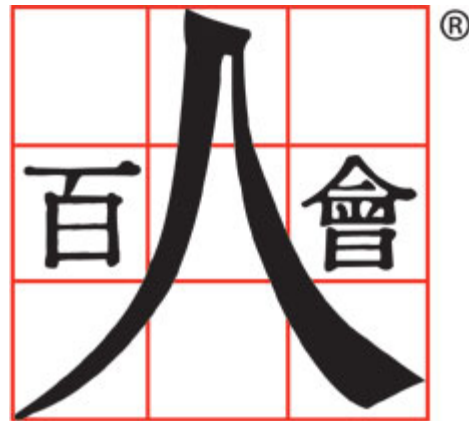


**The Committee of 100's
Asian Pacific Americans (APAs)
In Higher Education Report Card**



Committee of 100

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Executive Summary of Key Findings of the Committee of 100's Asian Pacific Americans (APAs) in Higher Education

Why Education?

The Committee of 100 (C-100), a national Chinese American leadership organization, chose to examine leadership in higher education for several reasons:

- (1) Asian Pacific Americans (APAs) generally share a strong cultural orientation toward education and are the best educated ethnic group in the United States.
- (2) Since APAs and Asians in the U.S. comprise 5 percent of the U.S. population or 13.5 million and population growth is expected to increase in the future, it is fitting that we examine the extent to which APAs are high level academic leaders with a unique opportunity to shape policy and public opinion.
- (3) After unveiling the first APA Corporate Board Report Card in 2004 (highlighting that only 1 percent of Fortune 500 corporate board seats are held by APAs and Asians), C-100 felt it could make another positive contribution by commissioning a similar report card pertaining to higher education, where leaders play a vital role in shaping the views and values of the next generation of Americans.

Parameters of the Report Card

For the purposes of this study we chose to examine the top quartile of higher education institutions as listed in U.S. News & World Report's 2005 Rankings. At this juncture, no existing data set exists on the exact numbers of APAs in higher education except for the American Council of Education's (A.C.E.) annual status report, entitled *Minorities in Higher Education*, and research by *The Chronicle of Higher Education*. American institutions of higher education are divided into Carnegie Commission for Higher Education categories (e.g., doctoral universities, baccalaureate liberal arts college, master's comprehensive university, specialized institutions, etc.). Given the absence of similar, comparable criteria needed to define the "Fortune 500" of the academic world, we decided to examine the top tier of institutions of each Carnegie category.

Key Findings: Status of Asian Americans in Higher Education

Providing a central "compass point" for our research is the percentage of Americans who are Asian Pacific American. The U.S. Census Bureau recently projected that the Asian American population will more than triple from 10,684,000 in 2000 to 33,430,000 in 2050 and will represent roughly 8 percent of the total U.S. population.¹ The projected percentage increase between 2000 and 2050 in the population of those whose *only* race is Asian is 213% compared with a 49 percent increase in the U.S. population as a whole over the same time frame.²

¹ <http://www.census.gov/Press-Release/www/releases/archives/population/001720.html>

U.S. Census Bureau, 2004, "U.S. Interim Projections by Age, Sex, Race, and Hispanic Origin," found at <http://www.census.gov/ipc/www/usinterimproj/> (created March 18, 2004).

² <http://www.census.gov/Press-Release/www/releases/archives/population/001720.html>

Against the backdrop of APAs comprising five percent of the U.S. population, we looked at the percentage of APAs enrolled as students, the percentage of APAs holding faculty positions and, finally, the percentage of APAs holding the top administrative positions at the colleges and universities surveyed.

Within recent years, the number of Asian Americans in higher education has grown rapidly, both in terms of numbers of APA students enrolled as well as the number of APA faculty and administrators. APAs represent the best-educated ethnic group in the United States: According to 2001 U.S. Census data, Asians have the highest proportion of college graduates of any race or ethnic group in the country.

- APAs aged 25 and over have the highest proportion of college graduates of any race or ethnic group.
- Fifty percent of all APAs have college degrees, as compared with 27 percent of all American adults with college degrees.
- In the field of postgraduate education, 19 percent of Asian Americans aged 25 and over hold advanced degrees (Ph.D., M.D., J.D., for example), as compared with 9 percent of all Americans in the same age group.³

Contrasting APA Student Enrollment and Prevalence on Faculties with Key Leadership Positions in Academia

- Our research showed that, while APAs are well represented as students (6.4 percent) and faculty (6.2 percent), only 2.4 percent are represented in the positions of president, provost or chancellor. By contrast, however, it is at the top levels of higher education administration -- in the positions of president, provost and chancellor—where APAs are exceptionally underrepresented.
- According to A.C.E. research in 1994, APAs held only 38 out of a total of 3,248 college or university presidencies, or 1.16 percent.
- Similar research from a recent doctoral dissertation, "Asian American Leaders in Higher Education," corroborates these findings, indicating that in 2003, APAs only held 33 of 3,191 college and university presidencies, or 1.06%.⁴

APA Student Enrollment and Educational Attainment

- Research by *The Chronicle of Higher Education* indicates that 572,000 APAs were enrolled in higher education institutions in Fall 1990, more than doubling to 1,019,000 in Fall 2001.
- Of 15,928,000 total enrolled college students, 1,019,000 were APAs, or 6.4% of total enrolled students.⁵
- On a graduate level, APAs doubled the number of master's degrees in business administration, public administration, and education and quadrupled the number of master's degrees in health and life science professions.⁶

³ <http://www.census.gov/Press-Release/www/releases/archives/education/000818.html>

⁴ *Asian American Leaders in Higher Education: An Exploration of a Dynamic Constructivist Approach to Leadership*, Dr. Loretta Adrian, Doctoral Dissertation for The Claremont Graduate University and San Diego State University, 2004. See Dissertation Abstract, pp. v-viii and pp. 2-9, UMI Microform #3132977, ProQuest Information and Learning Co., 2004. [cf. <http://www.lib.umi.com/dissertations/fullcit/3132977>]

⁵ Almanac Issue, *The Chronicle of Higher Education*, 27 August 2004, Volume LI, Number 1.

