

**ASIAN AMERICAN and ASIAN RESEARCH INSTITUTE
THE CITY UNIVERSITY OF NEW YORK**

**ASIAN AMERICAN LEADERSHIP IN CUNY AND
HIGHER EDUCATION
Findings, Recommendations & Accountability**

CUNY ASIAN AMERICAN LEADERSHIP INITIATIVE

2016



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ACKNOWLEDGEMENTS

The CUNY Asian American Leadership Initiative expresses deep appreciation to Gloriana Waters, CUNY Vice Chancellor, Office of Human Resources Management for her recognition of the need to explore the issue of Asian Pacific American leadership at CUNY. We thank her for her support and the invaluable support of her staff throughout this study. Special thanks to Dr. Sylvia Miranda, Special Assistant to Vice Chancellor Waters, for her input and guidance.

Thank you to Grace Chung, post-baccalaureate intern, summer 2015 for her assistance in research, organization and analysis of massive amounts of data for this study, and to graduate intern Qiuchen Zhang for assisting in this study.

Members of the CUNY Asian American Leadership Initiative

Loretta Chin, Special Projects, Asian American and Asian Research Institute, CUNY

Jennifer Hayashida, Director, Asian American Studies, Hunter College

Dr. Carol Huang, Assistant Professor, City College

Dr. Ravi Kalia, Professor, City College

Dr. Nazrul Khandaker, Professor, York College

Dr. Rose Kim, Assistant Professor, Borough of Manhattan Community College

Dr. Sambhavi Lakshminarayanan, Professor, Medgar Evers College

Joyce Moy, Executive Director, Asian American and Asian Research Institute, CUNY

Dr. Yung-Yi Diana Pan, Assistant Professor, Brooklyn College

Vinit Parmar, Assistant Professor, Brooklyn College

Dr. Kyoko Toyama, Associate Professor, College Discovery Counselor, LaGuardia Community College

Susan Wong, SEEK Counselor/Lecturer, Baruch College

Ron Woo, Senior Policy Associate, CUNY

EXECUTIVE SUMMARY

The CUNY Asian American Leadership Initiative (“The Initiative”) was established ad hoc in 2015 to address the remarkable lack of Asian Pacific American (APA) representation in leadership roles at The City University of New York (CUNY).

The City University consists of 24 campuses across the five boroughs of New York City: 11 senior colleges, one Honors college, 8 community colleges, and 5 graduate and professional schools. It is recognized as the nation's largest urban public university.

The absence of APAs in leadership positions at CUNY is particularly notable because of its historic mission to educate the underserved, its large APA (20.3%) and diverse student body, sizeable APA faculty (12.8%) and its location in New York City, one of the most diverse cities in the world. The City’s APAs population is 15% and growing rapidly.

The Initiative wishes to acknowledge the leadership and support of the Vice Chancellor of Human Resources Management, Gloriana Waters. Her office and staff made data accessible when available, and was an invaluable resource for this study.

The following are the findings:

- There is no APA representation:
 - At the highest levels of leadership at CUNY, the Chancellery
 - At the University (university deans, associate deans and assistant deans)
 - At the executive levels (college presidents and professional school deans)
 - At the chief academic officer/Provost (CAO) positions of any of CUNY’s 24 senior colleges, community colleges, graduate or professional schools. There are two APAs with titles of Vice President and four Assistant Vice Presidents out of 166.
 - At the department chair level of 25% of the campuses
 - At senior and community college campuses in certain disciplines such as education
- University-wide, there are 11 APA deans out of 171 represented at the dean, associate dean or assistant dean ranks
- APAs are 12.8% (Fall 2015) of full-time faculty, not including full-time visiting and substitute faculty.
- There is under-utilization of APA talent at all levels indicated by the Affirmative Action data.
- APA students make up 20.3% of the total CUNY student body, and in the double digits at over 60% of the campuses, with the highest percentages at Baruch College (41.4%), and Queens College (32.6%).

This is a critical and opportune time to address leadership diversity and development of a pipe line for leadership positions as CUNY and institutions of higher education nationwide face large numbers of retirements at all levels. In view of the growing diversity of students, the recognition that diversity contributes substantially to the success of institutions, and that students benefit from culturally relatable role models, it is imperative that CUNY focus on the issue of diversity in higher education leadership.

Moreover, CUNY has formed a steering committee for a 21st Century CUNY "... to prepare a new Strategic Framework that will guide the future growth, development and impact of the University and its 24 constituent colleges, graduate and professional schools." As CUNY embarks on its new strategic plan, it is hoped that leadership diversity would be a core part of that strategy. However, it is to be noted that there are no APAs among the 20 member "...committee of University presidents, faculty, and students," when there are a significant number of APA faculty and students across the CUNY campuses (<http://www1.cuny.edu/sites/21stcenturycuny/steering-committee/>). This is an oversight by the planners in the leadership structure.

The American Council on Education report (2012) found that only 1.5 % of college and university presidents were APAs nationwide. Further, APAs represent 7% of tenured-faculty, but only 3 % of deans.

The encouraging news is that there is a substantial pool of qualified APAs according to CUNY's own underutilization data. The data indicates a disparity in an Affirmative Action unit (AAU) in which fewer minorities, in this case, APAs, are employed than would be reasonably expected given their availability in the relevant job market.

The often cited lack of interest on the part of APAs in leadership roles to explain the absence of APA representation has largely been dispelled, although the myth continues. A study by the American Council on Education found that APA CAO's were more likely (35%) to seek a presidential appointment than Hispanics (34%), whites (28%) and women (25%), but less likely than African Americans (48%). A Center for Work-Life Policy report looking at the private sector, found that Asians (64%) were more likely to aspire to "...hold a top job..." than Caucasians (52%).

According to the American Council of Education and others, 70% of university and college presidents began their careers as faculty, 45% were CAO/Provost or senior academic affairs executives immediately prior to becoming president. Another 20% served as presidents of other higher education institutions, and 20% came from outside of higher education. More than 50% of CAOs and high level academic leaders have been promoted from *within* institutions.

The traditional path to the presidency or CAO is essentially closed to APAs, if APAs are not in positions which directly feed the pipeline.

While barriers to the advancement of APAs continue to exist, there is today a better understanding of the barriers, and therefore a greater ability to address them. However, the task of removing obstacles for the advancement of APAs must not only be the burden of the candidate, but must also

be the responsibility of the university leadership structure that is making the decisions about who gets to sit at the table.

It is the conclusion of this report that, CUNY has a responsibility as well as an opportunity to take leadership in creating a model and pathway to higher education leadership for APAs and for all minority groups at CUNY.

Given that CUNY has 24 campuses there are tremendous opportunities to develop the pipeline at all levels. On individual campuses and across the university for example, there is an opportunity for a community college president to become president of a senior college, or graduate or professional school; for a dean from one school to become provost at another campus. However, as APAs and other minority groups are not represented at the lower rungs of leadership within CUNY, we are unlikely to see APAs represented at the higher positions.

The CUNY Asian American Leadership Initiative recommends a robust program that must include recruitment of APAs and minorities from within and outside of CUNY, to fill the top of the pipeline as vacancies they arise in the near term, to leadership and professional development of internal high potential candidates, to tenure and promotion of faculty, as well as student leadership development to fill the pipeline for the future.

The program must also have some accountability and metrics by which we can measure progress. The Initiative will create a score card to be shared with the CUNY community, policymakers, legislators and others.

RECOMMENDATIONS

The Initiative proposes that CUNY formally institutionalize the CUNY Asian American Leadership Initiative and its recommendations. This will require the commitment of the Chancellery, and college presidents.

Top of the Pipeline

We must create a process for broadening outreach for leadership recruitment to fill current and upcoming openings. At the same time, work must be done to identify internal candidates, and to develop future high potential candidates. Among the tools that can be used are:

- Create a database of potential internal and external candidates and nominees
- Establish linkages to external networks of APAs in higher education and leadership education
- Establish linkages to APA scholarly organizations such as the Association for Asian American Studies, and Association for Asian Studies
- Establish linkages to APA, and non-APA specific professional organizations such as the Asian American Psychological Association, Chinese Institute of Engineers, and American Education Research Association

- Forge and strengthen APA alumni networks
- Utilize CUNY resources by creating a consistent and uniform infrastructure for every position opening to be circulated to the Asian American/Asian Research Institute, the Queens College Asian American Center, CCNY's Asian Studies Department and Hunter's Asian American Studies Program
- Identify high potential APA internal candidates to fill interim positions
- Create a CAO fellowship rotation for APAs to work alongside campus Executives, CAOs, deans and chairs
- Provide under-utilization data for all positions to search committees at the time they are charged

Middle of Pipeline

Leadership development for faculty is central to creating a path for APA and other under-represented group as 70% of university presidents began their careers as faculty, and 45% were CAOs/Provosts or other senior leadership position, and more than 50% of CAOs/Provosts and senior leaders were promoted from within.

- Establish and provide funding for more culturally specific professional and leadership development opportunities internally and externally, such as Leadership Education for Asian Pacifics, Inc. (LEAP) trainings
- Create a mentorship program comprised of mentors from within CUNY, and externally from other educational institutions as well as the private and public sectors
- Incorporate leadership development in new faculty orientation at every campus, ensuring access to information about existing programs such as the Faculty Fellowship Publication Program (FFPP)
- Train CDOs, CAOs, deans and chairs to raise awareness of unconscious bias, and help leadership take note of it, to appropriately evaluate candidates, and contribute to the development of APA leadership

Beginning of Pipeline

- Strengthen and support Asian American and Asian Studies at CUNY
- Create CUNY infrastructure to engage APA graduate students
- Create CUNY infrastructure for direct APA student engagement in student leadership through Student Affairs

- Engage community partners focused on APA youth leadership
- Increase diversity of counseling staff to include APAs for programs such as SEEK and College Discovery

ACCOUNTABILITY

Accountability is a key component to the success of any institutional effort. We propose the following:

- Update and track changes overtime
- Submit a copy of this report and updates to the NYC Council and NYS Legislature annually
- Create an APA demographic profile of students, faculty and leadership for each campus
- Create a score card or report card for each campus
- Highlight by convening a national conference on APA Road Map to Leadership Attainment in the Academy
- Advocate for resources and monetary support for recommendations

There is a large and visible APA presence at the City University of New York; yet, this is not reflected in the leadership ranks at the University. APAs are not in positions that influence academic policy, content or perspectives on the direction of the University. They are not in positions that are aligned to the career path to leadership at the University. The talent is available.

This is a challenge for the University, as it plans for the next decade and beyond. CUNY is uniquely positioned to lead efforts to diversify leadership in its own institutions and in higher education nationally, and should address the lack of representation from the APA community in particular. The confluence of a large APA population in New York City, in its student body, among its faculty and the number and types of colleges and programs provides opportunities for experimentation available nowhere else on the national scene. With its historic mission of providing education to under-served communities that has produced Nobel Laureates, countless public and private sector leaders, educators, distinguished New Yorkers and noted global citizens, it is fitting that CUNY lead the way in the effort to address the lack of Asian Americans in higher education leadership.

INTRODUCTION

There is a remarkable lack of Asian Pacific Americans (APAs)¹ at all levels of leadership within the City University of New York and its constituent colleges. Even at the lower rungs of leadership, where there are a handful of APAs, the positions are not aligned to academic officer responsibilities. The title and rank alone is not what is important; what matters is whether the position allows them to influence academic policy, content and add different perspectives on the direction of the University, and whether it is aligned to the career path to leadership at the University.

Perhaps even more remarkable is that CUNY is embarking on creating a strategic plan with a steering committee for a *21st Century CUNY: A Strategic Framework for The City University of New York* with no Asian American members on the committee, although there is a large APA faculty and student presence at CUNY. <http://www1.cuny.edu/sites/21stcenturycuny/steering-committee/>

The exclusion of APAs creates a serious anomaly in the CUNY system because the data clearly indicates that there is a qualified pool of potential APA applicants available at every level from leadership to faculty. That begs the question: why is there such a poor representation of APAs within the leadership ranks of CUNY in particular, and in higher education overall? We will examine some of the root causes, as well as suggest ways to address them. Attending to the pipeline to leadership for APAs is the key, both from the point of view of filling current and existing openings, as well as for cultivating APA students, graduate students, and faculty for the future.

