

# **HEALING, TRUST AND STRATEGIC IMPACT:**

**Advancing DEI at Syracuse University**

Executive Summary

**INDEPENDENT ADVISORY PANEL TO THE  
BOARD OF TRUSTEES OF SYRACUSE UNIVERSITY:**

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**CENTER FOR STRATEGIC DIVERSITY LEADERSHIP & SOCIAL INNOVATION**

# EXECUTIVE SUMMARY

## Introduction

Beginning in November 2019, Syracuse University was rocked by a series of over 25 bias incidents or “microassaults” that left many students afraid for their safety (Sue, 2007). Splashed repeatedly across traditional national and social media, these events echoed the 2017 Theta Tau incident, when a video with hateful language went viral and the fraternity was suspended. The new incidents last fall, exacerbated by the national climate and demographic tensions, have left Black and Brown students, Jewish and Muslim students, LGBTQIA students and differently abled students all feeling vulnerable, as well as some faculty and staff.

### *A Unique Context: Hate, Incivility, Vulnerability and Generation-Z Activism*

These challenges have not occurred in a vacuum. Hate crimes, incivility and a general divisiveness are gripping our nation (Milkman 2017, and Rhoads, 2016). A generation of activists has arisen as well—most Syracuse students belong to generation Z, born in the late 1990s, whose values are defined by their diversity, technological sophistication, experience with a Black president and social justice consciousness (Milkman 2017, and Rhoads, 2016).

In its first two decades, this generation has been marked, even defined, by mass acts of violence like the Tree of Life shootings, the Orlando club shootings, and violent clashes between police and diverse communities. Raised with fake news and adversarial politics instead of dialogue and teamwork, many believe that if you post something, that makes it true. They believe they can hold faculty and leadership accountable via the power of social media to shame and disrupt, and force institutions to listen to their voices (Milkman 2017, and Rhoads, 2016).

The students most involved in the diversity conversation at SU, and across the nation, view themselves as outside of the power structure yet able to influence it. As the university has had to learn, this new wave of activists has learned from and been inspired by the disruptive strategies of the *Black Lives Matter*, *Dreamer*, *Occupy Wall Street*, and *Me Too Movements* (Milkman 2017, and Rhoads, 2016). This phenomenon and the protests that accompany it has cropped up not only at Syracuse but at hundreds of institutions across the nation. What do they want? They will tell you. When do they want it? Now.

### *The Independent Advisory Panel Engagement*

These dynamics coalesced at Syracuse University just before the COVID-19 pandemic disrupted every facet of life, both on campus and beyond. Now a new set of diversity, equity and inclusion (DEI) issues are emerging: minority communities are dying at disproportionately high rates. Leaders on both sides of the aisle are driving even more divisive politics. Xenophobia and hate are being turbo-charged in the digital space. Dog-whistle politics are targeting Asian communities. And a technology divide, exacerbated by social lockdowns, has made it even more difficult for the economically vulnerable to pursue education and the American dream.

The COVID-19 pandemic disrupted life at Syracuse University and our work in profound ways, postponing the campus climate survey and the campus-wide DEI inventory survey, and limiting some of our peer benchmarking activities. Yet this report is powered by: data from more than 50 dialogue and listening sessions with more than 250 participants; dozens of additional interviews; demographic research of student and faculty since 2013; and insights from studying nine benchmark institutions’ DEI strategies. It taps research-based DEI frameworks and best practices as well as the authors’ more than 100 years of collective work in this area.

Amid this uncertain climate, the panel offers this report and its set of 10 recommendations (both short-term and long-term) to support the Syracuse University Special Committee in their development of a preliminary report for the Board of Trustees' Executive Committee.

This report completes our response to the chancellor's request to capture the voice of the campus community, explore national best practices and models, and present several key recommendations for consideration in creating a strategic plan for Syracuse University's diversity and inclusion infrastructure.

## **Section 1: The Strategic Diversity Leadership Framework**

To conceptualize this review, we relied on the five-element Strategic Diversity Leadership framework (Williams, 2013). Specifically, this framework champions the importance of evaluating diversity, equity and inclusion efforts in terms of:

- (1) Efforts to achieve access and equity (recruitment, retention) for historically underrepresented groups.
- (2) Efforts to create a multicultural and inclusive campus climate for the entire institutional community.
- (3) Efforts to enhance domestic and international research and scholarship around issues of diversity.
- (4) Efforts to prepare all students for a national and global society that is diverse and interconnected.
- (5) Efforts to create strategic diversity leadership infrastructure in the forms of DEI strategic plans, committees, officers, analysis scorecards and other efforts designed to create the kind of accountability that can transform the other four elements of this model into more than the sum of their parts.