⁶ *Minorities in Higher Education 2004*, American Council of Education, 2004, pp. 11, 23, 31.

APA Faculty and Administrators

Despite these advances, the increase in the number of APA faculty and administrators in the academy is disproportionately low in comparison to the increase of APA students enrolled at U.S. higher education institutions.

- From 1993 to 2001, APAs registered the highest growth rate of full-time faculty positions among all minority groups, increasing from 25,269 positions to 38,026 positions, a 50.5% gain.⁷
- Female APAs holding faculty positions increased 89.5% from a scant 6,326 positions in 1993 to 11,989 in 2001.
- The number of tenured APA faculty positions increased 36.3% and in 2001, 6.2% of all full-time faculty members in U.S. higher education positions were APAs, the highest percentage of any minority group.

APA Senior Administrators

- Of the 16.1% minority full-time administrators in higher education in 2001, Asian Americans held the second fewest of all minority groups.
- C-100 examined a sample of 1,032 senior positions and found that only 2.4% were held by APAs, consistent with the U.S. Department of Education's 2.4% figure on the percentage of Asian American Full-Time Administrators in Higher Education in 2001.⁸
- According to the U.S. Department of Education, APA senior administrators held only 2.4% of all positions, or a total of 3,541 positions out of a total of 145,371.⁹
- In 2004, A.C.E. data showed that minorities held 533 out of a total 3,896 college and university presidents, or 13.7%. Of the 533, only 57 presidencies were held by APAs, or 1.46%.
- Moreover, most of these 57 presidencies were at community colleges, campuses in the University of Hawaii system, and at for-profit, regionally accredited degree-granting institutions.
- Of the 57 APA presidencies, 92.6% fell under the rubric of "President/CEO/Chancellor" with the remaining 7.4% classified as "Senior Executive/Provost/Dean."
- Between 1994 and 2004, APAs added 19 new presidencies,¹⁰ a 50 percent increase, compared to a 62 percent increase for Latino Americans, a 21.1 percent increase for African Americans, or a 30 percent increase in presidencies for all minority groups.¹¹
- Of all minorities, Asian Americans had the second largest increase in administrative positions, increasing from 2,243 positions in 1993 to 3,541 positions in 2001, a 57.9% gain.

⁷ *Minorities in Higher Education*, p. 43. Of these positions, there were 3,500 more assistant professorships, 3,000 more associate professorships, and 2,000 more full professorships, respective increases of 47.9%, 37.3%, and 33.0%.

⁸ U.S. Department of Education, National Center for Education Statistics, *Integrated Postsecondary Education System (IPEDS), Fall Staff Survey, 1993 through 2001*, as cited in *Minorities in Higher Education*, 21st Annual Status Report, American Council of Education, 2003, p. 97.

⁹ "Full-Time Administrators in Higher Education, by Race/Ethnicity and Gender, Selected Years, 1993 to 2001," *Minorities in Higher Education*, 21st Annual Status Report, American Council of Education, 2003, p. 97.

¹⁰ According to the American Council of Education, the term "president" refers to the president, chancellor, superintendent, executive director, or campus dean.

¹¹ American Council of Education, ART database, compiled August 2004; *Minorities in Higher Education*, p. 98.

Barriers to Advancement for Asian Americans in Higher Education

While these gains are respectable, with data showing that APAs are the most widely represented minority group within faculty ranks, the lack of APAs serving as presidents, vice presidents, and executive management positions demonstrates that APAs are egregiously under-represented in executive decision-making roles. This Report Card discusses three types of barriers that may inhibit APAs from successfully navigating up the academic ladder into senior leadership roles. These barriers are:

(1) Organizational Barriers -- APAs may be treated as "perpetual foreigners" or outsiders; (2) Exogenous Barriers -- APAs tend to be stereotyped as the "model minority," i.e., hard working, well-educated workers who are neither inclined to aggressively aspire towards senior positions nor disrupt the harmony of the workplace; and (3) Endogenous Barriers -- there is speculation that APAs may espouse cultural values that are consistent with traditional Asian values emphasizing the collective over the individual, duties over rights, and responsibility over personal ambition.