The time for this effort has never been more opportune and important as the APA population in New York City, and the APA student population in CUNY continues to grow. In its 2008 report, "On the Pathway to the Presidency," the American Council on Education predicted that at this time, a quarter or more positions would become vacant due to retirement. Those dynamics are also present at CUNY.

The purpose of this report is to:

1. Raise awareness of the lack of Asian Pacific American representation in leadership positions in the CUNY system
2. Raise awareness of the large and growing APA student population and addressing their needs—both within CUNY and New York City
3. Identify institutional, societal, and cultural barriers to APAs in gaining leadership appointments in the CUNY system
4. Recommend actionable steps to remove barriers and to increase APA representation in CUNY and its colleges
5. Create infrastructure to implement recommendations, including seeking resources and monetary support from the University (vs. just recommending) and ensuring sustainability

¹ Defined by the U.S. Department of Labor Office of Federal Contract Compliance Programs as "A person with origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands."

6. Constitute a committee to monitor change in CUNY hiring/appointment practices, as well as make colleges accountable to the committee (vs. just recommending)
7. Establish demonstratively effective practices that will contribute to the national dialogue and solutions to the issue of lack of APAs and other under- represented groups in higher education leadership.

THE CITY UNIVERSITY OF NEW YORK

The City University of New York (CUNY) is comprised of 24 campuses across the five boroughs of New York City, in which 15% of the population is Asian Pacific American.

It is "... the nation's largest urban public university," with "... 1,400 academic programs, 200 majors leading to associate and baccalaureate degrees, and 800 graduate degree programs. With over a half million students enrolled in these programs and continuing education classes, the University offers learning opportunities at every level, from certificate courses to the Ph.D., in a single integrated system." <https://www.cuny.edu/academics.html>

HISTORIC MISSION OF CUNY

The historic mission and vision of the City University in the 2012-2016 Master Plan <http://www2.cuny.edu/wp-content/uploads/sites/4/2014/12/masterplan.pdf>:> states:

‘From the founding of City College as the Free Academy, in 1847, the historic mission of The City University of New York has been to provide New Yorkers with both access to and excellence in higher education. At that time, founder Townsend Harris proclaimed, ‘Open the doors to all ... Let the children of the rich and the poor take their seats together and know of no distinction save that of industry, good conduct and intellect.’

“The University’s 24 institutions include 11 senior colleges (those with baccalaureate programs: Baruch College, Brooklyn College, City College, College of Staten Island, Hunter College, John Jay College, Lehman College, Medgar Evers College, New York City of Technology, Queens College, and York College); seven community colleges (those with associate but not baccalaureate programs:

Borough of Manhattan Community College, Bronx Community College, Hostos Community College, Kingsborough Community College, LaGuardia Community College, New Community College, and Queensborough Community College); the William E. Macaulay Honors College; the Graduate School and University Center; the CUNY Graduate School of Journalism; the CUNY School of Law; the CUNY School of Professional Studies; and the CUNY School of Public Health.... It is also essential to underscore CUNY’s status as the nation’s largest urban public university. Serving more than 270,000 students in credit-bearing programs, and another more than 200,000 continuing and professional education students, the University confers 35,000 degrees each year—more than 1.1 million associate, baccalaureate, master’s, and doctoral degrees since 1967. Indeed the University provides postsecondary education at every level, from certificate programs through doctoral-degree study, and in a huge variety of fields of interest, as well as programs linking secondary and postsecondary

education... At the same time, the University is also among the nation’s most diverse institutions of higher education. “

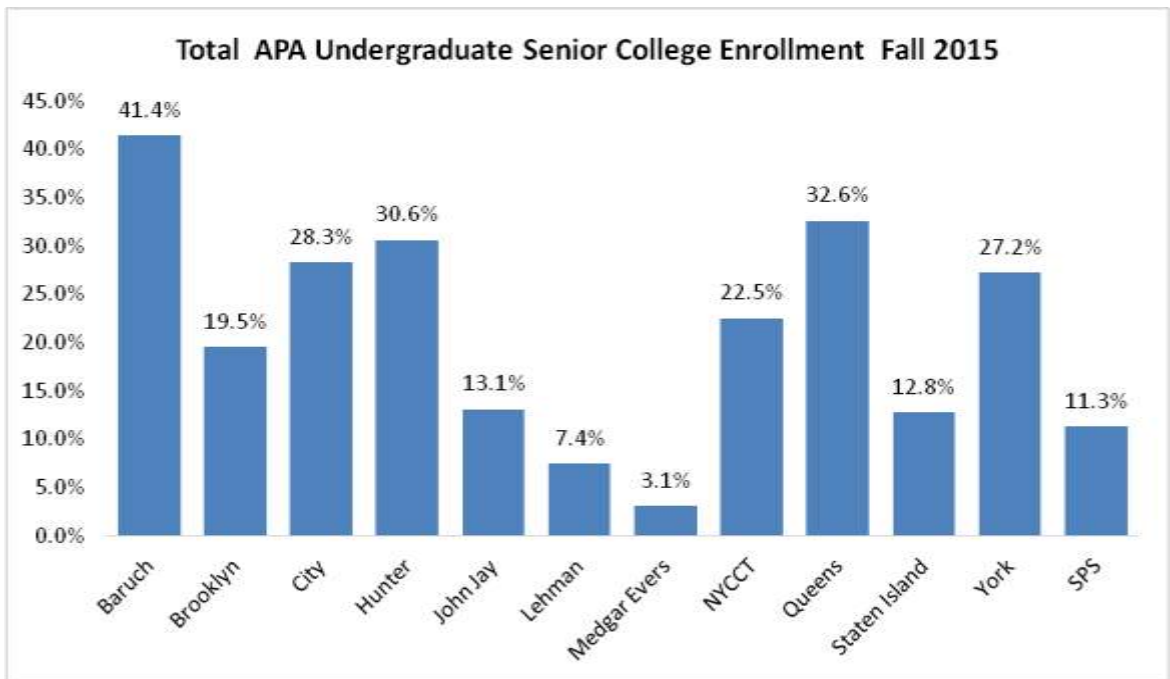
LARGE APA STUDENT POPULATION

There are 54,221 APA students enrolled throughout the 24 CUNY campuses. About 48% are male, and 52% are female. Over 70% of APA undergraduates are foreign born, and 54% are first generation college attendees.²

APA student enrollment has been rising steadily on many campuses. More than 60% of the campuses have double digit APA student populations.

Senior Colleges

At the senior colleges, APA students total 23.2% of student body. Two colleges with the largest APA student populations are Baruch College, and Queens College. At Baruch APA students represent an astounding 41.4% and at Queens College, 32.6% of the undergraduate student body.



Source: CUNY Office of Institutional Research and Assessment

A majority of APA students at the senior colleges are foreign born. There is a significant number who are academically, socially and economically disadvantaged. In the Search for Education, Elevation,

² CUNY Office of Institutional Research and Assessment, A Demographic Profile of Asian Undergraduates at CUNY, Fall 2008, <http://aaari.info/notes/08-11-21Wade.pdf>

and Knowledge (SEEK) program, 27.1 % (2,257) of the students are APA.³ SEEK is “... the higher education opportunity program at the senior (four year) CUNY colleges. It was established to provide comprehensive academic support to assist capable students who otherwise might not be able to attend college due to their educational and financial circumstances. Students are admitted without regard to age, sex, sexual orientation, race, disability, or creed.”

<http://www.cuny.edu/academics/programs/seekcd/seek-overview.html>

The three largest APA SEEK populations are at Baruch College (44.9% in 2015, down from 60.2% in 2014), Hunter College (41.2%), and Queens College (49.4%).

Community Colleges

At the community colleges, 16% of the students are APA. The campuses that have the largest population APA students are located in Queens, where there is a large and very diverse Asian community. At Queensborough Community College APA students are 29.1% and at LaGuardia Community College 21.5% of all students.

The majority of CUNY’s APA community college students are foreign born. Like their senior college counterparts, many face financial, social and academic barriers. APA students are 11.9% (287) of the College Discovery program, “... the higher education opportunity program at the two year CUNY colleges; ... established to provide comprehensive academic support to assist capable students who otherwise might not be able to attend college due to their educational and financial circumstances. Students are admitted without regard to age, sex, sexual orientation, race, disability or creed.”

<http://www.cuny.edu/academics/programs/seekcd/cd-overview.html>

The largest APA College Discovery student population is at Queensborough Community College (27% of the program), and Kingsborough Community College (15.1% of the program).

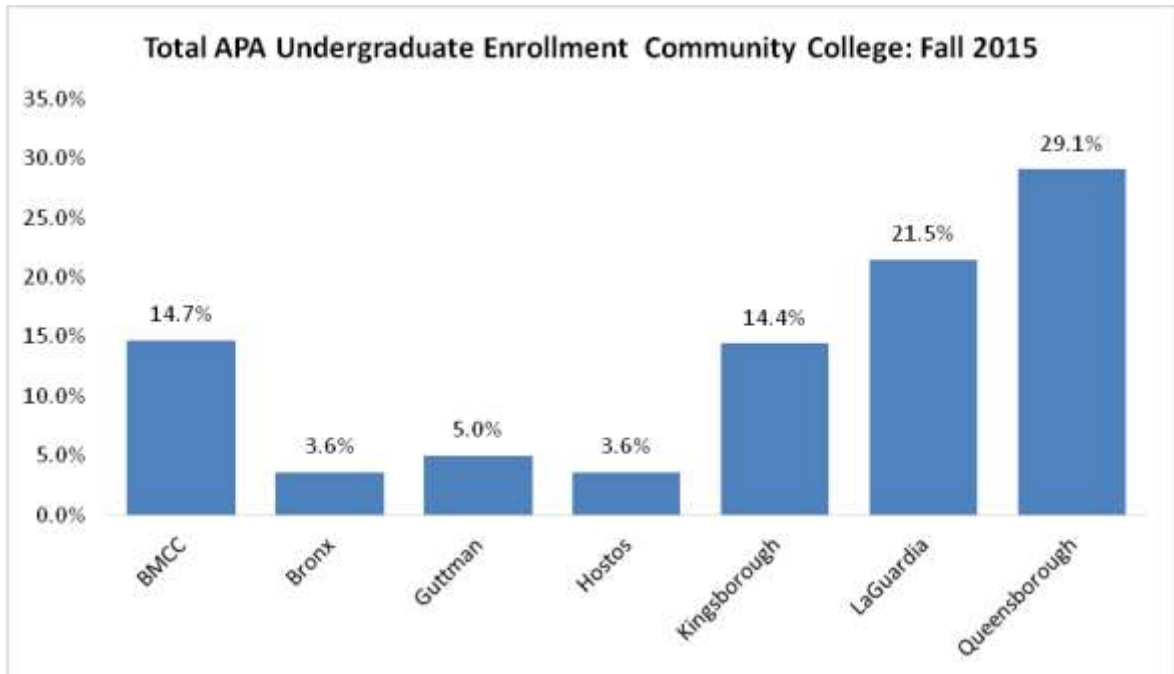
Nationally, 44% of all APA students attend community college.⁴

³ CUNY Office of Institutional Research and Assessment , Fall 2015

http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0040_SPRG_RACE_GEN_TOT_PCT.rpt.pdf and
http://www.cuny.edu/irdatabook/rpts2_AY_current/ENRL_0039_SPRG_RACE_GEN_TOT.rpt.pdf