Further, we set Inclusive Excellence as the goal. That concept moves away from a simplistic definition of diversity as merely a set of numbers to a comprehensive implementation of inclusiveness that offers the following features: (1) *A broader definition of diversity* that includes many social dimensions found in the campus community. (2) *An interdependence* of inclusiveness and excellence where to practice one is to practice the other. (3) The goal of *achieving a vibrant community* that embeds and enjoys diverse cultures, identities and lived experiences throughout. (4) *Individual responsibility for Inclusive Excellence* that shifts the responsibility for DEI to every member of the campus community—administrators, faculty, staff, students, board members and alumni.

## **Section 2: Demographic Benchmarking of Peer and Aspirant Institutions**

This DEI strategic benchmarking review provides a 100,000-foot view of ten institutions that are considered peer institutions by Syracuse University or that have a strong national reputation for their DEI work. Peers included: Boston College, Cornell University, George Washington University, Lehigh University, Penn State University, University of Connecticut, Rochester Institute of Technology, University of Michigan, and University of Texas at Austin. For each of these 10 institutions, we examined its faculty/staff and student demographic profiles from 2013 to 2018, the last year data are available.

While these data have some limitations, and while diversity is certainly about more than the numbers, this section of the report is intended to be directional. Demographics suggest that Syracuse is one of the more diverse institutions in this review. SU held the number one position in the demographic dimensions of international students, Native American students, Black/African American tenure-track faculty and percent of women in tenure-track faculty. SU was number two in terms of the percent of women undergraduate students, and it had one of the most diverse management teams in the nation.

Exhibit 1 presents a demographic diversity scorecard of sorts for benchmarking analysis. It compares demographic trends of all comparison institutions across a number of student, faculty and staff dimensions. A dash (-) represents no change in the data between 2013 and 2018. A single check mark (✓) indicates a negative or downward trend between 2013 and 2018. Two check marks (✓✓) indicate a positive trend, up to a 5% improvement, while three check marks indicates rapid growth of more than 6% during this six-year period.

## Exhibit 1. Benchmarking trend analysis by select institutions: demographic categories 2013-2018

	International Students (UG + G)	URM Undergraduate Students	URM Graduate Students	Women Graduate Students	URM TT Faculty	Women TT Faculty	URM Leadership	Women Leadership
Syracuse University	√√	√	√√	√	-	√√	√√	√√√
Boston College	√√	-	√√	√	-	√√	-	√
Cornell University	√√	√√	-	√√	√√	√√	√√	√√
George Washington	-	√√	√√	√√	√	√√	√√√	√√√
Lehigh University	√√	√√	√√	√	-	√√√	√√	√√√
Penn State University	√√	√√	√√	-	-	√√	√√	√√
U Conn	√√	√√	√√	√√	-	√√	√√	√√
RIT	√√	√√	-	√√√	-	√√	√	-
University of Michigan	√√	√√	√√	√√	-	√√	√√	√√
UT Austin	√√	√√	√√	√√	√√	√√	√√	√√√

Source: Integrated Post-Secondary Education Data Systems (IPEDS)

Key: - = No Change, √ = Declining (Negative) Trend, √√ = Positive Trend Growth (1-5%), √√√ = Rapid Trend Growth (>6%)

While these gains may not be explosive, and the baselines may be low, these upward trends are meaningful and show progress along a number of key dimensions of the diversity conversation. Yet this story is not universally positive. Since 2013, the university has trended negative along the critical dimension of underrepresented minority (URM) undergraduate students, women in graduate school and women studying in the STEM disciplines. Notably the school experienced a steep and ongoing decline in URM undergraduates during the period, falling from being the clear leader among its peers to the middle of the pack, while *every other institution in our review saw an increase*.

Although New York's Excelsior scholarship program may have drawn some students away from Syracuse, we further investigated the concerning drop in URM undergraduates. Concurrent with an 18% decline of URM undergraduates, graduation rates of Black, Latinx and Native American undergraduate rates rose substantively, from 368 in 2013 to 527 in 2018, countering the decline in numbers. The silver lining here is that Syracuse's equity gaps are lower between minority students and the overall graduation rate than many of the peer institutions included in this review.

