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# DIVERSIFYING AND STRENGTHENING AMERICAN HIGHER EDUCATION LEADERSHIP THROUGH THE ASIAN AMERICAN PIPELINE

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A WHITE PAPER



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## **EXECUTIVE SUMMARY**

American higher education faces great challenges as we enter the third decade of the 21<sup>st</sup> century in an ever more complex and interdependent world. Based on a recent survey of its 1,400 member institutions, the Association of American Colleges and Universities (AAC&U) identifies five major institutional conundrums: financial constraints, diversity and inclusion, retention and completion, assessment of learning outcomes, and communicating the value of liberal education.<sup>1</sup> This white paper focuses primarily on one of the challenges (i.e., diversity and inclusion in American higher education institutional leadership). We highlight the value propositions and prospects of greater participation from Asian Americans in diversifying and strengthening American higher education leadership.<sup>2</sup> We draw from higher education leadership research literature, recent national education statistics, reports from various professional organizations, news articles and the summary of thematic discussions from a recent annual forum hosted by the Council of Chinese American Deans and Presidents (CCADP). We write this white paper with a broad audience in mind, including but extending far beyond the current and future membership of CCADP. We invite thoughtful reflection, honest dialogue, sincere consultation, and most importantly, genuine partnership in effecting changes to further diversify and strengthen American higher education leadership. We expect this white paper to (1) present the facts of the disproportionate underrepresentation of Asian Americans in higher education leadership ranks; (2) reflect on why and what Asian Americans can contribute; and (3) call for more Asian Americans to become America's next generation of diverse and dynamic higher education institutional leaders.

## STATEMENT OF PROBLEMS

### *Underrepresentation of Asian Americans in Higher Education Leadership: A Reality Check*

The American College President Study (ACPS, 2017) indicates that over 50 percent of presidents intend to leave their current presidency in the next five years. On the horizon maybe both a challenge in filling the pending leadership vacancies and an opportunity for higher education institutions to embrace greater diversity by cultivating their future leaders among minority candidates, including the Asian Americans. The same ACPS study, not surprisingly, reveals a well-known fact and persistent problem of disproportionate underrepresentation of minorities in the top rank of American higher education leadership. For example, Asian Americans, the subject of this white paper, occupy only 2 percent of the presidencies in the nation according to the latest American College President Study.