⁴ American Association of Community Colleges, 2014 Fact Sheet

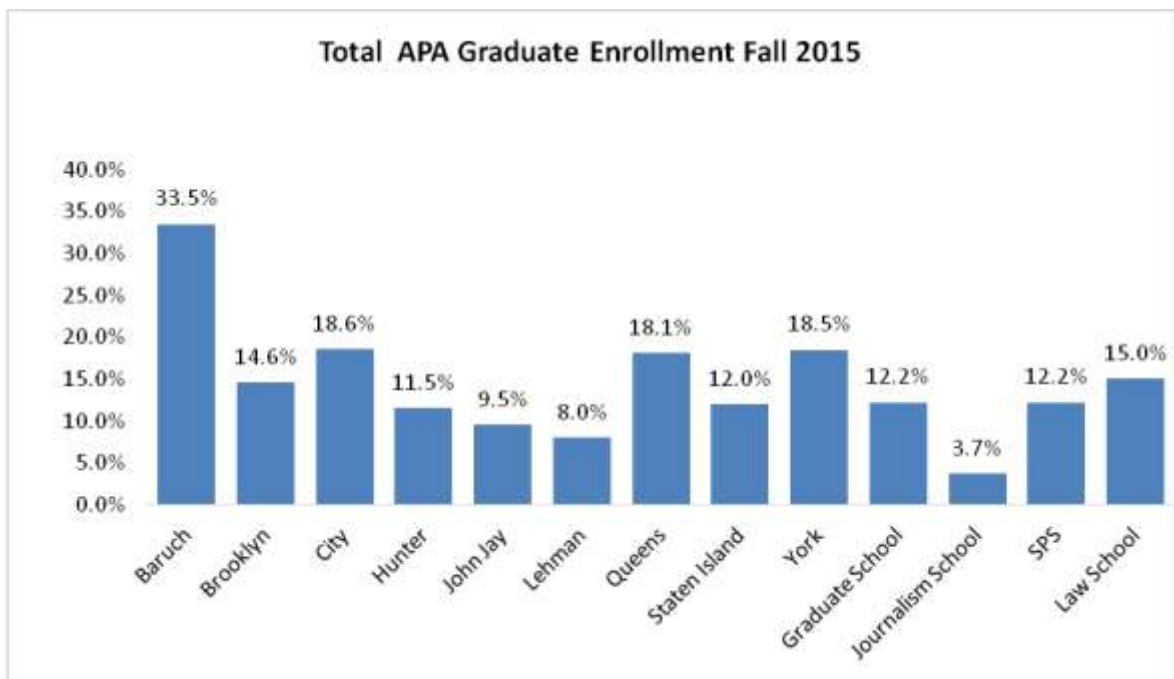
http://www.aacc.nche.edu/AboutCC/Documents/FactSheet_2014_bw_r2.pdf



Source: CUNY Office of Institutional Research and Assessment

Graduate and Professional Schools

At the Graduate Center, graduate programs at the senior colleges, and the professional schools, APAs are 15.4% of the the student body.



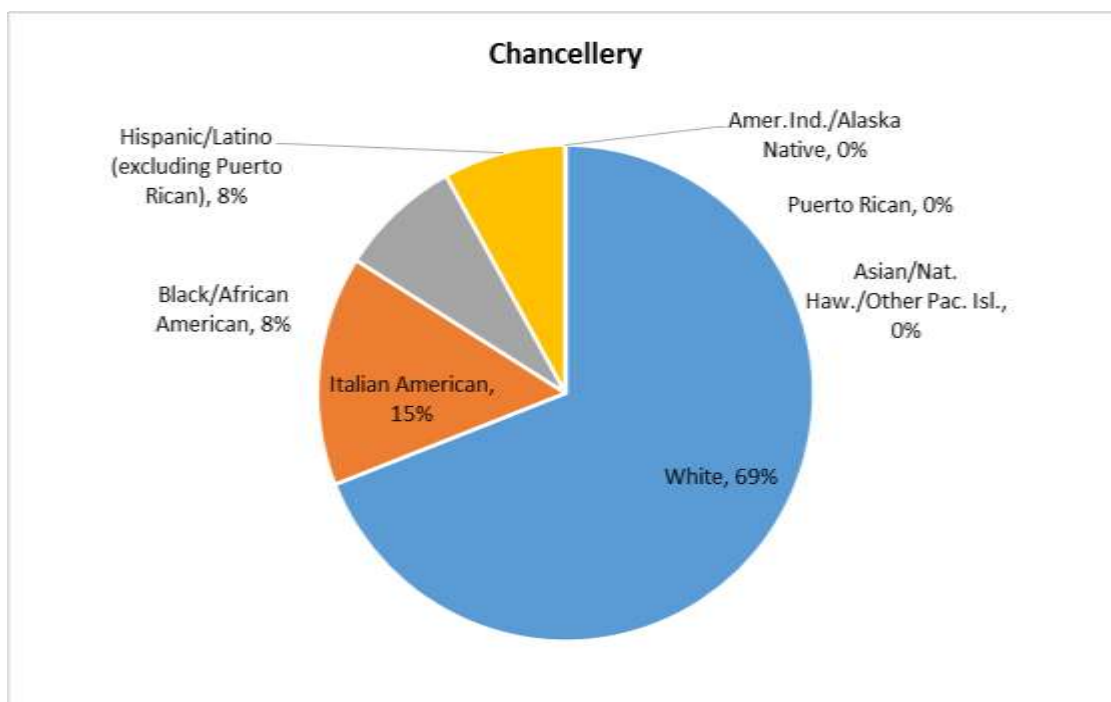
Source: CUNY Office of Institutional Research and Assessment

LACK OF ASIAN PACIFIC AMERICAN REPRESENTATION AT THE CHANCELLERY LEADERSHIP LEVEL

The Chancellery

Asian Pacific Americans (APAs) are not represented at all at the highest level of City University leadership, the Chancellery: among the Chancellor, Executive Vice-Chancellor, the two Senior Vice Chancellors or the four Vice Chancellor positions.

However, of the four Vice Chancellors, three are representatives of the CUNY protected classes: Black, Hispanic and Italian American.



Source: CUNY Workforce Demographics by College, Ethnicity and Gender, fall 2015 Instructional and Classified Staff

LACK OF ASIAN PACIFIC AMERICAN REPRESENTATION AT UNIVERSITY LEADERSHIP LEVELS

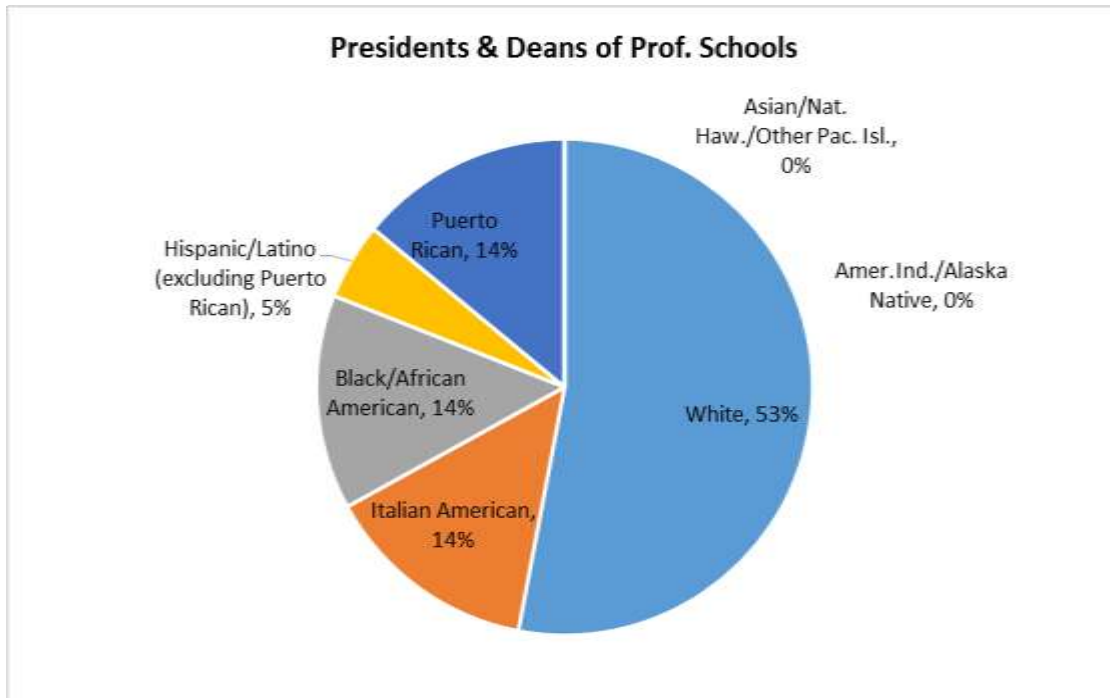
The University

Out of 16 university deans, associate deans and assistant deans, there are no APAs represented. Of 58 administrators, ranging from university administrator to assistant university administrator, 3 are APAs. However, they are not in academic officer positions but in positions such as controller operations, research operations, legal services, or institutional research analysis.

LACK OF ASIAN PACIFIC AMERICAN REPRESENTATION AT CAMPUS LEADERSHIP LEVELS

College Presidents and Deans of Professional Schools

Among the 24 campuses of community and senior colleges, and professional schools that comprise the City University of New York, there is no APA representation at the Executive or President positions.



Source: CUNY Workforce Demographics by College, Ethnicity and Gender, Fall 2015 Instructional and Classified Staff

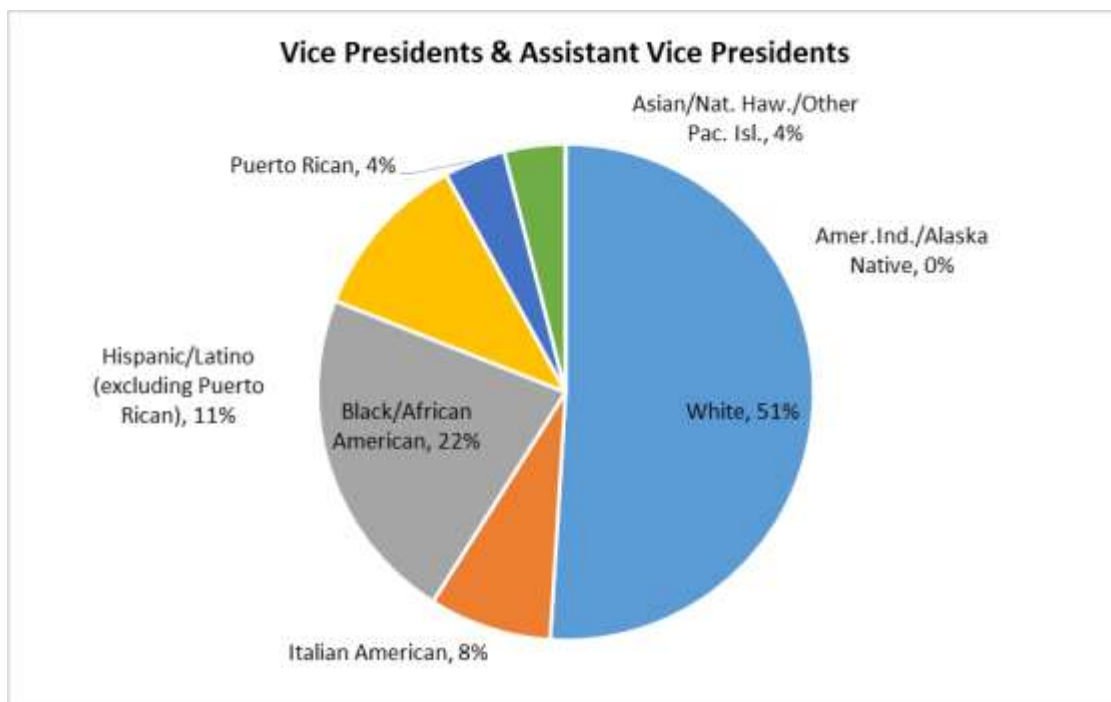
Chief Academic Officers/Provosts

There are no APAs in the Chief Academic Officer or Provost positions. At CUNY, the provost titles may be categorized as a Vice President or Assistant Vice President. According to the 2015 data, there are 2 APAs at the Vice President level and 4 at the Assistant Vice President positions out of 166 (4%). The two Vice presidents are Vice Provost for Global Strategies, and Vice President of Enrollment Management and Vice Provost.

A third of the 28 to 30 APAs identified university wide at the Executive Compensation Plan (ECP) level, in Vice-President, Deans or Administrator titles are in information technology, legal, computer center, institutional research, and facilities/operations/services, vs. the core positions for academic programming such as dean of faculty, academic affairs or academic officer titles.