During the period studied, international student attendance rose, a potential tradeoff with the decline in URM undergraduates. Along with Syracuse's strategic increase in enrollment of Asian foreign nationals (especially from China), however, has come additional needs, a few notable potentials for conflict and bias, and resulting reputational loss impacting the number of nonresident Asians on campus in the future. While it is easy to pool Asians all together, that is a mistake. Nonresident Asians have different concerns than do other international students, with further distinctions becoming obvious between undergraduates and graduate (often older and with families) students. And they certainly have different needs than do Asian Americans. It is important to keep these facts in mind and consider each group's distinct needs.

Another concern: Syracuse ranked 10th in Hispanic/Latinx and 9th for Native American tenure-track faculty. One of the comments we heard often in the listening and dialogue sessions at Syracuse University (as well as at other institutions) is "I don't see enough faculty who look like me." We plotted the percent difference between URM faculty and URM undergraduate students at these 10 peer institutions. SU had an equity gap of 7 percentage points between the number of URM faculty (9%) and the number of URM

students (16%) in 2018, placing SU near the middle of the pack. The ratio, however, leaves almost two students for every one URM faculty member.

In terms of institutional leadership and management roles, SU had the 4th highest percentage of women and ranked 3rd for Black/African Americans yet was near the bottom among peers for the percentage of Hispanic/Latinx and Asian American individuals.

These data elevate important conversations about access, equity, revenue generation and institutional priorities moving forward. The COVID-19 pandemic will force many hard decisions in the days and months ahead, and it will be important for leaders to consider these demographic insights as the campus makes decisions now and into the future.

### **Section 3: Preliminary Strategic Diversity Leadership Benchmarking of Peer and Aspirant Institutions**

Diversity plans can't breathe without Accountability, Infrastructure, Incentives, and Resources, or "AIIR." The COVID-19 pandemic curtailed some interviews and site visits that would have provided a more robust data collection for this segment of our study; yet even so, this limited framework offers solid directional information on the AIIR dynamics of how these 10 institutions are building their DEI strategic capacity. We focused on three factors: (1) Diversity Planning and Accountability, (2) CDO Role and Infrastructure, and (3) Notable DEI Findings. Selected findings include:

- *Ongoing Incidents.* Many of the institutions in this review are more diverse now than ever, providing a new context for university leadership with varying levels of growing pain in the peer group. In combination with national polarization and the presence of social media and instant connectivity, schools saw an ongoing pattern of high-profile incidents that happened *nearly every year* at many institutions between 2016 and 2020. DEI flashpoints may be part of a new normal. Many of the universities in this review had developed new DEI initiatives after experiencing high-profile campus bias incidents, much like Syracuse University is doing.
- *Generation Z/Millennial Activism.* Additionally, generation Z students are diverse and socially conscious. A clear pattern emerged where these students frequently called for a higher gear of DEI commitment and responsiveness from their institutions, consistent with Syracuse's events.
- *Consistent Responses.* The majority of institutions that experienced high-profile bias incidents created new DEI plans. Many of these plans created or elevated the CDO role. They also called for more and mandatory DEI training and courses for students, increases in the levels of faculty diversity, routine reviews of the campus climate by outside evaluators and greater DEI accountability.
- *Campus-Wide DEI Infrastructure.* Every institution in this study maintains a campus-wide DEI committee, with many having DEI committees in schools and colleges. Every institution in our review had a campus climate bias response team or support program in place.
- *The CDO.* Most institutions also have diversity officers in their schools and colleges, but we found them installed at varying levels of rank, with inconsistent portfolios, budgets, and roles in leading across campus for DEI issues, much like the challenges at Syracuse. Eight of the 10 institutions in this review had a dedicated CDO role or function. Syracuse was one of six CDO roles with a clear reporting relationship to the president/chancellor. The Syracuse CDIO was the only role that did not have a clear level/rank associated with it, the only unit with no clear dedicated budget and only one of three officers in the group that did not lead a vertical DEI portfolio. The CDIO campus DEI infrastructure at Syracuse University is nascent and needs much investment and organization, compared to peer institutions. The answer to building this infrastructure is a combination of targeted investments and consolidation of current resources into a portfolio of units under the CDIO.