**Figure 1**

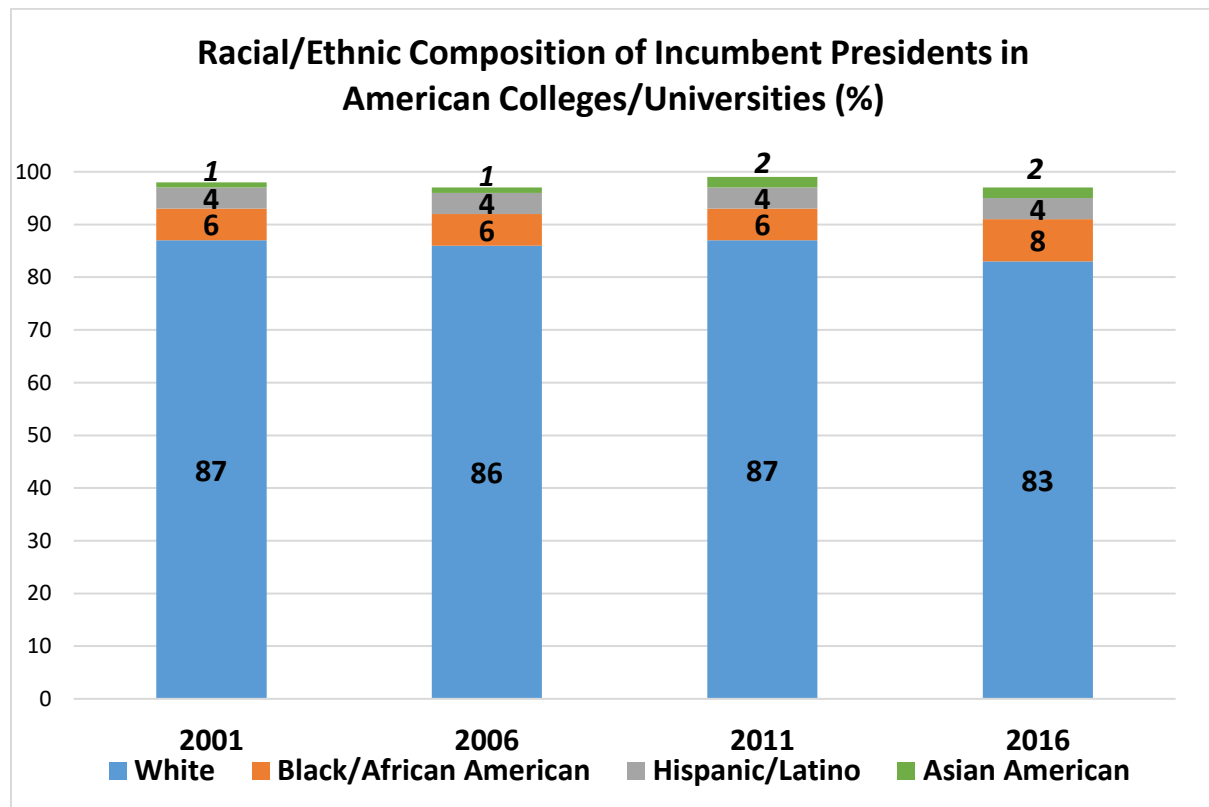
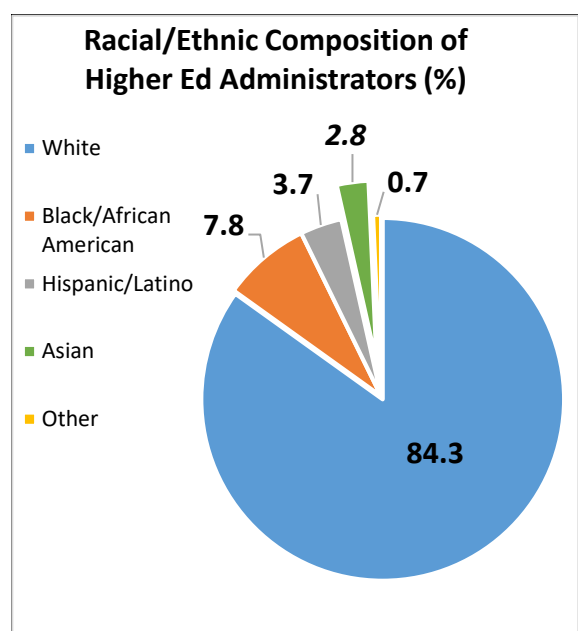


Figure 1 provides a historical comparison of the distributions of American college presidency by race or ethnicity.<sup>3</sup> It is not difficult to see that the changes in the respective minority group representations remain marginal across four waves of the studies in a 15-year time span.<sup>4</sup> The highest among all minority groups is the rate of Black/African Americans, at 8% in 2016, reflecting a 2 percentage point increase in a decade and a half. The rates for Hispanic/Latino group remain constant, at 4% during the same time period. The Asian American group occupied 1% of American college/university presidency in 2001; the rate reached 2% in 2011 but

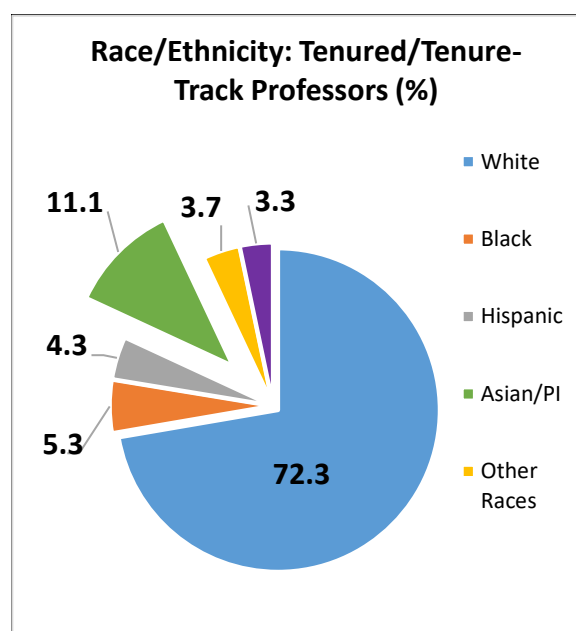
remained unchanged since. Figures 2-3 offers additional context to better our understanding of the nature and extent of such persistent underrepresentation.