“A lack of AAPI high-level administrators often means fewer opportunities for bringing attention to the needs of AAPI student populations, especially among networks of high level administrators who discuss institutional priorities and how to respond to emerging trends in higher education overall.”⁵

The lack of robust Asian American and Asian Studies academic programming at CUNY are indicators of the invisibility of the APA community, as is the fact that there is no APA representation on the Steering committee on the *21st Century CUNY: A Strategic Framework for City University of New York*.



Source: CUNY Workforce Demographics by College, Ethnicity and Gender, fall 2015 Instructional and Classified Staff

Questions arise not only with respect to recruiting, but as to retention. Examination of the historical data on utilization shows a pattern of “one step forward, two steps back.” When APA representation appears, we find that in subsequent years that the individual (or more) has left the position.

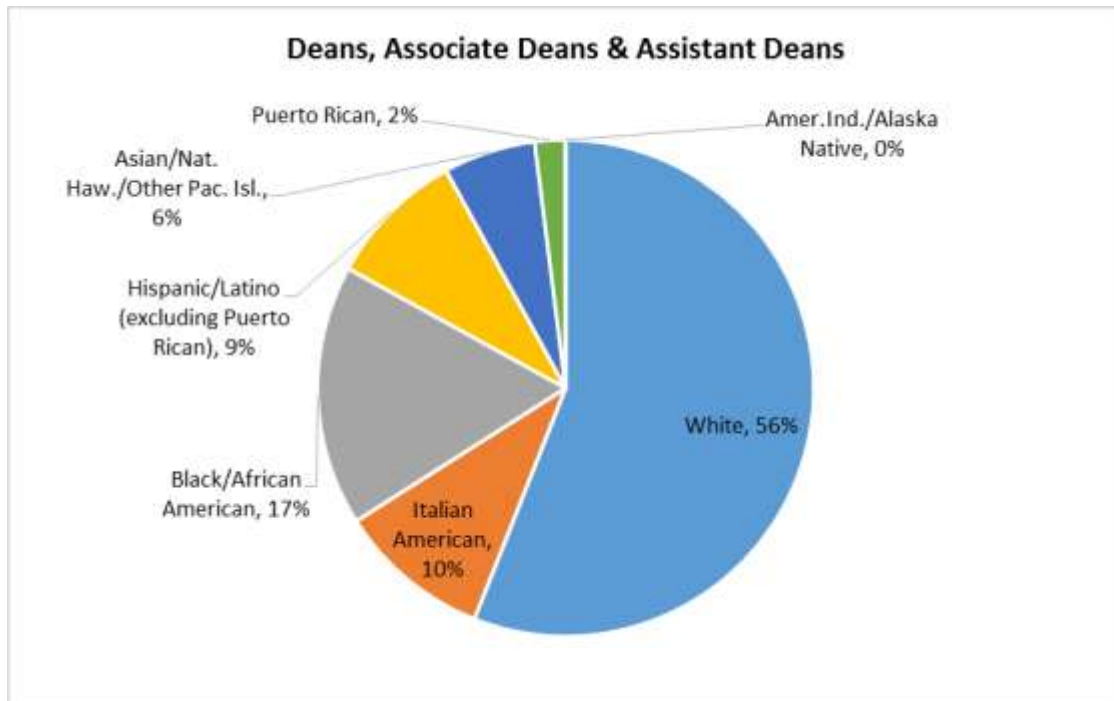
⁵ The National Commission on Asian American and Pacific Islander Research in Education, Federal Higher Education Policy Priorities and the Asian American and Pacific Islander Community, 2010

From 2011 to 2014, at the:

- Executive Officer level (Chancellery, Presidents and Deans of Professional Schools), there were no APAs represented.
- Dean/Administrators/Vice-President/Asst. Vice President levels: out of 275 to 292 university-wide positions, only 12 to 15 APA held positions in those titles (4 to 5%).
- Associate Deans/Associate Administrator levels, out of over 100 positions university-wide, only 6 were held by APAs in 2013, down from 10 in 2011.
- Assistant Deans/Assistant Administrators levels out of 60 to 69 positions university wide, only 6 to 10 positions were held by APAs.

Dean, Associate Deans and Assistant Deans

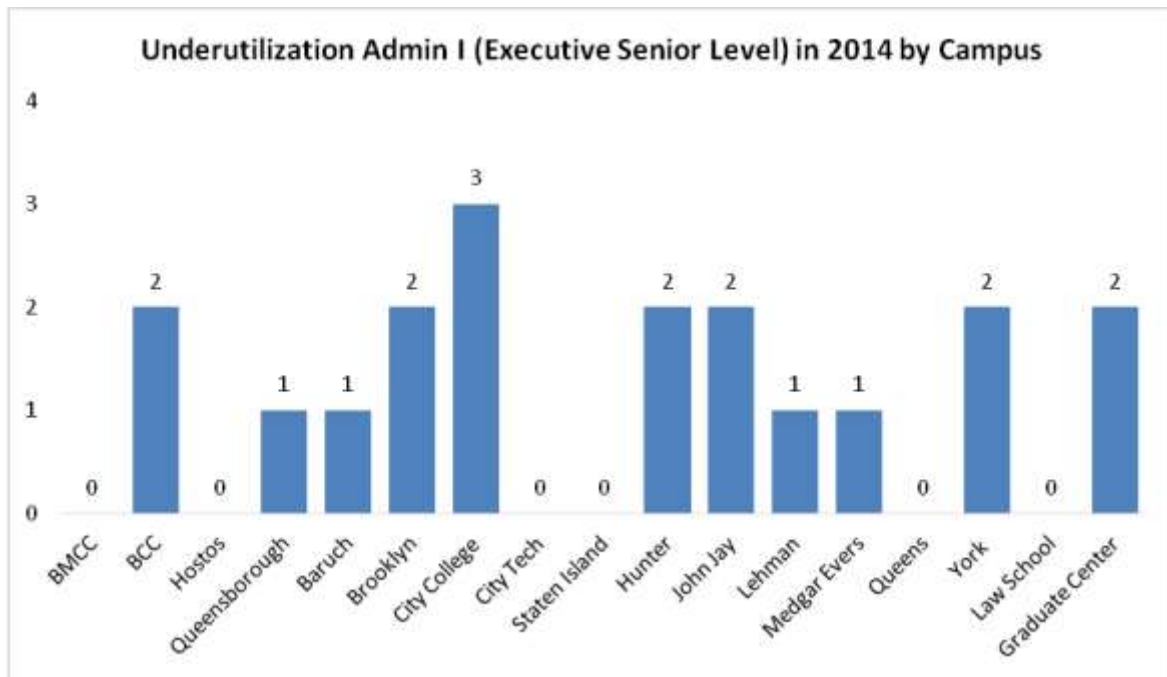
University-wide, there are 11 (6%) APA deans out of 171 represented at the dean, associate dean and assistant dean ranks, although APAs represent 12.8% of the faculty. This is to be compared with 17% Black/African American deans (12% faculty) and 11% Hispanic and Puerto Rican deans (9% faculty).



Source: CUNY Workforce Demographics by College, Ethnicity and Gender, Fall 2015 Instructional and Classified Staff

Underutilization in Executive (Senior Level) Titles: 2014

The under-utilization data provides encouraging information. Qualified candidates are available based on a review of the under-utilization data. Underutilization is defined as representing disparity in an Affirmative Action unit (AAU) in which fewer minorities are employed than would be reasonably expected given their availability in the relevant job market.



Source: Campus 2014 – 2015 Affirmative Action Plans

Senior Colleges

Of the 11 senior colleges, 9 showed under-utilization of APAs for their Executive/Senior Level positions (Admin I)

Community Colleges

Of the 7 community colleges, 2 had underutilization in Executive/Senior Level titles, there was no data for 2 campuses, BMCC and Hostos did not have any APA under-utilization at the Executive/Senior levels, Kingsborough.

Graduate Center

For 2014, the Graduate Center had under-utilization of two at the Executive/Senior Levels.

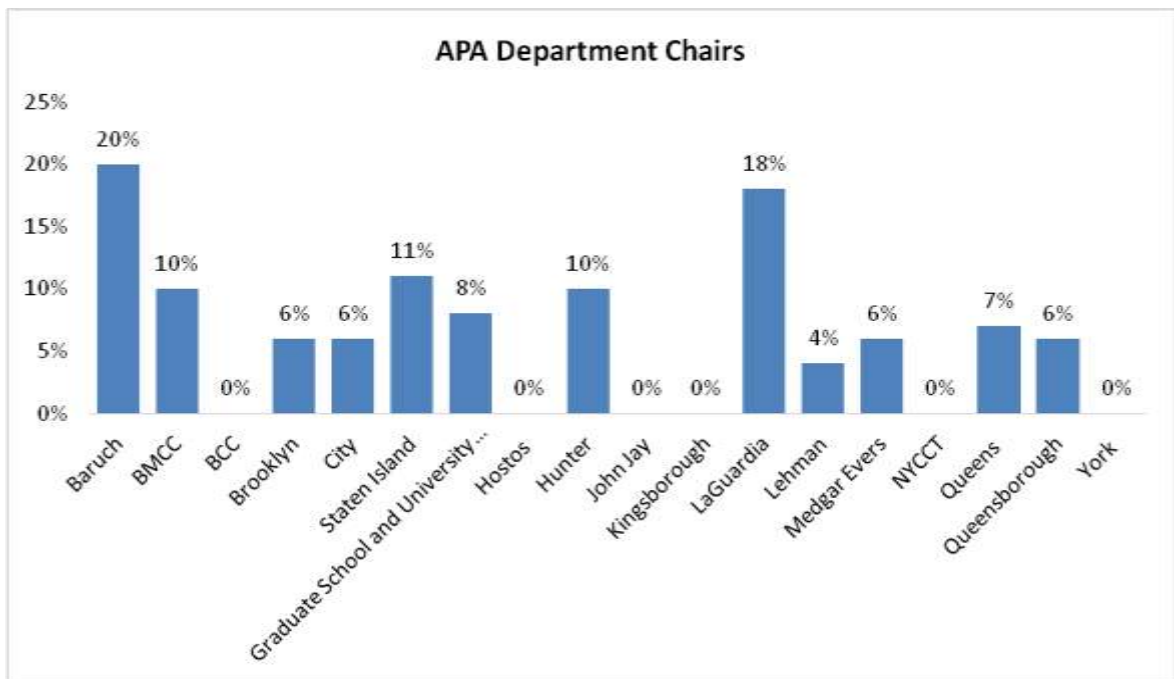
The School for Professional Studies, Macaulay Honors College, the Graduate School for Health and Health Policy, and the School of Journalism do not show separate Executive data as they fall under the umbrella of the Graduate Center.

Law School

The Law School indicated no APA underutilization at the Executive/Senior Level.

DEPARTMENT CHAIRS

On 25% of the CUNY campuses, there are no APA Department chairs.



