2 (hou)

Appendix II: On Gender, Race and Portraiture at the Kennedy School

Jane Mansbridge (February 20, 2017)

First came Ida B. Wells. In 2004, we asked Larry Summers to fund a portrait of Wells for the Fainsod Room. He used Harvard presidential funds to do so, in honor of Joe Nye, who was retiring as Kennedy School dean. With the advice of Sandra Grindlay, the portrait specialist at the Fogg Art Museum, we contacted the New York portraitist Patricia Watwood, who had achieved some renown for her portraits of African Americans. Watwood rented a beautiful dress from the period for the model she hired, used the Wells photograph we gave her for the face, did some preliminary small paintings (one of which hangs in the WAPPP Cason Seminar Room), and then revised Well's stance on the basis of a photograph that my husband, Christopher

Paula Giddings, who spoke on her biography of Wells; Professor Evelyn Higginbotham, who read from the oral interview with Alfreda Duster, Wells's youngest daughter, in the Schlesinger collection; and filmmaker William Greaves, who showed a short selection from *Ida B. Wells: A Passion for Justice* and commented on the making of the film. Williams then moderated a Q/A from the audience. Troy Duster, a Professor of Sociology at New York University, Chancellor Professor at Berkeley, and Wells's grandson, gave the benediction with guest Patricia Williams. After the event, the entire film, *Ida B. Wells: A Passion for Justice*, was screened, followed by a Q/A with William Greaves. In addition to Troy Duster, Donald Duster and Alfreda Ferrell, his siblings and Wells's grandchildren, attended the event courtesy of the Kennedy School.

The portrait was based on a photograph taken in 1893, when Wells was 30 or 31, just after she fled Memphis, having been warned never to return. Her newspaper office was dismantled and the newspaper put out of business. Her partner in the paper also fled for his life. The cause of the threats to their lives was one of Well's strong editorials against lynching, prompted by a recent lynching of one of her friends, a prominent businessman in Memphis. One sentence in the editorial had suggested, in passing and extremely obliquely, that sometimes white women might be attracted to Black men. Wells had written many editorials against lynching before this. After she left Memphis for New York, she used these editorials as the basis for a speaking tour in what became an anti-lynching crusade, which was ultimately successful. Wells used this photograph on her pamphlets.

There is much to say about Wells, including her work for women's suffrage and her challenge to the racism of the White suffragists who had asked the Black women suffrage clubs to march in the back of their largest pro-suffrage demonstration. Wells famously stood on the sidewalk as the

I chose Wells for our first portrait in part because she was the only feminist I knew who could stand up pictorially to being placed side by side with Churchill. (The portrait is hung in the Fainsod Room, our grandest seminar room, next to Churchill.)

Appendix II: On Gender, Race and Portraiture at the Kennedy School

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