Figure 2 reveals data from the College and University Professional Association for Human Resources (CUPA-HR) 2019 national report where a broader leadership definition was used. Those titled “Administrators in Higher Education” include top executive officers, senior institutional officers, academic deans, institutional administrators, heads of divisions, departments, and centers, and academic associate/assistant deans.<sup>5</sup> Here, Asian American representation increases slightly, to 2.8%. This percentage, however, remains lower than those of both Black/African American (7.8%) and Hispanic/Latino (3.7%), which are not high themselves, either.

**Figure 2**



**Figure 3**



In Figure 3, based on data from the 2018 National Center for Education Statistics (NCES), we find that 11.1 percent of all full-time tenured or tenure-track (T/TT) faculty members are identified as Asian Americans/Pacific Islanders—a figure higher than the two larger minority groups (i.e., Black, 5.3%; and Hispanic, 4.3%) combined.<sup>6</sup> The statistics suggest that, compared to all other minority groups, the Asian American professorate presents a deeper pool of potential candidates for higher education leadership (at least those positions that typically advanced out of the T/TT professorate).<sup>7</sup> For simple illustration, we will ignore the difference in classification between Figures 2 and 3 and assume Asian and Asian/Pacific Islanders are interchangeable in discussion. Statistically, if we would randomly select an administrator from the pool of professors, we should observe similar probabilities of representation from all segments of the population. Yet, as indicated in Figure 2, the Asian American group represents only 2.8% of the higher education administrators, compared to its share of 11.1% in the overall T/TT professor population. A similar deficiency is also observed for the Hispanic group which occupies 3.7% of the higher education administrators positions while representing 4.3% of the total T/TT professor population. The White group and the Black/African American group represent 84.3% and 7.8%

of the higher education administrators, compared to their respective shares of 72.3% and 5.3% in the T/TT professor population. Combining Figures 1 and 2, one may conclude that the Asian American group is the most disproportionately underrepresented in both the presidency and the broadly defined higher education institutional leadership positions.

Table 1  
Fall Enrollment (in thousands) of U.S. Residents in Degree-granting Postsecondary Institutions by Race/Ethnicity: 1976 and 2020

Year	White	Black	Hispanic	<i>Asian/PI</i>	Other Races/ Two or More Races	Total
1976	9,076 (84.3%)	1,033 (9.6%)	384 (3.6%)	<b>198</b> <b>(1.8%)</b>	76 (0.7%)	10,767 (100%)
2020	11,151 (55.6%)	2,970 (14.8%)	3,667 (18.3%)	<b>1,356</b> <b>(6.8%)</b>	914 (4.5%)	20,059 (100%)
% Increase in Enrollment	22.9%	187.5%	854.9%	<b>584.8%</b>	*	86.3%
Rate of Change in racial distribution	-34.0%	54.2%	408.3%	<b>277.8%</b>	*	N/A

\*Not calculated. The 1976 measure included only “American Indian/Alaska Native”, while the 2020 measure included both “American Indian/Alaska Native” and “Two or more races.”

Table 1 offers another angle to view the disproportionate underrepresentation of minorities in American higher education leadership, that is, in the context of the distributions of student populations across race/ethnicity categories from 1976 to 2020.<sup>8</sup> In a highly simplified two-point comparison as presented in Table 1, we see an 86.3% increase in the total number of students enrolled in 2020 (i.e., 20.1 million) compared to the corresponding figure from 1976 (i.e., 10.8 million). Although such a pattern of increase in the raw numbers of the enrolled students is applicable to all racial/ethnicity groups, the largest increases can be found in the Hispanic (855%) and the Asian/Pacific Islander (585%) groups. The comparison using the percentage distributions of students across race/ethnicity groups is perhaps even more telling of the changed landscape of the American higher education learners and the shift in demographics in the country.<sup>9</sup> Across four and half decades from 1976 to 2020, there is a 34% decrease in the percentage of White students, in sharp contrast to the dramatic increases in Hispanic students (408%) and Asian/Pacific Islander students (278%), and a sizeable increase in Black students (54%).

We note three observations from data reported in Figures 1-3 and Table 1 that: (1) all minority groups continue to be disproportionately underrepresented in the higher education leadership ranks; (2) Black and Hispanic faculty groups are grossly underrepresented in the full-time T/TT professorate; and (3) Asian Americans/Pacific Islanders, although well represented in the T/TT professorate, are consistently and disproportionately underrepresented than both the Black and Hispanic groups in higher education leadership ranks.