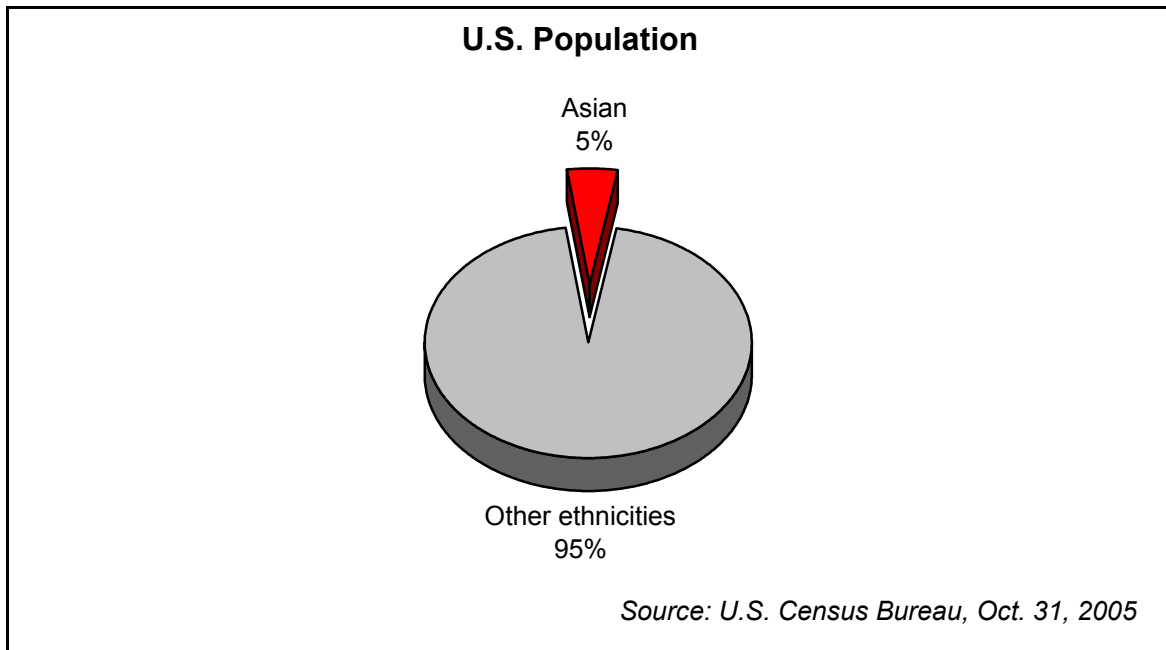
Questions for Further Investigation

Beyond the scope of our quantitative research are qualitative considerations suggested by our findings. Is there a glass ceiling when it comes to APAs at the highest levels of leadership in higher education? If so, what are the factors involved? If discrimination exists, is it conscious or more subtle? What is the role of self-selection as APAs move into positions of leadership in higher education? What is the role of peer groups and mentoring? Finally, what steps can be taken to increase APA representation at the senior-most levels of higher education in the United States? We encourage the governing boards at institutions of higher learning to ponder these questions. We also encourage administrators and faculty to seek answers. Above all, we encourage APAs to give voice to their thoughts, to their opinions, and to their own dreams and ambitions in the realm of higher education. A rich and robust public discourse enriches our society. We hope that, with this report card, we have encouraged that discourse.

**THE COMMITTEE OF 100'S
ASIAN PACIFIC AMERICANS (APAs) IN HIGHER EDUCATION REPORT CARD**

STATE OF THE FIELD: ASIAN AMERICANS IN HIGHER EDUCATION

Within recent years, the growth in Asian Americans in higher education has grown rapidly, both in terms of numbers of APA students enrolled as well as the number of APA faculty and administrators. To be sure, APAs represent the best educated ethnic group in the United States: According to 2001 U.S. Census data, Asians have the highest proportion of college graduates of any racial or ethnic group in the country: APAs aged 25 and over have the highest proportion of college graduates of any race or ethnic group. Fifty percent of all APAs have college degrees, as compared with 27 percent of all American adults who hold college degrees. Additionally, 88 percent of Asians, age 25 and over, are high school graduates while the corresponding high school graduation rate for all American adults in this age group is 85 percent. Nineteen percent of Asians, age 25 and over, have an advanced degree (e.g., M.A., Ph.D., M.D., or J.D.) while the corresponding rate for all American adults in the same age group is 9 percent.¹²



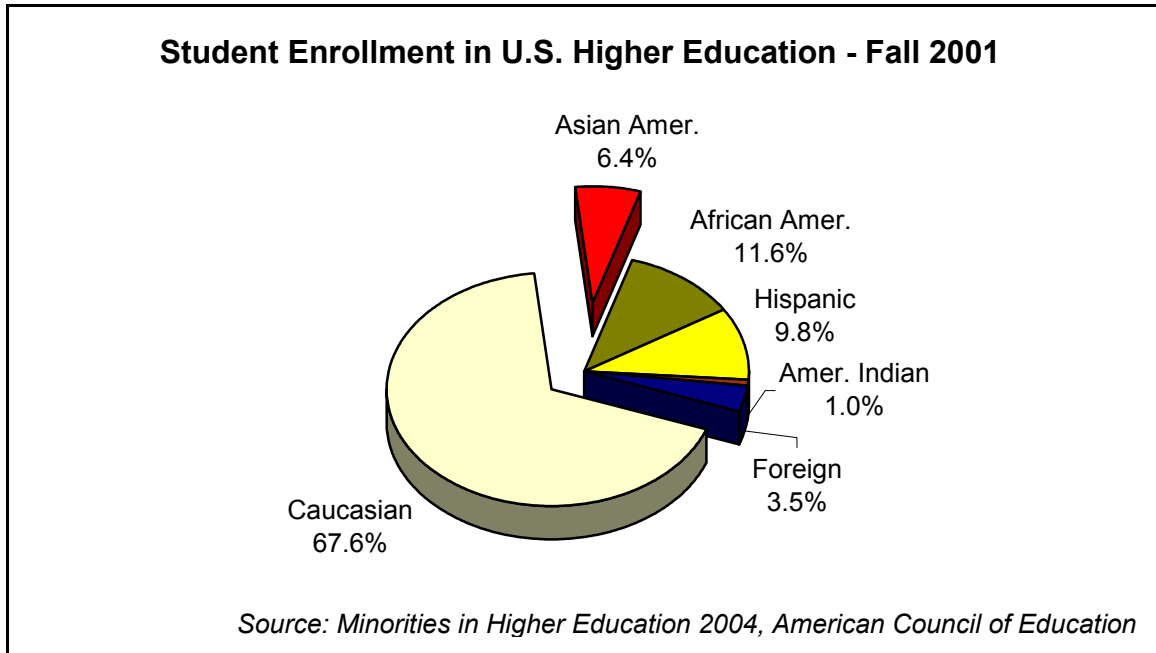
At present, APAs and Asians in the U.S. comprise **5 percent of the total U.S. population** or 13.5 million; moreover, the U.S. Census Bureau recently projected that the Asian population in the U.S. will more than triple from 10,684,000 in 2000 to 33,430,000 in 2050, ultimately representing roughly 8 percent of the total U.S. population.¹³ The projected percentage increase between 2000 and 2050 in the population of those whose *only* race is Asian is 213 percent compared with a 49 percent increase in the U.S. population as a whole over the same time frame.¹⁴

¹² <http://www.census.gov/Press-Release/www/releases/archives/education/000818.html>, [31 Oct. 2005]

¹³ <http://www.census.gov/Press-Release/www/releases/archives/population/001720.html>, [31 Oct. 2005]

U.S. Census Bureau, 2004, "U.S. Interim Projections by Age, Sex, Race, and Hispanic Origin," found at <http://www.census.gov/ipc/www/usinterimproj/> [31 Oct. 2005].