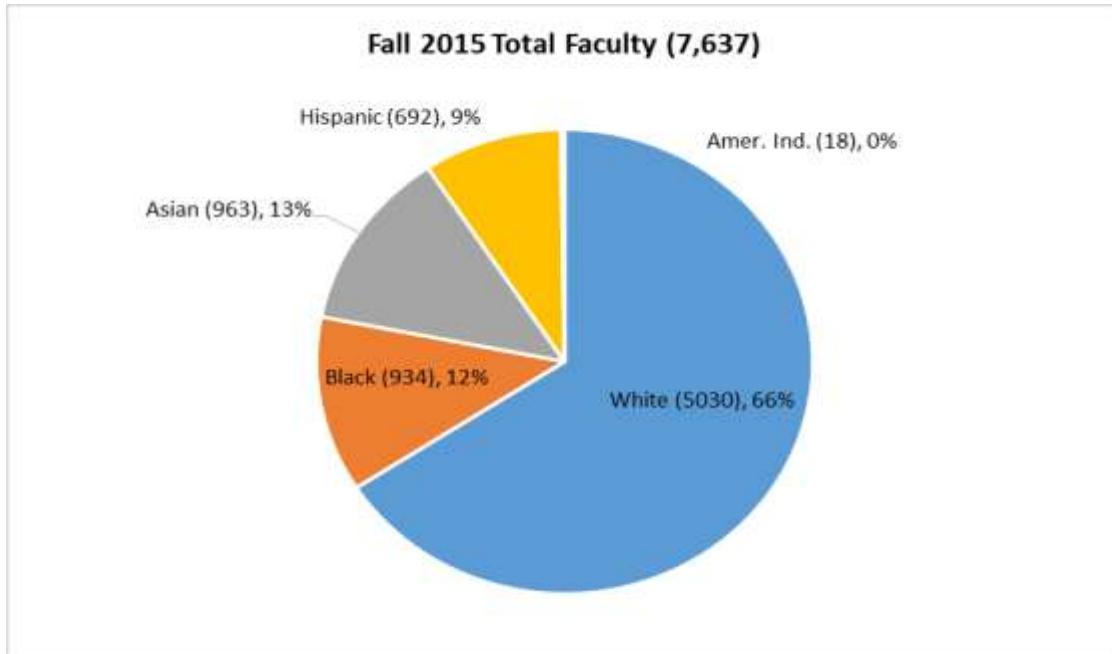
Source: Building on a Strong Foundation: A Strategy for Enhancing CUNY’s Leadership in the Areas of Faculty Diversity and Inclusion – Diversity Action Plan – Office of Human Resources Management – Office of Recruitment and Diversity

APA FULL-TIME PROFESSORIAL FACULTY AT CUNY

APA faculty, make up 12.8% of CUNY’s 7,6,37⁶ full-time faculty. Since the predominant point of entry for presidents and senior leadership at universities and colleges is having served as faculty,

⁶ CUNY Office of Human Resources Management, Office of Recruitment and Diversity, Review of Faculty from 2009 to Fall 2015.

attention must be paid to the issue of the faculty as part of the pipeline to leadership. 70% of college and university presidents started their careers as members of the faculty.⁷



Source: CUNY Office of Human Resources Management, Office of Recruitment and Diversity, Review of Faculty from 2009 to Fall 2015.

In 2015, APA faculty increased to approximately 13% from 11.6% in 2014.

The following analysis of how APA faculty fared is based on 2014 data. The total CUNY faculty was 7,533 of which 876 (including Lecturer and instructor titles) were APA faculty (11.6% of total faculty). Information on the distribution of tenured and untenured faculty for 799 out of 876 faculty was as follows:

APA faculty status by professoriate rank (only):

Rank (799)	Tenured	Untenured
Professor (200)	22%	0.3%
Associate Professor (265)	25%	5%
Assistant Professor (334)	6%	32.8%

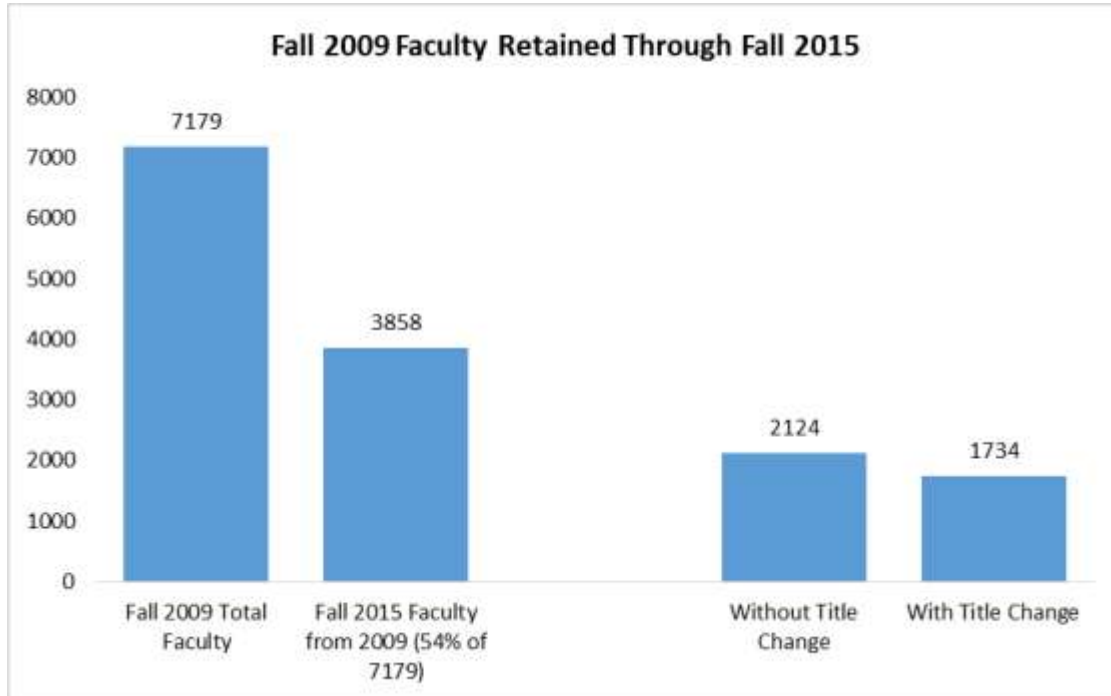
⁷ The National Commission on Asian American and Pacific Islander Research in Education, Federal Higher Education Policy Priorities and the Asian American and Pacific Islander Community, 2010

The largest representation of untenured APA professoriate faculty is in the assistant professor rank (41.8% of the 799 total).

In an attempt to get a sense about how APA faculty fared in tenure and promotion, we obtained limited data on the faculty who were at CUNY in 2009 and were still at CUNY in 2015.

The data available does not tell us how many at the assistant professors were eligible for tenure in 2009. However, the data provided does tell us how many from 2009 had a change of title between 2009 and 2015, both promotions and step down in rank.

In 2009, the total faculty was 7,179 of which 10.6% or 759 (including visiting and substitute ranks) were APA. There were 316 APA assistant professors, 194 APA associate professors, 138 professors and 4 distinguished professors. We do not know how many were new hires in 2009, or had been promoted into those positions in 2009.



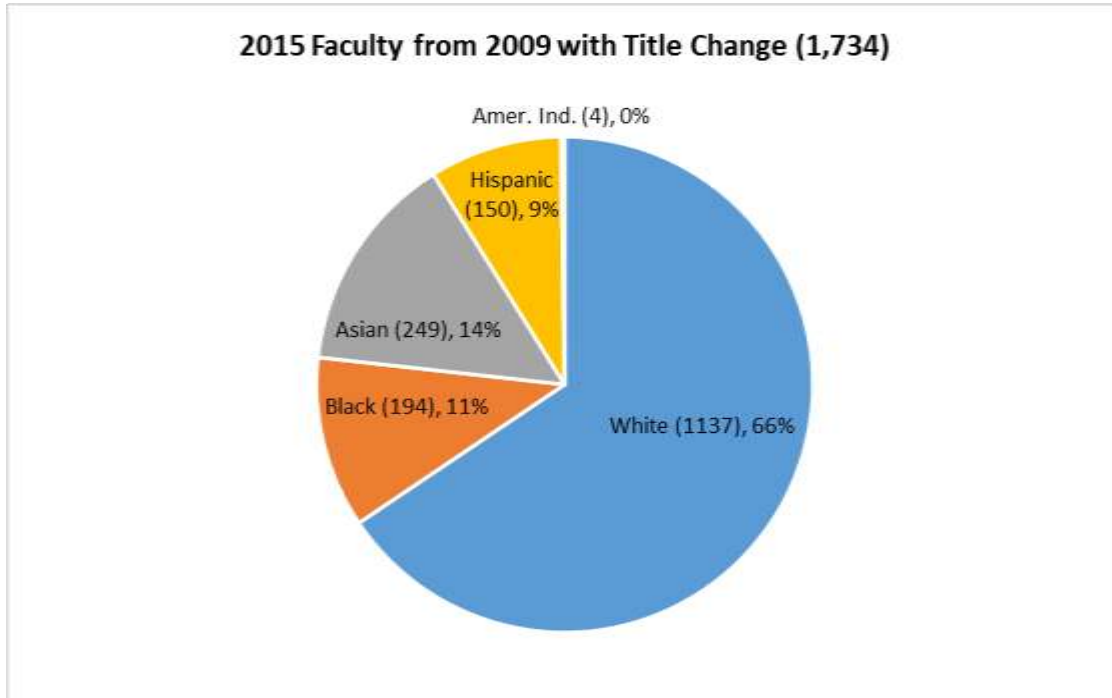
Source: CUNY Office of Human Resources Management, Office of Recruitment and Diversity, Review of Faculty from 2009 to Fall 2015.

In 2015, the faculty retained from 2009, was 3,858 or 54% of the 2009 faculty cohort.

We do not know how many of the retained faculty of 3,858 are APA. But we do have data on those who had a change of title, a promotion or a step down in rank.

Of the cohort, 2,124 (55%), had no change of title over the seven year period. Of the 1,734 (45%) of the 2009 cohort with a change in title over seven years, 249 or 6.4% of the original cohort were APA.

This does not tell us how many assistant professors received tenure over the seven years, but did not receive a promotion, or left after denial of tenure, receiving tenure or promotion. How many of the 2009 cohort of assistant professors is left and why.

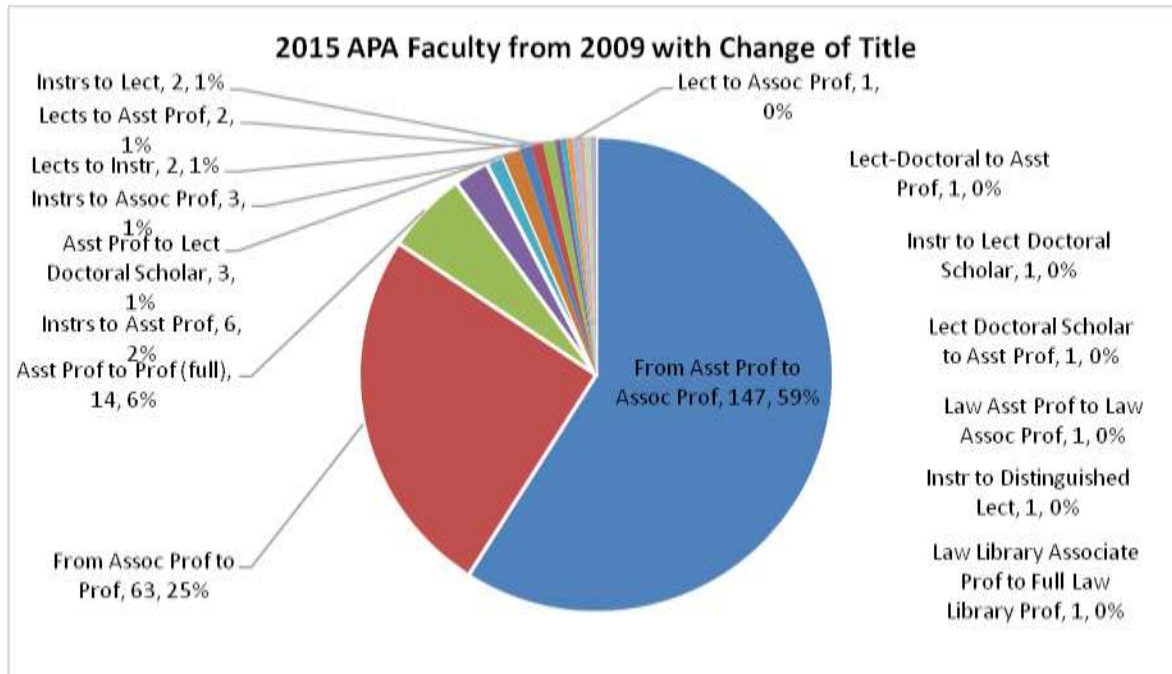


Source: CUNY Office of Human Resources Management, Office of Recruitment and Diversity, Review of Faculty from 2009 to Fall 2015.

Of the APAs with a title change, most received promotions; representing 214 out of 249 APA faculty: 63 associate professors were promoted to professor, 147 assistant professors to associate professor and 14 assistant professors were promoted to professor.

Of the 2009 cohort of 316 APA assistant professor, 151 (48%) who were still at CUNY in 2015 received promotions. This does not tell us however, when they received tenure over the 2009 to 2015 period, or if they were tenured in 2009.