### *Persistent Disproportionate Underrepresentation of Asian Americans: Influences of Intrinsic and Extrinsic Factors*

One can argue that the outcome of Asian Americans' underrepresentation in higher education leadership may be attributed to intrinsic and/or extrinsic factors. To simplify our discussion, we refer intrinsic factors to those more aligned with the candidates themselves while the extrinsic factors are those imposed on the candidates externally. There are many intrinsic factors impacting a potential job candidate's decision-making process. To begin, a qualified candidate might not necessarily translate into a successful candidate. For instance, less than half of the sitting provost/chief academic officers are aspired to become presidents despite data showing that the most common path to presidency is through the position of a chief academic officer.<sup>10</sup> And, it is quite possible that many Asian Americans self-select themselves out of the race to any higher education administrative positions.<sup>11</sup> Another possibility is that some Asian Americans may be perceived as lacking the necessary skill sets and abilities to be successful in administration. More likely, however, potential candidates including Asian Americans may lack the proper training and mentorship to compete successfully for the leadership positions.<sup>12</sup> After all, leaders in higher education today are expected to possess vast capabilities such as fundraising, financial acumen, athletics, academics, research, and political shrewdness. No one is truly ready to take on all these challenges at once. Nearly two-thirds of presidents surveyed by a study conducted by Deloitte Center of Higher Education Excellence indicated that their mentors help them prepare for the role but only one-third receive coaching to succeed in the job. The same study offers two proposals. First, those who aspire to be a president should invest in intentional leadership development opportunities that will give them the holistic view of the institution. Second, institutions and search committees must make a commitment to look beyond traditional backgrounds and take the risk of hiring candidates with diverse backgrounds.<sup>13</sup>

Certainly, there are many factors extrinsic to a candidate. For instance, the lack of understanding on the part of the search committee of a pool of candidates regardless of ethnicity, gender, culture, or non-traditional background. The process becomes even more complicated when candidates must deal with the idiosyncrasy of the search committee such as insider information on certain candidates, politics, not understanding the job of an administrative position in which they have never served, etc. In addition, human resource professionals often point to possible implicit bias attributable to the search committees and/or the board of trustees.

### *Asian Americans as Higher Education Leaders: A Critical Self-inspection from the CCADP Membership*

To honor our commitment to improve diversity and inclusion in higher education leadership, the membership of CCADP took on a tremendous task to reflect on our own intrinsic characteristics at the 2019 annual forum hosted by the University of Cincinnati. While the theme for this annual Forum is "*The Value Propositions of Immigrant Leaders*", members engaged in conversations specifically targeted at issues that are directly related to the underrepresentation of Asian American in higher education leadership. We conducted two sessions of panel discussions. Table 2 provides a summary of notes taken from both sessions. Session 1 focuses on identifying the characteristics of our leadership styles, diverse backgrounds, cultural influences to help

others better understand Asian American immigrant leaders. CCADP members identify strongly with some of the most salient traits demonstrated by Asian American immigrant leaders in higher education. Some are perceived as great advantages (e.g., work ethic, inclusiveness, collegiate leadership, collectivism, and resilience, etc.) while others are factors hindering the group’s collective success as leaders in American higher education (e.g., issues related to cautiousness, modesty, lack of assertiveness and cultural immersion, etc.).<sup>14</sup>

Table 2  
CCADP 2019 Cincinnati Forum Thematic Discussion Summaries

	<i>Session 1: Characteristics of Immigrant Leaders</i>	<i>Session 2: How to Bring More Voice to the Table?</i>
Perceived as Advantages	<ul style="list-style-type: none"> <li>➤ Diversity/Multi-culturalism</li> <li>➤ Global perspective/connections</li> <li>➤ Adaptability/Resilience</li> <li>➤ Diverse educational backgrounds</li> <li>➤ Sensitivity/Empathy</li> <li>➤ Courageous/Integrity/Principled/Fair</li> <li>➤ Collegiate/Consultative/Consensus building/Inclusive/collectivism</li> <li>➤ Strong work ethics</li> <li>➤ Service leadership</li> <li>➤ Solution focused leadership</li> </ul> <p>=====*****=====</p>	<ul style="list-style-type: none"> <li>➤ Be a stronger advocate for diversity and inclusion via White Paper/Newsletters</li> <li>➤ Nominate colleagues for leadership/training</li> <li>➤ Build formal mentorship program</li> <li>➤ Volunteer as a mentor to others</li> <li>➤ Web site improvement</li> <li>➤ Expand membership</li> <li>➤ Enhance CCADP Forum programming</li> <li>➤ Application for external grants to help advance CCADP</li> </ul>
Perceived as Disadvantages	<ul style="list-style-type: none"> <li>➤ Cautiousness/Avoidance of conflicts</li> <li>➤ Humility/Humbleness/Modesty</li> <li>➤ Less assertive</li> <li>➤ Inadequacy in cultural immersion</li> </ul>	