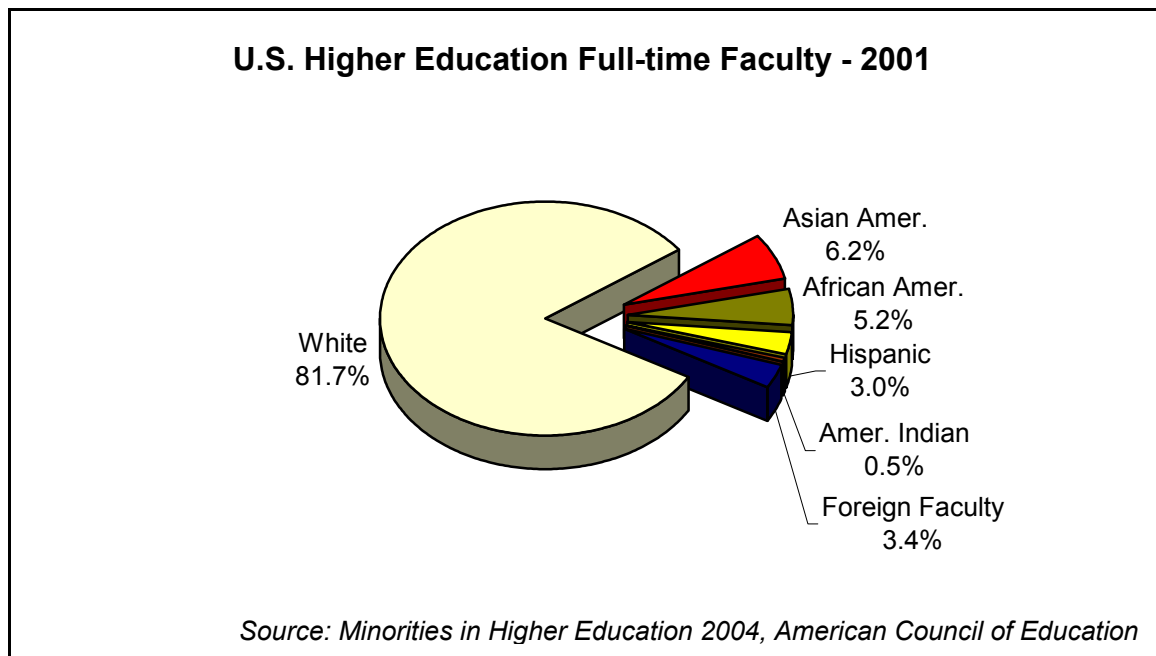
¹⁴ <http://www.census.gov/Press-Release/www/releases/archives/population/001720.html> [31 Oct. 2005]



According to the American Council of Education's (A.C.E.) annual status report, entitled *Minorities in Higher Education*, from 1991 through 2001, APA enrollment at US higher education institutions increased by 328,000 students, an increase of 53.7 percent. During this ten-year period, APAs earned 96.5 percent more associate degrees, 87.8 percent more master's degrees, and 70.3 percent more bachelor's degrees, the latter amounting to 33,000 additional bachelor degrees earned over the same ten-year period. Similar research by *The Chronicle of Higher Education* showed that 572,000 APAs were enrolled in higher education institutions in Fall 1990, more than doubling to 1,019,000 in Fall 2001. Of 15,928,000 total college students enrolled in U.S. higher education institutions, 1,019,000 were APAs, or **6.4% of total enrolled students**.¹⁵ On a graduate level, APAs doubled their number of master's degrees earned in business administration, public administration, and education and quadrupled the number of master's degrees earned in health and life science professions.¹⁶

¹⁵ U.S. Department of Education, "College Enrollment by Racial and Ethnic Group, Selected Years," as cited in Almanac Issue, *The Chronicle of Higher Education*, 27 August 2004, Volume LI, Number 1, p. 16.

¹⁶ *Minorities in Higher Education 2004*, American Council of Education, 2004, pp. 11, 23, 31.

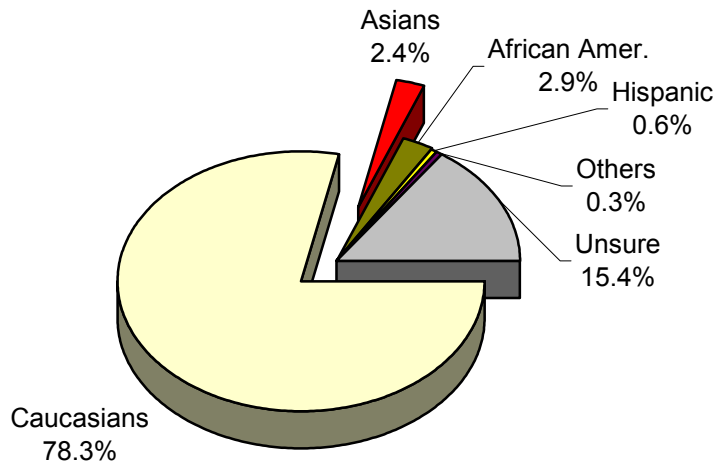


Despite these advances, the increase in the number of APA faculty and administrators in the academy is disproportionately low in comparison to the increase of APA students enrolled at U.S. higher education institutions. Nonetheless, from 1993 to 2001, APAs registered the highest growth rate of full-time faculty positions among all minority groups (including African Americans, Latino Americans, and Native Americans), increasing from 25,269 positions to 38,026 positions, a **50.5 percent gain**.¹⁷ Women APAs holding faculty positions increased 89.5 percent from a scant 6,326 positions in 1993 to 11,989 in 2001. The number of tenured APA faculty positions increased 36.3 percent and in 2001, **6.2 percent of all full-time faculty members in U.S. higher education institutions were APAs**, the highest percentage of any minority group. Of the 14.9 percent total minority positions, 5.2 percent were held by African Americans, 3.0 percent by Latino Americans, 0.5 percent by Native Americans, and 3.4 percent held by foreign nationals.¹⁸

¹⁷ *Minorities in Higher Education*, p. 43. Of these positions, there were 3,500 more assistant professorships, 3,000 more associate professorships, and 2,000 more full professorships, respective increases of 47.9%, 37.3%, and 33.0%.

¹⁸ Of this 14.9%, 6.2% were APA; together, minorities comprised 90,996 of all 611,308 higher education positions; cf. *Minorities in Higher Education*, p. 91.