- *Belonging.* Only Cornell University has adopted a “Belonging” framework for their DEI work. Belonging is a concept that is quickly emerging in the strategic diversity leadership movement. The idea of belonging centers on the importance of not just becoming diverse demographically, or even creating inclusion efforts, but working to ensure that every person on campus feels as if they are a welcomed member of the community, as if they belong.
- *Accountability.* It was disappointing to see such weak DEI accountability systems across the institutions in this study. Only the University of Michigan appears to have a clear system of DEI accountability and campus-wide activation, featuring DEI activation officers in every school and college and a clear plan that brings together their very decentralized campus environment. Their approach offers a shared framework, localized activation plans, president-authorized accountability, shared metrics, public engagements, and a prominent financial investment that is best-in-class.
- *Cultural and Identity Spaces.* Every institution we examined has dedicated cultural space to create inclusion and belonging dynamics across campus. While social distancing will make co-location irrelevant for some time, offering cultural space is foundational to creating inclusion on campus.
- *Training.* Many institutions have seemingly compelling DEI training and intergroup dialogue programs, though it is difficult to determine whether these efforts are scaling to a broad-based campus impact. Scaling such programs and implementing multi-sequenced learning DEI certificate programs that are more than one-time efforts are key to building long-term DEI capacity among faculty and staff. Building definitive capacity in this way would be a key point of difference for Syracuse’s work in this area. The university is off to a promising start with SEM-100. The work that Syracuse is doing in this area may represent leadership among your peers, even as much more work remains to be done.

Scaling programs such as diversity offices, units, faculty diversity initiatives, diversity-themed living/learning programs, DEI training and intergroup dialogue programs are key to building long-term DEI capacity on campus.

#### **Section 4: Preliminary Perspectives on Campus Climate and DEI Capacity**

The term “campus climate” moves beyond demographic numbers to discuss how individuals and groups experience membership in the campus community. It sums the inclusivity dynamics of the organization and the degree to which various stakeholders feel included or excluded. The concept of climate is always nested in a broader context. The framework we used acknowledges both government-policy and socio-historical context dynamics that includes regional components. Addressing campus climate is a necessary component in any comprehensive plan for diversity, equity and inclusion.

While not approaching a campus climate survey, dialogue sessions with the Special Committee and listening sessions with the Independent Advisory Panel collected insights that gave a bird’s-eye view of the institutional environment and key on- and off-campus issues that are shaping the experience of students, faculty and staff.

Each Special Committee dialogue session began with each participant introducing the main factor that made them decide to come to Syracuse University. The groups then moved forward into dialogue. During the Independent Panel’s listening sessions, three key research questions guided the process and constituted the written protocol filled out by most participants in the March 9 sessions:

- (1) What are the current diversity, equity and inclusion strengths at Syracuse University?
- (2) What are the key challenges and opportunities of diversity, equity and inclusion at Syracuse?
- (3) What are the most important recommendations to help the Syracuse University move forward to support diversity, equity and inclusion?

This collection of qualitative data supports the overall survey. While there were many positives, they were often paired with corresponding negatives that asked for more or even better options, as you can see in the two lists below. For example, participants affirmed growing DEI planning and at the university—and wanted more. Participants pointed out many identity-affirming programs or efforts on campus—and asked for more or expansion of those programs. They praised culturally competent faculty and staff and expressed concern about those lacking such skills. The two challenge areas not offset by any positives are: a lack of trust in the university or belief in the university’s DEI commitment, and issues with the university’s way of communicating, its content or its lack of communication.

#### Summary of Findings—DEI Emerging Strengths Themes:

- (1) DEI dialogue and training programs seen as necessary and helpful. Asked for more.
- (2) A growing DEI strategy and commitment at Syracuse, including SEM 100.
- (3) Identity-affirming programs, services and initiatives.
- (4) A (small) number of diverse and culturally competent faculty and staff.
- (5) None. A few participants made statements like “nothing,” or “I can’t think of anything positive.”

#### Summary of Findings—DEI Challenges and Opportunities Themes:

- (1) A campus climate of fear, ongoing microaggression, conflict, lack of diversity, lack of cultural support, and a resulting overall lack of trust.
- (2) Lack of sufficient demonstrated DEI skills, group dialogues and trainings.
- (3) Lack of a comprehensive DEI strategic plan and systematic approach across campus.
- (4) Lack of trust and belief in Syracuse University and its DEI commitment.
- (5) Leadership and communication challenges, including siloing and variation across campus.

The process of listening, in this and other venues, not only evaluates the problem at hand but works from an asset-based perspective, empowering each participant to envision the potential for a stronger SU experience and participate as an architect of change themselves.