Session 2 targets on two activities: (1) how do immigrant leaders effectively apply their unique immigrant background/experiences and cultural influences in seeking/fulfilling their leadership roles; and (2) what more can we do as an organization to enhance the chances of success for greater representation and contribution of Asian Americans as higher education leaders. Members of CCADP identified greater advocacy for diversity and inclusion as a key first action item. They also recommended actions such as nominating colleagues for leadership positions or training, building a formal mentoring program, becoming volunteers, and promoting CCADP by increasing its membership, enhancing the website and seeking external funding support. As the result of the Cincinnati forum, this white paper is written and will serve as a call for action from not only the Chinese American professorate but also all Asian American professorate (immigrant or not) for greater participation in American higher education leadership and management.

## CALL FOR ACTION FROM THE ASIAN AMERICAN PROFESSORATE

### *The Time to Act is NOW*

Steady erosion of confidence in higher education makes another case for diverse leadership in higher education. A 2018 National Gallup survey found that only 48% of respondents expressed “a great deal” or “quite a lot” of confidence in higher education, a significant decline from 57% in 2015. Higher education is now expected to navigate in a much more complex organization with diverse constituencies who perceive the world differently. In a recent interview with the *Chronicle of Higher Education*, Judith Block McLaughlin, the educational chair of Harvard’s seminars for presidents commented on the difficulty of university presidency that “when you have a more diverse student body, alumni, and faculty, it makes for a richer, ultimately healthier conversation, but not an easier one.” It is no exaggeration that effectuating strategies on diversity and inclusion on our campuses is now more urgent than ever before.

With the support of 35 university presidents, Aspen Institute commissioned a Task Force on the Future of the College Presidency in America. The presidents who penned the Aspen Task Force report reaffirmed that “strong, diverse leadership will be critical for higher education to rise to the emerging and unforeseen challenges of the coming decades.” The Task Force’s final report (2017) calls for a “multifaceted approach” to create “an expanded and more diverse pool of talented individuals who aspire to and are prepared for the college presidency.”<sup>15</sup> Similar to the findings from the American College Presidents Study (2017), the Aspen report highlights the challenge due to the underrepresentation of women and people of color in the pipelines (e.g., provosts, deans, and faculty leaders) leading towards the presidency. To do so, the Report calls for a two-pronged approach that, on the one hand, all presidents will identify and mentor two to three exceptional individuals from the faculty and staff within their own institutions, with a focus on encouraging women and people of color to pursue presidency; on the other hand, institutions need to create programs aimed at attracting and preparing non-traditional candidates for future university leadership roles. Moreover, the Report calls for state, systems, and consortia of colleges to develop additional leadership programs to expand the pipeline. Relatedly, nearly half of the presidents in the American College President Study (2017) indicated that they want national associations to provide professional development programs for their cabinet-level executives, and at the same time, they want their campuses to train and prepare the next generation of leaders by establishing programs that meet regularly to discuss strategic actions and planning, and provide access and experience for more junior-level executives and administrators.

### *Leveraging Success Through Greater Participation in Existing Leadership Training Programs*

For Asian Americans who aspire to take on higher education leadership roles, there are likely various existing internal (e.g., at college and university levels) leadership development programs available to choose from. The value of reaching out for mentorship on leadership development at an earlier stage of one’s academic career can never be overstated. An equal value can be given to those who are able to provide such mentorship to young Asian American professors. Nationally, there are a variety of intensive higher education leadership development programs. Table 3 offers examples of several prominent programs currently available. The list of programs



included in this table, however, does not include programs operated by state university systems and is certainly never intended to be exhaustive.