U.S. Higher Education Senior Administrative Positions - 2005



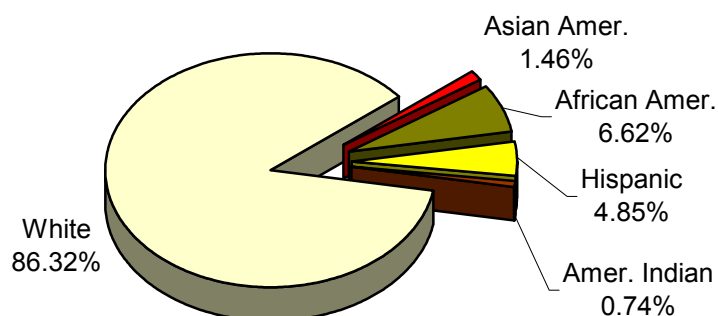
Source: Committee of 100, 2005

By contrast, however, in terms of higher education senior administration, APAs are conspicuously underrepresented. Of the 16.1 percent minority full-time administrators in higher education in 2001, Asian Americans held the second fewest of all minority groups. The Committee of 100 examined a sample of 1,032 senior positions and found that only **2.4 percent were held by APAs**, a percentage that corresponds to the U.S. Department of Education's 2.4 percent figure on the percentage of Asian American Full-Time Administrators in Higher Education in 2001.¹⁹ According to the U.S. Department of Education, APA senior administrators held **only 2.4 percent of all positions**, or a total of 3,541 positions out of a total 145,371. By comparison, African-Americans held 9.4 percent and Latino Americans held 3.6 percent with the remaining 0.6 percent and 0.4 percent held by Native Americans and Foreign Administrators respectively.²⁰

¹⁹ U.S. Department of Education, National Center for Education Statistics, *Integrated Postsecondary Education System (IPEDS), Fall Staff Survey, 1993 through 2001*, as cited in *Minorities in Higher Education*, 21st Annual Status Report, American Council of Education, 2003, p. 97.

²⁰ "Full-Time Administrators in Higher Education, by Race/Ethnicity and Gender, Selected Years, 1993 to 2001," *Minorities in Higher Education*, 21st Annual Status Report, American Council of Education, 2003, p. 97.

U.S. Higher Education Presidents - 2004



Source: *Minorities in Higher Education 2004*, American Council of Education

In 2004, A.C.E. data showed that minorities held 533 out of a total 3,896 college and university presidents, or 13.7 percent. Of the 533, only **57 presidencies were held by APAs, or 1.46 percent**. Moreover, most of those 57 presidencies were at community colleges, campuses in the University of Hawaii system, and at for-profit, regionally accredited degree-granting institutions.²¹ Forty six out of the 57 APA presidencies were at four-year institutions with the remaining 11 at two-year institutions. Furthermore, 44 of the total 57 presidencies held by APAs were at private institutions and another 13 were at public institutions. Finally, 11 percent of the 57 APA positions were considered to be “interim presidents.”²² According to A.C.E. research, in 1994, APAs held only 38 out of a total 3,248 presidencies, or 1.16 percent. Similar research from a recent doctoral dissertation “Asian American Leaders in Higher Education” (Adrien, 2004) corroborates these findings, indicating that in 2002, APAs only held 33 of a total 3,191 college and university presidencies, or 1.06 percent.²³

BARRIERS TO ADVANCEMENT FOR ASIAN AMERICANS IN HIGHER EDUCATION

Between 1994 and 2004, APAs added 19 new presidencies²⁴, a 50 percent increase, compared to a 62.9 percent increase for Latino Americans, a 21.1 percent increase for African Americans, or a 30 percent increase in presidencies for all minority groups.²⁵ Of all minorities, Asian Americans had the second largest increase in administrative positions, increasing from 2,243 positions in 1993 to 3,541 positions in 2001, a 57.9 percent gain. While these gains are respectable, with data showing that APAs are the most widely represented minority group within faculty ranks, the lack of APAs serving as presidents, vice presidents, and executive management positions demonstrates that APAs are

²¹ Of the 57 APA presidencies, 92.6% fell under the rubric of “President/CEO/Chancellor” with the remaining 7.4% classified as “Senior Executive/Provost/Dean.” 44 were held by men and 13 by women, with women APA presidents growing from 5 positions in 1994 to 13 in 2004.

²² *The American College President, 2004*, American Council on Education, 2004.

²³ *Asian American Leaders in Higher Education: An Exploration of a Dynamic Constructivist Approach to Leadership*, Dr. Loretta Adrien, Doctoral Dissertation for The Claremont Graduate University and San Diego State University, 2004. See Dissertation Abstract, pp. v – viii and p. 2-9, UMI Microform #3132977, ProQuest Information and Learning Co., 2004. [cf. <http://www.lib.umi.com/dissertations/fullcit/3132977>]

egregiously under-represented in executive decision-making roles. This phenomenon has been attributed to a so-called “glass ceiling” (or “bamboo ceiling”) that impedes APAs from ascending to senior administrative positions. This type of institutionalized, structural barrier treats APAs as the “perpetual foreigner,” or outsider, who have, according to one APA president, “perceived and real lack of verbal and linguistic skills,” leaving APAs excluded or at least marginalized within higher education’s organizational structure of senior administration.²⁶

APAs often are stereotyped as the “model minority,”²⁷ that is to say, hard working, capable, well-educated workers who are neither inclined to aggressively aspire towards senior positions nor disrupt the harmony of the workplace. According to this stereotype, APAs toil uncomplainingly, regardless of the context or conditions, are content with the status quo, and rarely, if ever push for advancement in the workplace, instead typically eschewing senior executive positions that require strong leadership skills. Together with higher education, the same stereotype prevails in the private sector, government, and other sectors of professional U.S. society where APAs are rarely viewed as leaders. This type of negative stereotype about APAs that is deeply rooted in society represents an external barrier to advancement, one that is possibly perpetuated by APAs themselves who have come to believe that they ought to assume a compliant persona in the workplace and steer clear of leadership positions, an internal, APA-specific barrier to advancement.