This data leaves many unanswered questions. It warrants further study to answer the questions of how many of the assistant professors were new hires in 2009, had already received tenure and when, and the reasons for the loss of 45% of the 2009 faculty by 2015. Other questions to explore include what positions the 2,214 who had no change in title by 2015, held in 2009, and why there was no change in title. For example, did 2009 assistant professors fail to get promotions, although they had presumably received tenure within that seven year period?



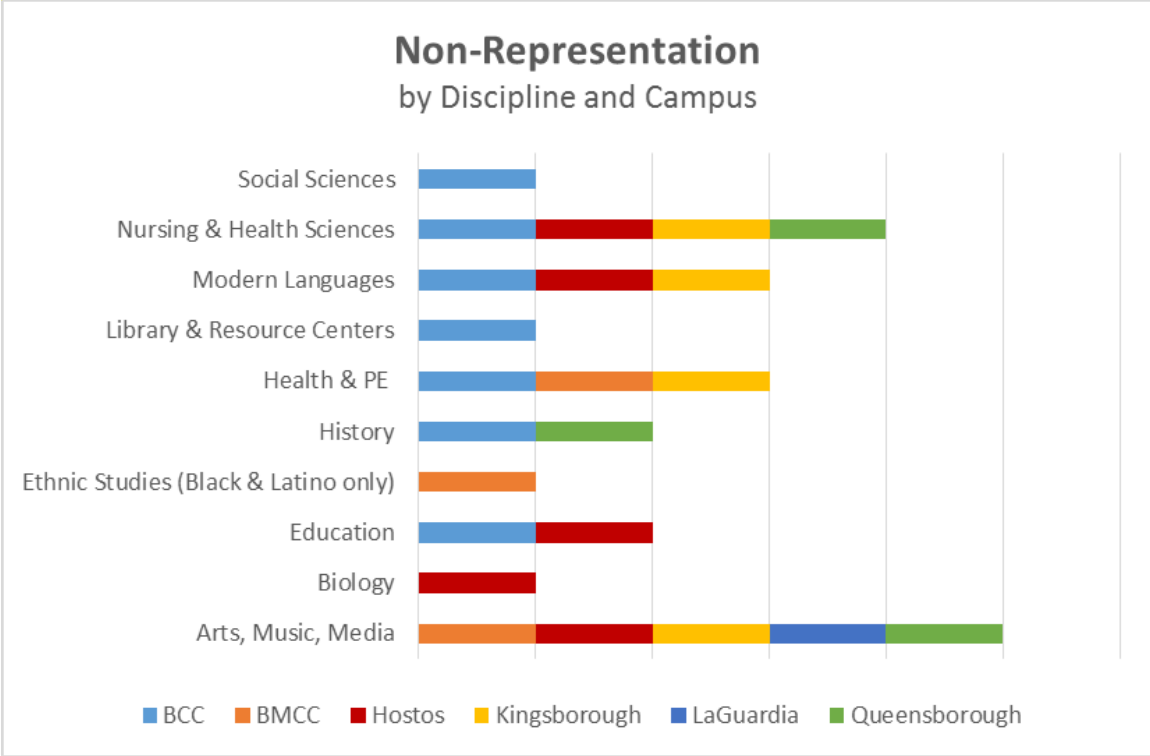
Source: CUNY Office of Human Resources Management, Office of Recruitment and Diversity, Review of Faculty from 2009 to Fall 2015.

Disciplines with no APA faculty representation

Where no APA faculty representation existed for certain disciplines, we do not have data that explains recruitment outreach, or whether there were Asian Americans in the pool for these positions, how many Asian Americans were interviewed, or whether any were given offers, and did not accept.

Community Colleges:

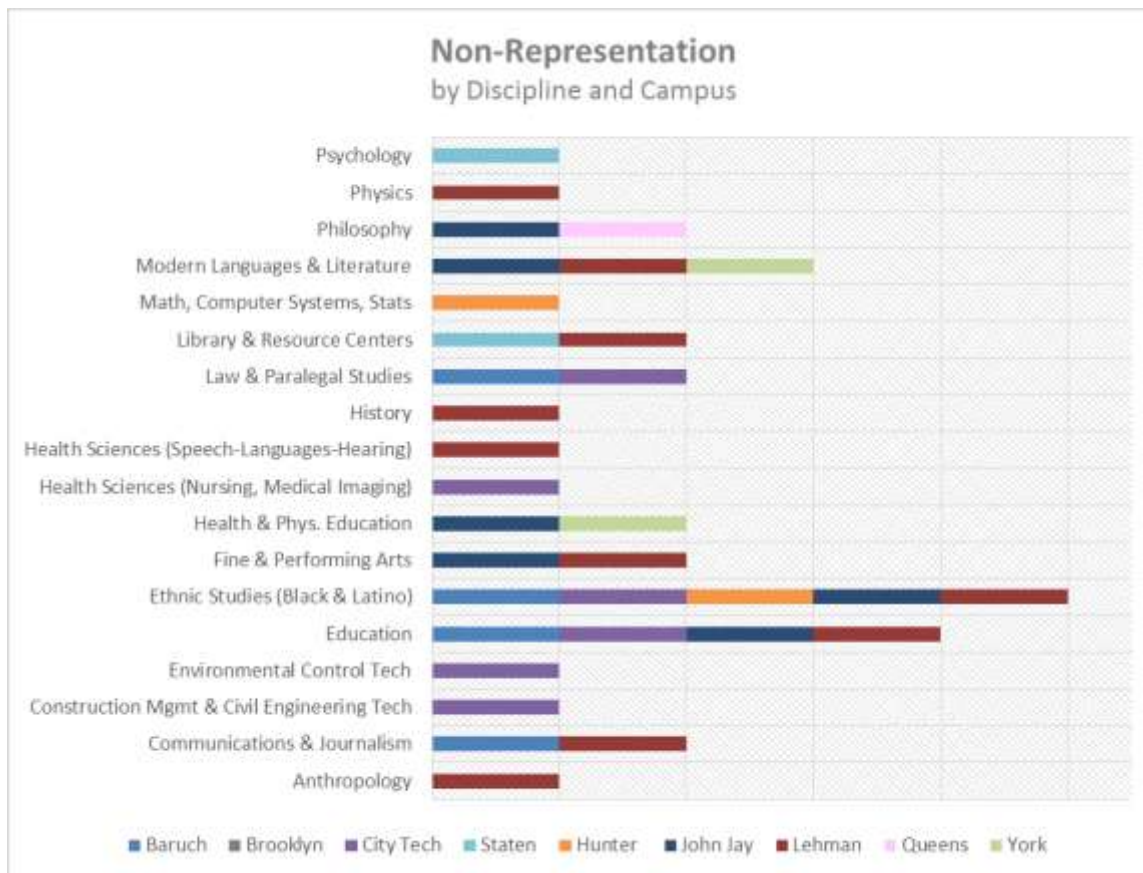
Data for six out of seven community colleges was available. No information for the newly opened Guttman Community College was available. Five community colleges had no APA faculty representation in Arts, Music or Media, and four had no representation in Nursing & Health Sciences.



Source: Campus Affirmative Action Plans 2014-2015. Guttman not shown -NR data was not provided

Senior Colleges:

Only eight senior colleges reported (out of 11). Four had no APA faculty representation in education. There was no data available for Brooklyn College’s education department; however, it reported under-utilization of 3 APA faculty positions in education in 2014. Lehman College reported no APA representation in education and reported 3 under-utilized positions in education.



Source: Campus Affirmative Action Plans 2014-2015. Brooklyn College not shown because no areas were designated as 'NR'; Medgar Evers & City College not shown- no areas were designated as 'NR'.

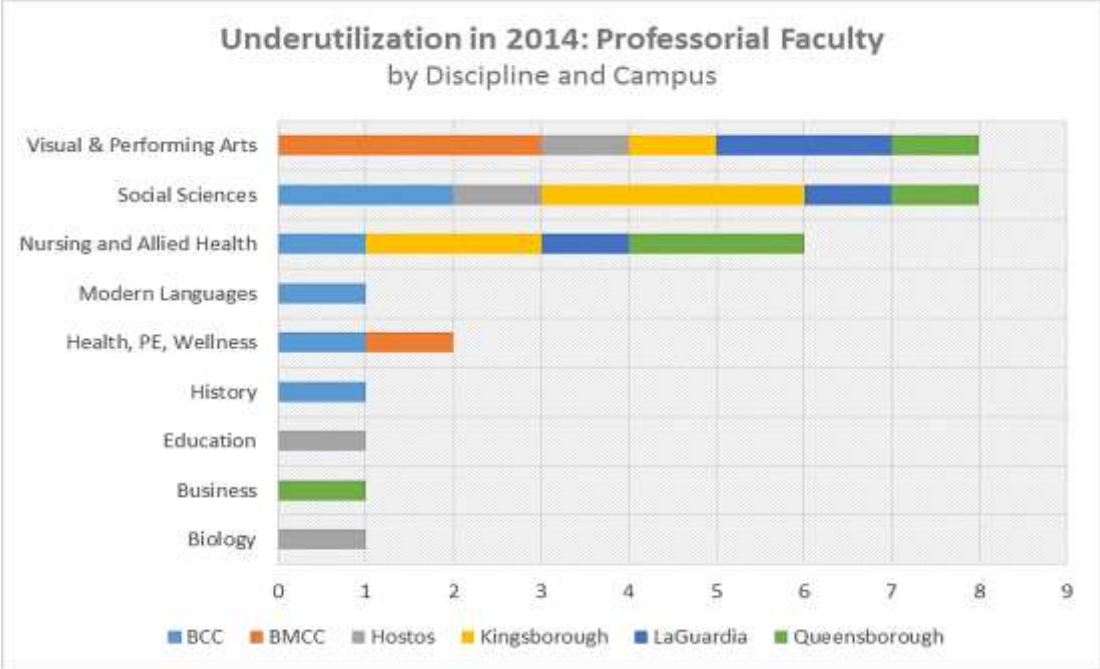
Under-utilization of APA Faculty

“Underutilization” – Represents disparity in an Affirmative Action unit (AAU) in which fewer minorities are employed than would reasonably be expected given their availability in the relevant job market (taken from section IV, subsection D).

Where there is APA faculty underutilization, we do not have data that explains recruitment outreach methods, whether there were Asian Americans in the pool for these positions, how many Asian Americans were interviewed, or whether any were given offers, and did not accept.

Community Colleges

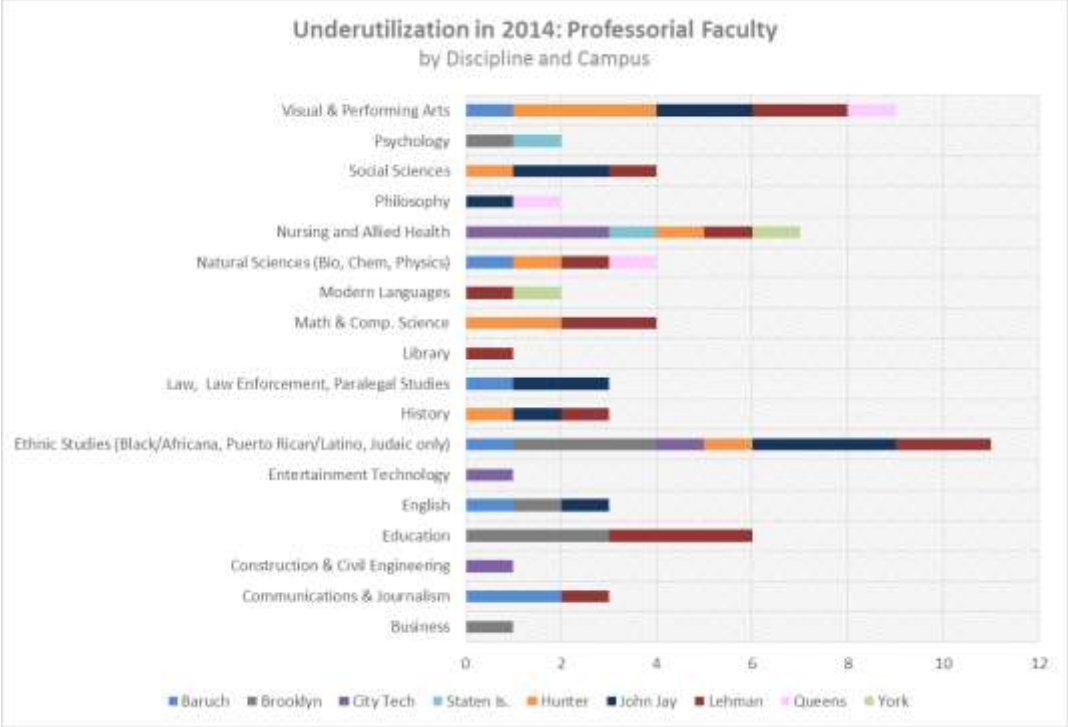
Of the six community colleges for which we have data, two had APA under-utilizations of six positions, three campuses had four (4) positions and one campus had five (5).