As illustrated in Table 3, even a small collection of higher education leadership development programs can show rather large differences in program characteristics including a sharp contrast in the cost of attendance. Related to the targeted matter of our white paper and our call for action from the Asian American professorate, we wish to reiterate that, even with the limited data available, one can easily identify the low rate of current participation from the Asian Americans in some of the more selective programs (e.g., ACE’s Fellows Program or AASCU’s MLI program).

**Table 3**  
Examples of National Higher Education Leadership Development Programs

<i>Program</i>	<i>Organization</i>	<i>Year Established</i>	<i>Cost</i>	<i>Total # of Graduates</i>	<i>Most Recent Cohort</i>	
					<i>Size</i>	<i># Asian American Attendees</i>
ACE Fellows	ACE	1965	\$16,000 + \$10,000 (Prof. Dev. Fund)	2,000+	39	1
Institute for Educational Management (IEM/MLE)	HIHE	1970	\$9,625	15,000+	N/A (vary by programs)	Data not available
Millennium Leadership Initiative (MLI)	AASCU	1999	\$5,000- \$7,750	632	29	2
LEAP Advance/LDPHE	APAHE	Late 1990s	\$1,750	650+	30 (est.)	30 (est.)
Executive Leadership Academy (ELA)	CIC	2009	\$2,800	N/A	35	N/A
ACE: American Council on Education HIHE: Harvard Institutes for Higher Education AASCU: The American Association of State Colleges and Universities APAHE: Asian Pacific Americans in Higher Education CIC: The Council of Independent Colleges						

The ACE Fellows Program is the earliest and perhaps one of the most impactful higher education leadership training programs in the U.S. Table 4 presents the historical data of the ACE Fellows Program. It is quite clear that the ACE Fellows Program is no less than a monumental success with close to 2,000 Fellows who have completed the program in the last 50 years. Although Asian Americans have participated at an increasing rate (e.g., at 7%, the highest rate) in recent years, this level of participation (i.e., the average Asian American participation rate in ACE Fellows program in the last half a century is a mere 3%) still lags far behind other minority

groups, especially the Black/African American group (the corresponding 50-year average is 19%). It would certainly make sense to advocate for more Asian Americans to be sponsored by their home and host institutions to apply for such a successful leadership preparation program.

Similarly, the American Association of State Colleges and Universities (AASCU)' Millennium Leadership Initiative (MLI) has recently celebrated its 20<sup>th</sup> anniversary as a prominent higher education leadership development program.<sup>16</sup> The MLI mission is “to prepare and advance the competitive status of qualified underrepresented minorities and women candidates for executive positions in higher education.” The program is open to all who apply and are qualified for admission. Since its first class of 1999, 570 individuals have graduated from the program. Among the 104 graduates who have become first-time presidents or chancellors, only three are Asian Americans (or 2.9%): Chancellor/President of the University of Houston Dr. Renu Khator (Class of 2004), President of the University of Maryland Dr. Wallace Loh (Class of 2001) and President of Sonoma State University Dr. Judy Sakaki (Class of 2000). The other two Asian American MLI graduates are Dr. Joanne Li (Class of 2016; Dean of the College of Business, Florida International University) and Dr. Ashish Vaidya (Class of 2004; Provost and Vice President for Academic Affairs, St. Cloud State University).

Table 4  
ACE Fellows Historical Data<sup>17</sup>

	<i>1965-1966 to 2015-2016 (N=1,847)</i>	<i>2005-2006 to 2015-2016 (N=441)</i>	<i>50<sup>th</sup> Cohort 2015-2016 (N=41)</i>
White	70%	58%	59%
Black/African American	19%	20%	20%
Hispanic/Latino/a	6%	11%	12%
<b>Asian/Asian American</b>	<b>3%</b>	<b>6%</b>	<b>7%</b>
American Indian/Alaskan Native	1%	1%	2%
Other	1%	4%	0%

The exercises of reality-check and critical self-reflection provide groundwork for us to inform a larger audience. On behalf of CCADP, we call for the board of trustees and search committees nationwide to make concerted effort in recruiting Asian Americans for higher education leadership. These actions must be given a sense of urgency and taken collectively with the broadest partnership possible. We wish to reiterate that, Asian Americans can and should take greater ownership as leaders of American higher education. Presented below are a few examples showcasing the higher education leadership training programs and activities from Asian American organizations with varying sizes.