Several scholars writing on endogenous barriers to advancement for Asian Americans have postulated that APAs espouse cultural values that are consistent with traditional Asian values emphasizing the collective over the individual, duties over rights, and responsibility over personal ambition.²⁸ According to this stereotype, Asian culture promotes social harmony and advocates humility and modesty over self-promotion and therefore APAs tend to be reticent, unwilling to challenge the status quo or instigate institutional change. With APAs viewed by either themselves or society at large as conciliatory rather than competitive and acquiescent rather than assertive or aggressive, APAs are perceived as lacking the disposition and wherewithal requisite for leadership positions, whether it be serving on corporate boards or as a senior administrator or line manager in higher education. Particularly in U.S. management literature, leadership theory encourages independent, aggressive, and competitive behavior and implicitly takes a dim view of those who passively fall in line and do not strive for career advancement.

Adrian (2004) cites a wide body of literature suggesting that “Asian Americans feel internally constrained to actively pursue essential leadership activities based on the influence of culture. For example, they have expressed discomfort and difficulty in navigating organizational politics because of culture. The literature, which portrays culture in the minds and actions of Asian Americans as constant or fixed, thereby presents invisible and immovable barriers.”²⁹ Adrian goes on to cite Nielsen (2002) who in turn posits:

Clearly, cultural characteristics sometimes serve as a barrier if the presence or absence of certain cultural characteristics inhibits Asians from pursuing administrative careers. These traits might include a reticence to speak assertively or an honest humility that keeps a talented administrator from envisioning or

²⁴ According to the American Council of Education, the term “president” refers to the president, chancellor, superintendent, executive director, or campus dean.

²⁵ American Council of Education, ART database, compiled August 2004, *Minorities in Higher Education*, p.98.

²⁶ Bob Suzuki, President of California State Polytechnic University, Pomona, see *Asianweek*, 13 April 2001, in http://www.asianweek.com/2001_04-13/news3_apahc.html

²⁷ For more on this and other APA-specific stereotypes, see *Yellow: Race in America Beyond Black and White* by Committee of 100 Member and Dean of Wayne State Law School Frank H. Wu, 2001 and 2003, Basic Books.

²⁸ Adrian, p. 3.

²⁹ *Ibid*, p. 4.

promoting her/himself as a viable college president. Negative perception by others, particularly decision makers, with respect to Asian cultural characteristics might also reduce the perceived acceptability of Asian Americans for administrative leadership roles (p. 130).

In short, the three types of barriers to advancement Adrian identifies – organizational/structural, exogenous, endogenous – constitute forms of stereotyping and institutionalized racism that have no place in the academy.

IS THERE A GLASS CEILING FOR APAS IN AMERICAN ACADEMIA?

The above barriers toward advancement in both higher education as well as other fields certainly constitute formidable obstacles but do they adequately account for the dearth of APAs in leadership positions? Several APA presidents and senior administrators have suggested that while these barriers undeniably play a role that the issue is perhaps more complex.

One APA university provost suggested that he became interested in serving in his current position only after a retired university president whom he previously regarded as a mentor suggested that he consider administration. This provost suggested that there needs to be more mentors and called upon APAs currently or previously serving as executive officers in higher education to share their career guidance and experiences with the younger cohort of APA faculty who constitute the pool of future administrators. More mentoring or regular leadership forums such as those organized by groups like Asian Pacific Americans in Higher Education (APAHE) and Leadership Education for Asian Pacifics, Inc. (LEAP) help to create not only a platform but a springboard for APA career advancement in senior higher education positions.

Yet another APA dean of a professional school described “stumbling into his position” and found his job purely by chance when he met a former classmate working for an executive search firm who was in the process of filling a university president vacancy and urged him to apply. According to this administrator, a combination of the previously mentioned internal and external cultural factors are what hold APAs back but he also pointed out that “Higher education administration is still very much an ‘old boys network.’ There is a high threshold barrier to entry; but once you’re in the pool, you can easily find another job. Both word of mouth and who you know is extremely important.” Without the ability to tap into this network, APAs would continue to be stereotyped as conflict averse or indisposed to corporate or academic leadership and continually subjected to diffuse, low-level racism and prejudice, even to the extent of being perpetually treated as foreigners by way of comments such as “You speak English well.”

One APA chancellor pointed out: that the paucity of APAs in senior administrative positions is not a pipeline problem but rather the problem was that the pool of qualified candidates for such positions is too small:

“I personally do not believe that there is an outright bias in hiring APAs into senior administrative positions for most doctoral institutions; the problem by and large is that the pool is simply too small. There also could be a stereotyping of what we APAs are good at and what they are not. Yet there is no obviously way to increase that pool unless we have a larger number of department heads and research center directors who are APA. I suppose a peer network could be helpful to provide the support structure for those who want to move up the administrative ladder. Like larger corporations, it may be possible for them to encourage more APAs to participate in a leadership training program if one exists, or to request the establishment of such a program, if it does not.”

Another APA president of a liberal arts college suggested: “Clearly this is not a pipeline problem; with APAs constituting nearly 7 percent of all faculty, there are only 1 percent APA CEOs and CAOs.” He went on to discuss the importance of higher education administration: “A professor controls the climate of teaching and learning in his own classroom but an administrator can affect the climate of teaching and learning across a campus.”

PRESCRIPTIONS

The purpose of this report card primarily is to call attention to the dearth of Asian Americans in senior administrative positions and to bring the phenomenon of under-representation to light. The purpose of the report card, on the other hand, is not to criticize higher education but rather to define the state of the field and encourage greater diversity in the academy at all levels.

As a next step, APA organizations such as APAHE and LEAP might consider continuing this research and improving upon it: Clearly there is a need to compile more complete, comprehensive data on APAs in senior positions while keeping track of and nurturing talented APAs within academia, identifying prospects, and creating peer networks.