Source: Campus Affirmative Action Plans 2014-2015. Guttman not shown--2014 UU data not provided.

Senior Colleges

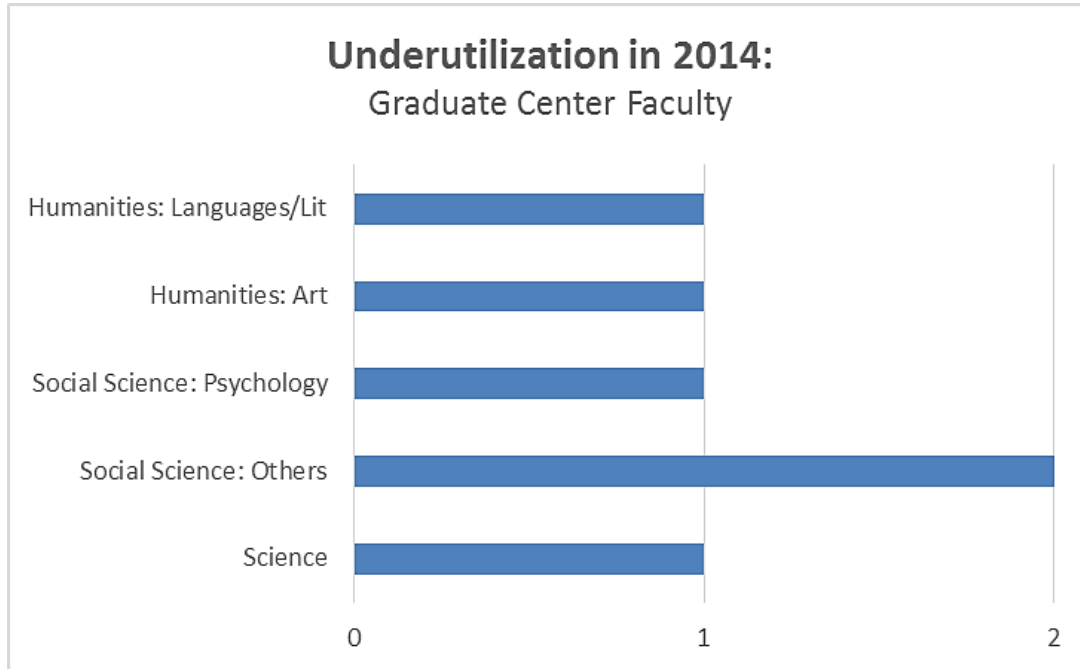
Nine of eleven senior colleges reported underutilization of APAs in professorial faculty.



Source: Campus Affirmative Action Plans 2014-2015; Medgar Evers-no areas of professorial UU; City College-not provided

Graduate Center

In 2014, the Graduate Center APA faculty was at 2.7%⁸; there was under-utilization of APA faculty in five areas for a total of six positions.



Source: Campus Affirmative Action Plans 2014-2015

APPLICANT POOLS, INTERVIEWS AND OFFERS FOR EXECUTIVE/MANAGERIAL AND FACULTY POSITIONS

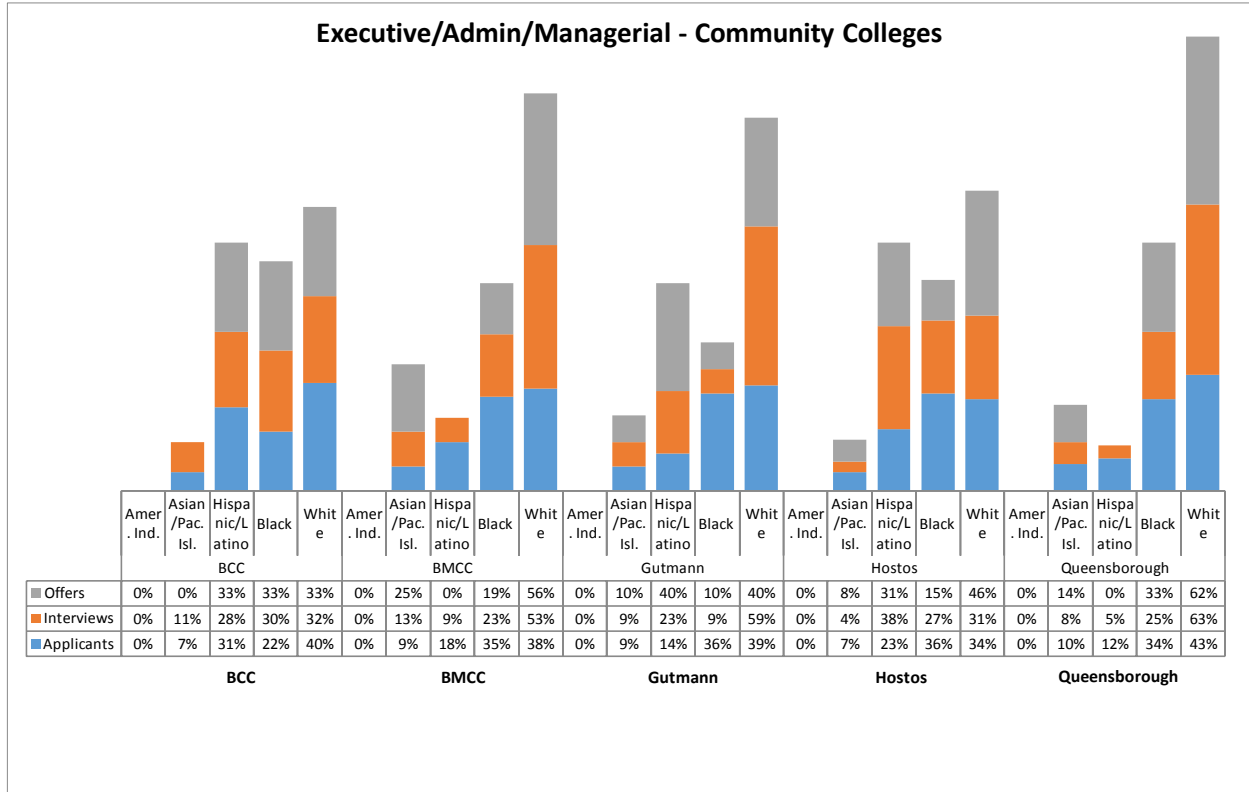
Executive, Administrative and Managerial Recruitment

The data available shows that APAs are a very small percentage of the applicant pool for Executive/Administration/Managerial positions both for the community colleges and senior colleges. The data presented includes: executive titles such as president, vice presidents, and non-academic leadership or operational positions such as grounds and facilities, as well as program directors such as Higher Education Officers (non-teaching staff).

A small applicant pool means few are interviewed, leading to even fewer offers. Although the percentage of offers to APAs may appear large, they are a percentage of a tiny pool of applicants at the outset, further dwindled at the interview level, and the offer percentage is based on the small interviewed pool.

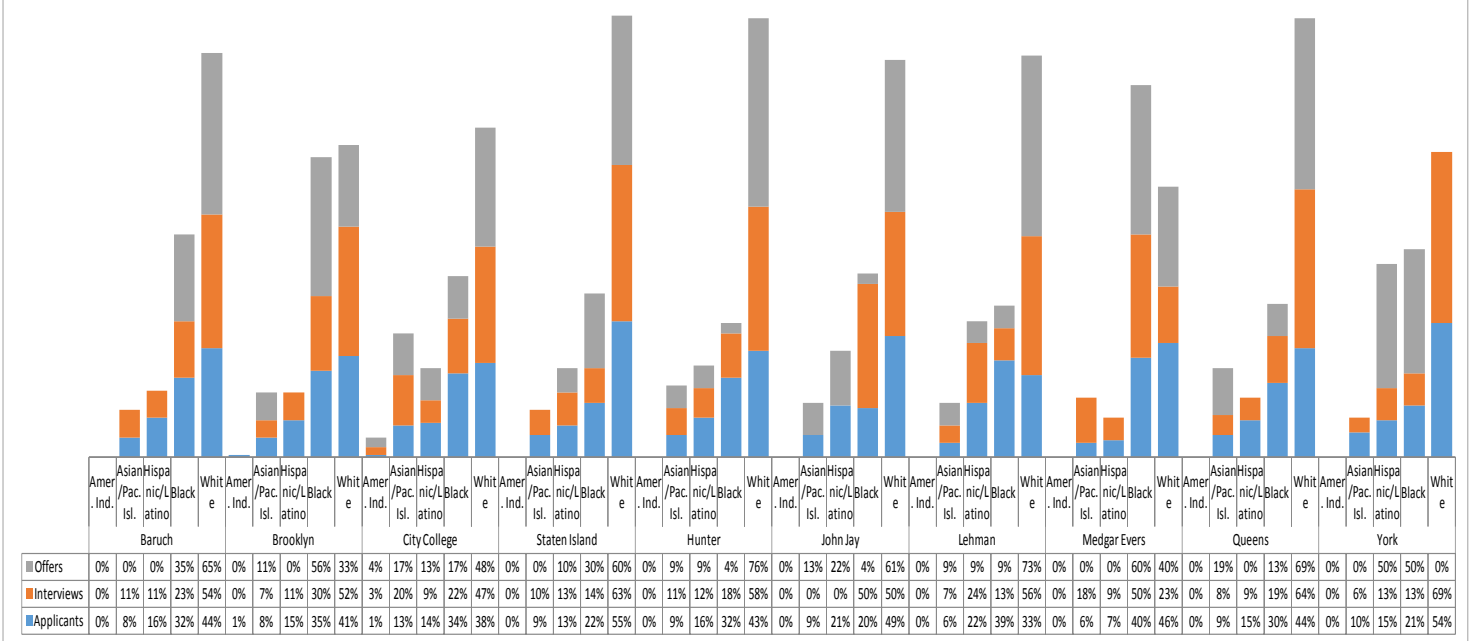
⁸ <http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/hr/workforce-statistics/cuny-workforce-demographics/Fall-2014-CUNY-Workforce-Demographics.pdf>

The small number of applicants in the pool may reflect a need for more effective recruitment outreach to the APA community.



Source: Campus Affirmative Action Plans 2014-2015

Executive/Admin/Managerial - Senior Colleges



Source: Campus Affirmative Action Plans 2014-2015

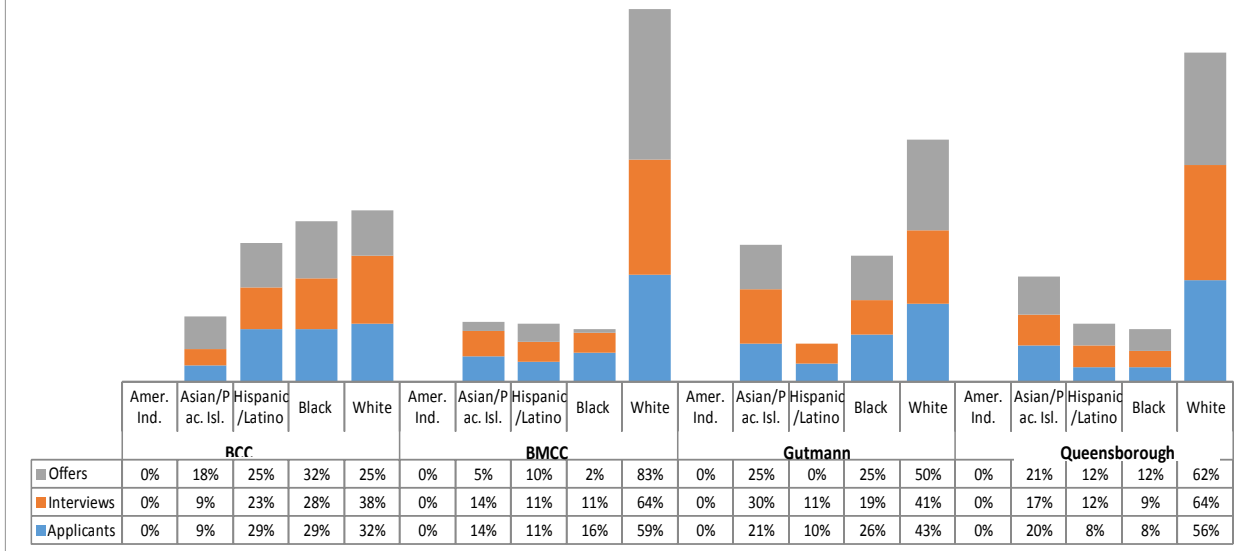
Faculty Recruitment

For faculty positions there were larger numbers of APAs in the applicant pool, demonstrating the competitive environment for these positions, and the availability of APA PhDs. We were unable to determine based on the data available, which disciplines were recruiting, how many positions were open and the faculty ranks involved.