### **Section 5: Recommendations**

While it is unclear how the COVID-19 pandemic will change campus life in the long run, Syracuse University’s commitment to making DEI a strategic priority will require the university to embrace a journey of healing that includes listening, clarifying the issues at hand (this report contributes there), agreeing on a path forward and implementing change with clear communications. The University will also need to create an ongoing process to deal with the post-traumatic stress that has emerged over the last several months associated with the campus incidents, the Crouse-Hinds occupation and now the COVID-19 crisis.

Too often, diversity plans are simply long lists that don’t hang together or that sit on a shelf. We believe that Syracuse’s long-term success will be defined both by this journey of healing as well as your big-bet strategic DEI steps—those places where you believe you can generate tremendous value and drive outcomes for DEI, such as are included in the following recommendations. We encourage you to make selective big bets in terms of committing to driving change.

Just before our March 9 visit, Syracuse University again negotiated with #NotAgainSU following a second occupation and protest, adding to the previous commitments SU had made to #NASU and other student groups. These commitments are strategically consistent with our review and 10 major recommendations. In fact, many of them fit comfortably within our recommendations as implementation steps, particularly in Recommendations 1, 4, 6, 7 and 10.

As we look to the future, we acknowledge that everything done in response to this report will be influenced, and in some ways defined, by the COVID-19 pandemic. These dynamics were certainly considered as we built these 10 recommendations to support your work (Exhibit 2).

## Exhibit 2. Ten recommendations to drive change and transformation at Syracuse University

Recommendation	Activation	Description	Key Concepts
1. Continue to embrace the journey of healing as part of your actions to advance DEI as a strategic priority	General framing	Healing relationships with some aspects of the university community requires an ongoing framework and commitment.	<ul style="list-style-type: none"> <li>Embrace the five steps of institutional healing outlined here as a foundation going forward</li> <li>Implement the Inclusive Excellence Town Hall Meeting structure</li> <li>Establish a clear DEI Incident Response Plan</li> </ul>
2. Develop a Strong COVID-19 DEI Response	Immediate	Put inclusive steps in place during the pandemic.	<ul style="list-style-type: none"> <li>Positive COVID-19 messaging</li> <li>Virtual Town Hall</li> <li>“Stay Engaged” resource page for students</li> </ul>
3. Activate low-hanging fruit with resources you have	Short-term	Build on some current existing efforts.	<ul style="list-style-type: none"> <li>Convene your deans</li> <li>Expand successful OMA mentoring programs</li> <li>Utilize on-campus experts and chaplains</li> </ul>
4. Make permanent the Special Committee on Campus Climate, Diversity and Inclusion	Strategic	Transition to a permanent board level DEI sub-committee.	<ul style="list-style-type: none"> <li>Establish a board-level cadence of DEI accountability</li> <li>Define key metrics</li> <li>Receive regular strategic updates on DEI</li> <li>Infuse DEI leadership at the highest levels</li> <li>Become a national role model</li> </ul>
5. Develop a 5-Year Strategic DEI Action Plan & Big-Bet Action Steps	Strategic	Pull major DEI commitments and efforts into a consolidated DEI investment and activation plan.	<ul style="list-style-type: none"> <li>A broad and inclusive definition of diversity</li> <li>A framework for campus diversity goals</li> <li>Accountability strategies to ensure success and implementation</li> <li>Rapid prototyping to get there fast</li> <li>Align to Not again SU and other student commitments</li> <li>Leverage current campus committee to vet the plan</li> </ul>
6. Strengthen the CDIO Unit and Campus-Wide DEI Infrastructure.	Strategic	Strategies for setting up the role, the office and the staff, and an effective budget and discretionary funds, building a division.	<ul style="list-style-type: none"> <li>Example title: “Vice Chancellor for Strategic Diversity Leadership and CDIO”</li> <li>Reorganize units into Division of Inclusive Excellence</li> <li>A tripartite Strategic Diversity Leadership budget</li> <li>Invest in four new DEI units within the division: DEI Training, Programs, Communication, Faculty Diversity</li> <li>Strengthen school, college DEI committees and officers</li> <li>Strengthen campus DEI cultural spaces, policies and units</li> </ul>
7. Commit to a comprehensive approach to DEI education, dialogue, and professional development.	Strategic	Build a culture of DEI training and capacity building for all.	<ul style="list-style-type: none"> <li>Train on Generation Z</li> <li>Train DPS with students</li> <li>Build a DEI certificate program for all faculty, staff, and leadership</li> <li>Unstick SEM 100</li> <li>Invest in intergroup dialogues &amp; care programs</li> </ul>
8. Develop a multi-dimensional faculty, recruitment and retention initiative	Strategic	Build a faculty diversity recruitment and retention initiative focused on the needs of women in STEM, racial and ethnic diversity, and more.	<ul style="list-style-type: none"> <li>Hispanic faculty and staff are particularly low</li> <li>Target of opportunity hiring program</li> <li>Faculty diversity initiative office</li> <li>Future faculty diversity symposium</li> <li>Post-doctoral fellows program</li> </ul>
9. Reframe the postponed campus climate study this fall to focus on the COVID-19 pandemic	Short-term	Implement a student, faculty and staff campus climate study, with measures focused around COVID-19 pandemic.	<ul style="list-style-type: none"> <li>Implement student, faculty and staff online survey</li> <li>Consider implementing in summer to support fall planning</li> <li>Consider implementing part two once instruction resumes on campus</li> </ul>
10. Strengthen DEI communications and PR	Strategic	Develop a DEI brand communication plan.	<ul style="list-style-type: none"> <li>University spokesperson on DEI</li> <li>Strengthened DEI website</li> <li>Chancellor and CDIO digital storytelling</li> </ul>