Asian Pacific Americans in Higher Education (APAHE) is “dedicated to enhancing the educational opportunities for Asian and Pacific American students; promoting the recruitment, hiring and advancement of Asian and Pacific American faculty, staff and executives; and creating a better understanding of issues in the public affecting Asian and Pacific Americans in higher education.”<sup>18</sup> Founded in 1987, APAHE was originally a more regionally focused

organization in California until 2000 when it became a large national organization. The Leadership Development Program for Higher Education (LDPHE; now renamed as LEAP Advance),<sup>19</sup> a 4-day program offered by the Leadership Education for Asian Pacific, Inc. (LEAP) in partnership with APAHE is an inspiring example of collaboration. The program was designed to encourage more Asian/Pacific Islanders to pursue senior leadership positions in higher education, and it has graduated more than 650 participants since the late 1990s. The LDPHE/LEAP Advance program has gained wider popularity in the last two decades and is a program that other Asian American organizations (such as CCADP) should partner with, support and learn from.

Another example comes from the Council of Chinese American Deans and Presidents (CCADP) which was officially established in 2008 as an independent, nonprofit, and nonpartisan professional organization. CCADP aims to contribute to diversity in its broadest terms in the U.S. institutions of higher learning and commits to the success of its members through the organization's mission and supportive functions. CCADP has grown steadily since its founding in 2008 with 8 members. The organization now includes more than 100 Chinese American higher education leaders serving in the ranks from assistant dean to dean, provost and president/chancellor. The CCADP Annual Forum is developed to support the growth of academic leadership among fellow members and to provide an open platform to share best practices, exchange ideas, cultivate relationships and networking opportunities among participants. Each forum has adopted a unique theme (e.g., recent annual forums listed below), and university sponsorship has become the norm since 2016. It is the sincere hope of CCADP that the presidents and provosts from the host institutions of our future forums could provide the same level of commitment we have received from the hosting presidents and provosts before them.

2014 Chicago Forum: Fundraising and Academic Leadership

2015 Houston Forum: Leadership Pathways

2016 Boston/Harvard University Forum: Mentoring and Engagement

2017 San Francisco/St. Mary's College Forum: Thoughtful Leadership

2018 Miami/Florida International University Forum: Data-driven Leadership

2019 Cincinnati/University of Cincinnati Forum: Value Proposition of Immigrant Leaders

2020 Boston/Northeastern University Forum (to be held on Oct. 30-Oct. 31, 2020)

## **GOING FORWARD**

This white paper demonstrates and reaffirms our commitment to diversity and inclusion in higher education leadership. CCADP is one among many affinity groups within a wide range of Asian American communities. Like other young organizations, CCADP will continue to grow its membership, programs and impact. A broad alliance is a must if the Asian Americans wish to increase their collective representation and impact on higher education policies and agendas at both institutional and national levels. This much is certain that, Asian American professorate possesses abundance of leadership qualities and a deep pool of talent that are currently under-utilized. We encourage the board of trustees and executive search committees to look for and hire more talented Asian Americans as institutional leaders. Finally, it is worth reminding that at

most higher education institutions nationwide, there is already an excellent pool of Asian Americans who yearn for the opportunity to serve, have the abilities and intellect to lead, and above all have the commitment to the success of higher education and all its constituencies.

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## List of CCADP Board of Directors (2008 – current)

### **Current Board of Directors**

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*President* Joanne Li (Dean, College of Business, Florida International University)

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*Secretary* Yongtai Wang (Dean, College of Nursing and Health Sciences, University of Texas at Tyler)

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*Secretary & Treasurer* Wei Chen (Assistant Dean, College of Mathematics & Science, University of Central Oklahoma)

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<sup>1</sup> Association of American Colleges and Universities. *2018-2022 Strategic Plan: Educating for Democracy*. [https://www.aacu.org/sites/default/files/files/about/AACU\\_StrategicPlan\\_2018-22.pdf](https://www.aacu.org/sites/default/files/files/about/AACU_StrategicPlan_2018-22.pdf).

<sup>2</sup> Various terminologies such as “Asian Americans” or “Asian Americans and Pacific Islanders” are used by different reports/data sources cited throughout this paper. We apply the originally categorized labels when citing other’s work. Elsewhere, our own use of “Asian Americans” is meant to include both Asian Americans and Pacific Islanders.