Moreover, based on the recommendation of APA senior administrators we spoke with, more mentoring or training programs need to be initiated; in other words, higher education administration “boot camps” by which ideas, knowledge, and institutional experience can be transferred. Finally, APAs need to do more to publicize the fact that a cohort of bright, talented APAs academic leaders constitutes part of the U.S.’s competitive advantage: If this trend towards underrepresentation is not reversed, the U.S. may risk experiencing reverse brain drain whereby these APA academic leaders accept positions at fast-growing institutions in Greater China or Asia that are actively recruiting administrators with managerial experience. This is already the case with distinguished APA faculty members and executives accepting teaching positions in India and China; at present, three of the top Hong Kong university presidencies are occupied by APAs.³⁰

³⁰ Howard W. French, “China Luring Foreign Scholars to Make Its Universities Great,” *New York Times*, 28 October 2005, p.1

RESEARCH METHODOLOGY

PARAMETERS, SOURCES, & METHODS OF C-100'S APA HIGHER EDUCATION REPORT CARD

For the purposes of this study the Committee of 100 chose to examine the representation of APAs in the positions of president, chancellor, provost, and dean of faculty within the top quartile of higher education institutions as listed in each category of *U.S. News & World Report's* 2005 Rankings. While this is not intended to either endorse or promote that particular ranking system, C-100 felt that it was one of the most recognizable systems that is accessible and widely recognized by the American general public. In fact, the *U.S. News & World Report* bases its classification system on that of the Carnegie Classification³¹, which is listed in greater detail in Appendix I.

At this juncture, no existing data set exists on the exact numbers of APAs either enrolled or employed in higher education save that of American Council of Education (A.C.E.) and *The Chronicle of Higher Education*. Similar to our research on corporate boards that examined APA representation among the boards of directors of Fortune 500 companies, initially the Committee of 100 proposed researching the representation of Asian Americans holding senior administrative positions at the “top” U.S. universities and colleges. The initial impasse we encountered was identifying a well-defined pool of leading U.S. academic institutions: With our corporate board research, we chose to research the board of directors of all Fortune 500 companies, an elite grouping of world-class companies defined and ranked by *Fortune* magazine annually.

However, with academic institutions, there is no such “Fortune 500” elite grouping nor perhaps, should there be. American institutions of higher education are divided into Carnegie Commission for Higher Education categories (e.g. doctoral universities, baccalaureate liberal arts college, master's comprehensive university, specialized institutions, etc.) and to attempt comparing horizontally across these categories of schools would be neither revealing nor instructive: For example, is Williams College (#1 in liberal arts college category) comparable to the University of California at Berkeley (#1 in the national public university category)?³² The answer is no; ultimately the mission and focus of each institution are poles apart: Williams prides itself on and is devoted to its undergraduate liberal arts education. While U.C. Berkeley also has a strong liberal arts program and admits both undergraduate students as well as graduate students, its overall size and comprehensive scope precludes Berkeley from being as focused as Williams is at undergraduate liberal arts education. At the same time, U.C. Berkeley operates a wider, more expansive range of academic programs than Williams ever could; one is not better than the other, rather, their foci are entirely different.

Given the absence of similar, comparable criteria needed to define the so-called Fortune 500 of the academic world, C-100 conducted primary research by reviewing publicly available information from the websites of the top quartile of top tier of institutions from each Carnegie category as they are listed in the *U.S. News and World Report's* “America’s Best Colleges and Graduate Schools 2005.”³³ Undergraduate institutions are divided into the following categories: Top National Universities, Master’s Universities (Northern, Southern, Midwestern, and Western), Business Programs, Liberal Arts Colleges, Comprehensive Colleges, and Engineering Programs while graduate institutions include: Business Schools, Law Schools, Engineering Schools, Medical Schools, Public Affairs, among others. For undergraduate institutions we examined the positions of President, Chancellor, Provost, and occasionally Dean of Faculty (which some would argue has more or less the

³¹ For a complete description of the 2000 Carnegie Classification, please refer to the following website: <http://www.carnegiefoundation.org/Classification/CIHE2000/defNotes/Definitions.htm>

³² 2003-04 *U.S. News and World Report* survey

³³ cf. http://www.usnews.com/usnews/edu/college/rankings/rankindex_brief.php September 2005.

same purview as that of Provost). For graduate and professional schools we examined the Dean of each institution, or the individual currently serving as CEO or Chief Academic Officer.

The Committee of 100 chose to examine the top quartile of each category of institutions only because of time constraints, and did not exclude certain categories or schools with the express purpose of being exclusive. We felt that it was important to call these issues to light and to do that, one has to start somewhere. Given the absence of data on APAs in senior administrative academic positions, this report is a call to action for organizations such as APAHE³⁴, LEAP³⁵, American Council of Education and publications such as *The Chronicle of Higher Education* to pick up where we left off. Because leadership and diversity in higher education is of critical importance, we felt that it was essential to highlight the shortage of APA senior administrators within the academy and place the issue of APA underrepresentation squarely on the scholarly agenda.

DEFINITION OF TERMS

The Committee of 100 uses the U.S. Census Bureau's definitions for *Asian Pacific Islanders* as the basis for defining "Asian Pacific American" senior administrators in higher education institutions. For the purposes of this research, we viewed the terms Asian Pacific Americans (APAs) and Asian Pacific Islanders as being synonymous. According to the Census Bureau:

Asians are "persons having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent."

Native Hawaiians and Pacific Islanders are persons "having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands."

Southeast Asian generally means Burmese, Cambodian, Hmong, Laotian, and Vietnamese.

South Asian generally means Asian Indian, Bangladeshi, Bhutanese, Nepalese, Pakistani, and Sri Lankan.

Substantial numbers of Asian and Pacific Islanders as well as Asian foreign nationals comprise the Asian presence within U.S. higher education institutions. For the purpose of this project, the Committee of 100 did not distinguish between these two groups.

SENIOR ACADEMIC ADMINISTRATIVE POSITIONS

A *president* or *chancellor* serves the same role as the CEO of a college and university. A *provost* is the chief academic officer, equivalent to a vice-presidential position. In some institutions the *Dean of Faculty* serves the same function as that of provost. *Deans*, both academic and non-academic, report to vice presidents. At the professional schools such as medical, law, and business schools that we examined, the Dean serves in a similar capacity to that of president and could be considered the CEO of these institutions. *Dean of Department chairs* report to academic deans, who are in charge of divisions within the university.