## **Section 6: Concluding Thoughts and Next Steps**

Educational institutions need a clear DEI infrastructure and plan. This structure is critical not only for building capability in times of calm, but for helping leaders respond well in moments of crisis. A big-picture vision/strategy is necessary, as are clarity in communications, tolerance and processes to the campus community.

Already Syracuse is a clear leader for students who are veterans; these recommendations were designed to further position Syracuse University as a strong leader and magnet for other diverse student groups. The school already emerges in the middle to the upper ranks relative to a cadre of impressive peer schools. We offer this report to the Special Committee as a way of strengthening DEI work at Syracuse even further.

As you weigh your next actions, we recommend that you inform the Syracuse campus community by distributing this report's executive summary directly to key constituents and by making the full report available for key stakeholder communities. Nothing in this report is abjectly negative; in fact both taking a good look at oneself and transparency afterwards are admirable traits that contribute to campus trust.

From all of us on the Independent Advisory Panel as well as at the Center for Strategic Diversity Leadership and Social Innovation, thank you for the opportunity to serve your intentions and efforts to strengthen your Diversity, Equity and Inclusion work, reconnect positively with every corner of your campus community, and further the mission of this field. We look forward to your next steps and are proud to be a friend to your work.

## **ABOUT THE INDEPENDENT ADVISORY PANEL**

An Independent Advisory Panel, comprised of four experts unaffiliated with the University, is responsible for engaging with the campus community and providing advice to the Special Committee in developing recommendations to build a stronger institutional framework.

### **Damon A. Williams, PhD**

Dr. Damon A. Williams is a scholar and award-winning thought leader in strategic diversity leadership and organizational change. One of the architects of the Inclusive Excellence concept in American higher education, he is the author of Strategic Diversity Leadership and The Chief Diversity Officer, and previously served as the Senior Vice President and Chief Education Officer for all Boys & Girls Clubs globally. He has worked with over 1,000 colleges and universities, Fortune 100 companies, foundations, and government agencies as a strategist, speaker, educator, and thought leader.

### **The Honorable Eric D. Fingerhut**

Eric D. Fingerhut is the President and CEO of The Jewish Federations of North America (JFNA). Prior to his appointment at JFNA, Mr. Fingerhut served as the President and CEO of Hillel International from 2013-19. He has had a varied and distinguished career in public service and higher education, including serving as the Chancellor of the Ohio Board of Regents, Ohio State Senator, and a US Congressman from Ohio. His emphasis on recruiting, training and retaining top talent, and on building a data and performance driven organization, have become models for the non-profit sector.

### **Karol Mason, JD**

Karol Mason has been president of John Jay College of Criminal Justice since August 2017. From 2013 to January 2017, she was a US Assistant Attorney General, leading the Justice Department's Office of Justice Programs. A leader in the Obama administration on juvenile justice issues, bail reform and re-entry from prison, Mason's efforts also included overseeing the National Institute of Justice and the Bureau of Justice Statistics.

### **Frank H. Wu, JD**

Frank H. Wu is the William L. Prosser Distinguished Professor of Law at University of California Hastings. Prior to this, he was Chancellor and Dean of the school. Throughout his career, he has taught at Howard, Michigan, Columbia, and Stanford. He also was Dean of Wayne State Law School in his hometown of Detroit. He has served as both Chair and President of the Committee of 100, a non-profit membership organization working on promoting good relations between the US and China and the participation of Chinese Americans in all aspects of public life.

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