<sup>3</sup> American Council on Education Data Explorer. *Summary Profile: College Presidents by Race*. <https://www.aceacps.org/summary-profile/>.

<sup>4</sup> The intersection of race/ethnicity and gender in American higher education leadership ranks is not explored extensively in this white paper. For additional discussions, see Ashley Gray, Jennifer Crandall and Morgan Taylor (2019), *The 5 Percent: Action Steps for Institutions Investing in Women of Color*. <https://www.higheredtoday.org/2019/10/21/5-percent-action-steps-institutions-investing-women-color/>. Interviews conducted by Ashley Gray (2018) with women of color presidents in higher education can be found in <https://www.acenet.edu/Documents/Voices-From-the-Field.pdf>.

<sup>5</sup> College and University Professional Association for Human Resources (CUPA-HR) (2019). *Administrators in Higher Education Annual Report*. <https://www.cupahr.org/wp-content/uploads/surveys/Results/2019-Administrators-Report-Overview.pdf>.

<sup>6</sup> U.S. faculty data adopted from 2018 National Center for Education Statistics (NCES), Tables & Figures, Table 315.20. [https://nces.ed.gov/programs/digest/d17/tables/dt17\\_315.20.asp](https://nces.ed.gov/programs/digest/d17/tables/dt17_315.20.asp).

<sup>7</sup> It is quite likely that Asians constitute a sizeable portion of the “non-resident aliens” included in Figure 2. The NCES table, however, didn’t break down the “non-resident alien” by the country of origin.

<sup>8</sup> U.S. student data adopted from 2018 National Center for Education Statistics (NCES), Tables & Figures, Table 306.30. [https://nces.ed.gov/programs/digest/d16/tables/dt16\\_306.30.asp](https://nces.ed.gov/programs/digest/d16/tables/dt16_306.30.asp).

<sup>9</sup> U.S. Census Bureau (2018). *American Community Survey (ACS) Demographic and Housing Estimates*. <https://www.census.gov/programs-surveys/acs/data.html>.

<sup>10</sup> American Council on Education (2009). *The CAO Census: A National Profile of Chief Academic Officers*.

<sup>11</sup> Research suggests that Asian Americans tend to be encouraged to become subject matter experts and not developed as leaders as defined by the American values and behaviors.

<sup>12</sup> In a May 13, 2018 Harvard Business Review article titled “Asian Americans Are the Least Likely Group in the U.S. to be Promoted to Management”, Buck Gee and Denise Peck argue that corporate management should institutionalize Asian American leadership as a goal of their development program with visible, open and proactive support from the CEOs. <https://hbr.org/2018/05/asian-americans-are-the-least-likely-group-in-the-u-s-to-be-promoted-to-management>.

<sup>13</sup> Deloitte. “*Pathways to the University Presidency*.” <https://www2.deloitte.com/us/en/insights/industry/public-sector/college-presidency-higher-education-leadership.html>.

<sup>14</sup> The majority of current CCADP members are first generation Chinese immigrants. The self-inspection they shared with each other at this forum are likely based on the intersection of multiple identities such as 1<sup>st</sup> generation immigrant, Chinese, Asian, college professor and administrator.

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<sup>15</sup> Aspen Institute Task Force on the Future of the College Presidency Renewal and Progress Report (2017). *Strengthening Higher Education Leadership in a Time of Rapid Change*. <https://www.aspeninstitute.org/publications/renewal-progress-strengthening-higher-education-leadership-time-rapid-change/>.

<sup>16</sup> The American Association of State Colleges and Universities (2018). *Influence and Impact: The Meaning and Legacy of the Millennium Leadership Initiative*. <https://www.aascu.org/MLI/20thAnniversary.pdf>.

<sup>17</sup> Adopted from Crandall, Jennifer R., Lorelle L. Espinosa, Lynn M. Gangone, and Sherri Lind Hughes (2017). *Looking Back and Looking Forward: A Review of the ACE Fellows Program*. Washington, DC: American Council on Education. <https://www.acenet.edu/Documents/Looking-Back-and-Looking-Forward-Review-of-ACE-Fellows-Program.pdf>.

<sup>18</sup> <http://apahenational.org/wp-content/uploads/2014/07/APAHE-By-Laws-approved-revisions-July-2017-Board-Meeting.pdf>.

<sup>19</sup> <https://www.leap.org/leap-advance>.