Note, however, that at a research university a chair of the department of English may have more faculty reporting to him or her than would, for example, a dean of social sciences at a liberal arts college. Similarly, a dean of natural sciences at a university may control more research monies than

³⁴ Asian Pacific Americans in Higher Education, cf. <http://www.apahenational.org/>, Sept 2005.

³⁵ *Leadership Education for Asian Pacifics, Inc.* cf. <http://www.leap.org>, Sept 2005.

the provost at a liberal arts college. It is important to recognize that a title alone does not bespeak equivalent influence: For the purposes of this study, we chose to focus on those positions that are considered to be line managers, or those that control budgetary allocation, but it is essential to note that the purview, scope, and stature of the senior administrative positions we examined are institution-specific and not easily compared, nor should they be. Not only is it critical to differentiate between institutions, but the distinction between positions themselves is essential.

TIME FRAME OF RESEARCH

The Committee of 100 examined 1,302 websites of higher education institutions in the U.S. from August 1 through September 1, 2005. This data includes only the APA/Asian senior administrators holding senior administrative positions at these institutions during this time frame. Recent or previous appointments are not included in this figure; where publicly available information was not available, certain senior officials may inadvertently and regrettably have been omitted.

MISSION OF THE COMMITTEE OF 100 (C-100)

The Committee of 100 is a national non-profit, non-partisan organization that brings a Chinese American perspective to issues concerning Asian Americans and U.S. relations with China. The Committee pools the experience, knowledge, and resources of Chinese Americans who have achieved prominence in their respective fields. Its two-fold mission is to:

- Encourage constructive relations between the peoples of the United States and Greater China (which includes China, Hong Kong, and Taiwan); and
- Promote the full participation of Chinese Americans in all fields of American life.

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Jennifer Hau, Intern

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APPENDIX 1: CARNEGIE CLASSIFICATIONS³⁶

Doctorate-granting Institutions

Doctoral/Research Universities—Extensive: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded 50 or more doctoral degrees per year across at least 15 disciplines.

Doctoral/Research Universities—Intensive: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded at least 10 doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall.

Master's Colleges and Universities I: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 40 or more master's degrees per year across three or more disciplines.

Master's Colleges and Universities II: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 20 or more master's degrees per year.

Baccalaureate Colleges

Baccalaureate Colleges—Liberal Arts: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. During the period studied, they awarded at least half of their baccalaureate degrees in liberal arts fields.

Baccalaureate Colleges—General: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. During the period studied, they awarded less than half of their baccalaureate degrees in liberal arts fields.

Baccalaureate/Associate's Colleges: These institutions are undergraduate colleges where the majority of conferrals are below the baccalaureate level (associate's degrees and certificates). During the period studied, bachelor's degrees accounted for at least 10 percent of undergraduate awards.

Associate's Colleges

These institutions offer associate's degree and certificate programs but, with few exceptions, award no baccalaureate degrees. This group includes institutions where, during the period studied, bachelor's degrees represented less than 10 percent of all undergraduate awards.

Specialized Institutions

³⁶ This project is based on the 2000 Carnegie Classification outlined at the Carnegie Foundation at <http://www.carnegiefoundation.org/Classification/CIHE2000/defNotes/Definitions.htm>. (20 October 2005) A background to the Carnegie Classification as well as definitions of institutions can be found at <http://www.carnegiefoundation.org/Classification/CIHE2000/background.htm>.

These institutions offer degrees ranging from the bachelor's to the doctorate, and typically award a majority of degrees in a single field. The list includes only institutions that are listed as separate campuses in the 2000 *Higher Education Directory*.

Medical schools and medical centers: These institutions award most of their professional degrees in medicine. In some instances, they include other health professions programs, such as dentistry, pharmacy, or nursing.

Other separate health profession schools: These institutions award most of their degrees in such fields as chiropractic, nursing, pharmacy, or podiatry.

Schools of engineering and technology: These institutions award most of their bachelor's or graduate degrees in technical fields of study.

Schools of business and management: These institutions award most of their bachelor's or graduate degrees in business or business related programs.

Schools of art, music, and design: These institutions award most of their bachelor's or graduate degrees in art, music, design, architecture, or some combination of such fields.

Schools of law: These institutions award most of their degrees in law.

Teachers colleges: These institutions award most of their bachelor's or graduate degrees in education or education-related fields.

APPENDIX II: ORGANIZATIONS AND RESOURCES

1. AMERICAN COUNCIL ON EDUCATION (A.C.E.)

The latest information on college and university presidents can be found in *The American College President*, published by the American Council on Education (2002). ACE's Center for Advancement of Racial and Ethnic Equity monitors and reports on the progress of African Americans, Latinos, Asian Americans, and American Indians in postsecondary education, and engaged in efforts to improve their educational and employment opportunities in higher education.

American Council on Education (A.C.E.)
Center for Advancement of Racial and Ethnic Equity
One Dupont Circle, N.W., Suite 800
Washington, D.C. 20036
Phone 202.939.9395
Fax 202.785.2990
www.acenet.edu

2. CHRONICLE OF HIGHER EDUCATION

1255 Twenty-Third Street, N.W.
Washington, D.C. 20037
<http://chronicle.com>

Top quality demographic information on Asian Americans in higher education can be found in the annual Almanac issue of *The Chronicle of Higher Education*, which comes out in late August. Information is available on racial origins of presidents, faculty, and staff.

3. LEADERSHIP EDUCATION FOR ASIAN PACIFICS, INC. (LEAP)

327 E. 2nd Street, Suite # 226
Los Angeles, CA 90012
Phone: (213) 485-1422
Fax: (213) 485-0050
<http://www.leap.org/>
E-Mail: leap@leap.org

LEAP administers a Leadership Development for Higher Education Program which is an intensive 4-day program aimed at increasing diversity in senior levels of higher education administration by promoting the leadership and professional development of highly promising Asian Pacific Americans (APAs). 2006 Program Dates: Los Angeles, CA (July 12-15) Contact: Joy Soukhaseum, joy@leap.org, (213) 485-1422, ext. 4109

4. ASIAN PACIFIC AMERICANS IN HIGHER EDUCATION (APAHE): <http://www.apahenational.org/>