The data provided information on the percentages of the applicant pools, percentage of the applicant pool that was interviewed, and the percentage of offers made to those who were interviewed, by race and ethnicity. The data does not tell us how many accepted offers and were hired.

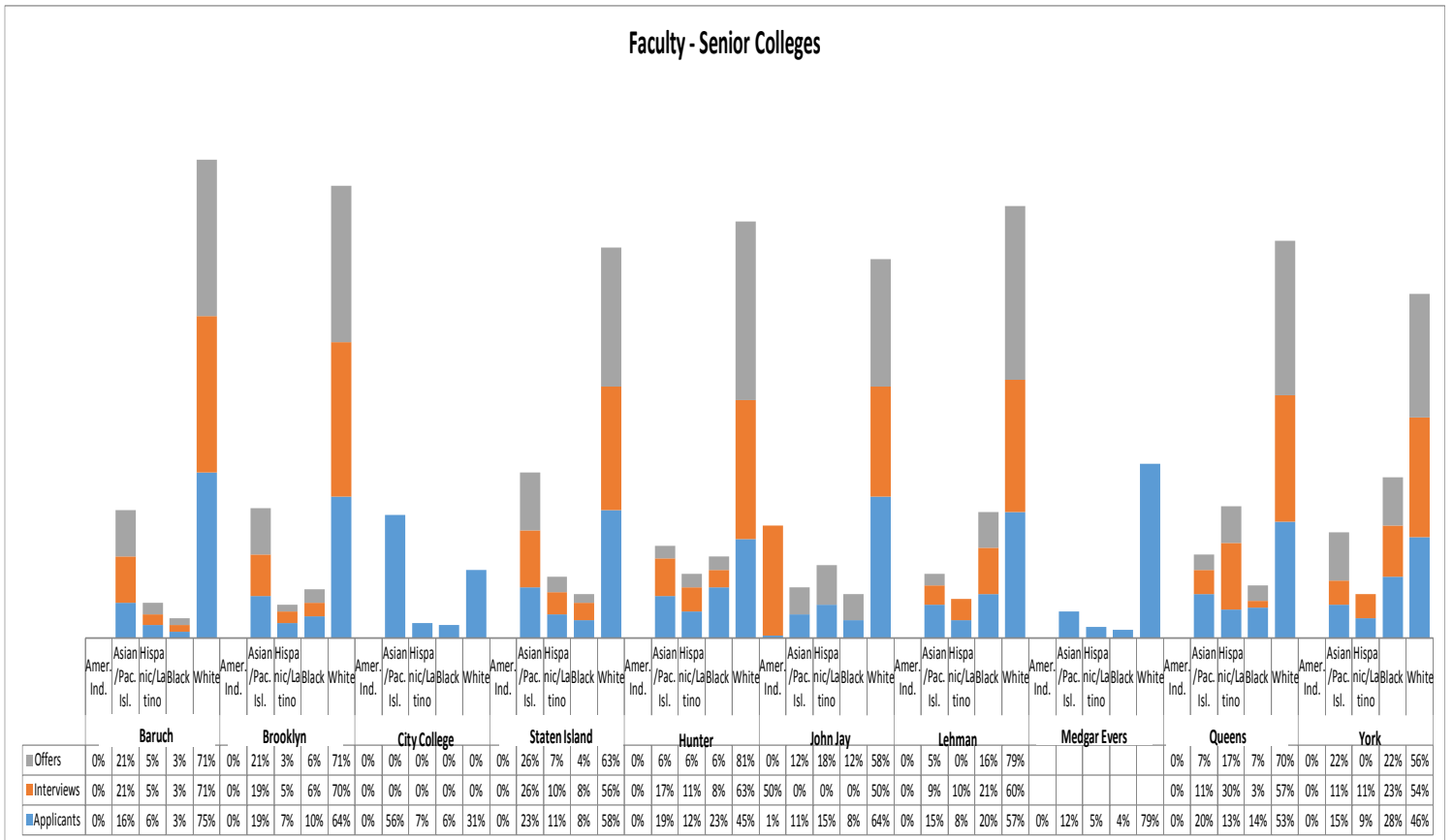
Data was available for only four out of the seven community colleges. The applicant pools for the senior colleges were larger on average than the community colleges. Without additional specific information, we cannot glean what disciplines were recruiting, whether salaries and workload at two year vs. four year institutions were influential.

Faculty - Community Colleges



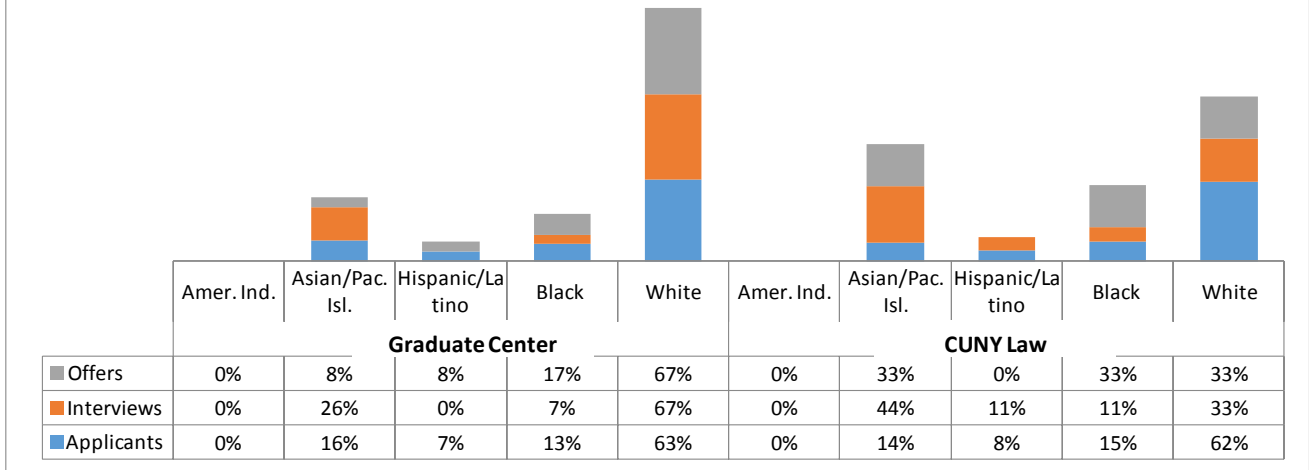
Source: Campus Affirmative Action Plans 2014-2015

Faculty - Senior Colleges



Source: Campus Affirmative Action Plans 2014-2015

Faculty - Graduate/Professional Schools



Source: Campus Affirmative Action Plans 2014-2015

The City College of New York had one of the largest APA applicant pools (56%) of any of the colleges at CUNY.

The data for the Graduate Center includes the School of Professional Studies, Macaulay Honors College, the School of Public Health and Health Policy and the School of Journalism.

That the applicant pool for faculty positions is higher, is not to diminish the need to ensure that there continue to be diverse representation at the faculty level including APAs.

The following is intended to reflect the context in which APA advancement to positions of leadership is occurring, and is not intended to be a comprehensive or exhaustive literature review.

LACK OF ASIAN AMERICANS IN HIGHER EDUCATION LEADERSHIP

Nation-wide, Asian Pacific Americans account for only 1.5% of college and university presidents, 2% of chief academic officers and 3% of deanships, despite having the highest full-time tenured faculty representation of all minority groups at 7%, according a report issued by the American Council on Education, based on 2012 data.⁹

The numbers are not much better in the corporate sector or in the government/ public sector. A recent study stated that APAs constitute a large percentage of ivy-league students, 24% at Stanford, and 46% at UC Berkeley, but comprise less than 2% of Fortune 500 CEOs and corporate officers.¹⁰

Even in Silicon Valley, where one might expect a real meritocracy, Asian Americans make up 27.2% of the professional workforce, but represented only 13.9% of executives in a study of five companies: Google, Hewlett Packard, Intel, Linked-in and Yahoo. “Although there are nearly as many Asian professionals as white professionals...white men and women are about 154% more likely to be an executive compared to their Asian counterparts”.¹¹ The report comments on how APAs are often not excluded, but simply left out or “invisible,” even with a very large presence.

An Asian American and Pacific Islander Work Group in its report to the EEOC Commissioner highlighted the disparities between Asian American and Pacific Islander (AAPI) workforce participation in federal agencies, and their representation at mid-level and senior roles. In the face of increasing AAPI workforce over a ten-year period, for example, while AAPIs were 18.57% of GS15 employees, they were only 1.06% in senior leadership.¹²

⁹ American Council on Education: Raising Voices, Lifting Leaders: Empowering Asian Pacific Islander American Leadership in Higher Education, 2013

¹⁰ Hewlett, Sylvia Ann, and Ripa Rashid, Asians in America: Unleashing the Potential of the “Model Minority,” Center for Work-Life Policy, 2011

¹¹ Ascend-Pan-Asian Leaders: Hidden in Plain Sight: Asian American Leaders in Silicon Valley, May 2015

¹² Asian American and Pacific Islander Work Group to the Chair of the Equal Employment Opportunity Commission, 2009 www.eeoc.gov/federal/reports/aapi.html

BARRIERS TO APA LEADERSHIP ADVANCEMENT

Much has been written and discussed about the barriers to leadership advancement of APAs. The reasons range from historical, social, cultural and systemic factors. They include the history of discrimination and exclusion, the history of being pitted against other ethnic groups during times of economic scarcity, a “bamboo ceiling,” negative stereotypes, the model minority myth, and being viewed as forever foreign. Most recently, stereotyping has been recognized as a prescription of what roles and behaviors APAs are “allowed” to undertake.¹³

While many of the barriers can be attributed to external factors, there are some that argue that the barriers are a result of internal reasons such as APA cultural values or lack of acculturation to western values and processes.

As a result of all of these factors, bias--both conscious and unconscious-- clearly play a role in the selection process. In a study, nearly 900 people were asked to evaluate fictional employees on leadership attributes of two individuals: one an engineer, and the other a salesperson. Each employee was given identical credentials for the two fictitious individuals, except one was Asian American, and the other Caucasian American. The Asian was perceived as more technically competent, but less competent as a leader. “The stereotype in the workforce is that Asian Americans are great workers, not great leaders... Asians are perceived as competent, intelligent and dedicated, but lack the perception of charisma needed to be viewed as strong leaders.”¹⁴

Asian Americans’ perception of themselves as leaders may also come into play. When focusing on Asian American college students, APA students were less likely to see themselves as leaders compared to their African American and white counterparts. They also feel less confident about being able to make a difference in the community.¹⁵ However, positive faculty interactions, influenced leadership self-ratings for Asian students.¹⁶

¹³ Berdahl, Jennifer L. and J-A Min, Prescriptive Stereotypes and Workplace Consequences for East Asians in North America, *Cultural Diversity and Ethnic Minority Psychology*, 2012, Vol. 18, No. 2, 141-152.

¹⁴ Sy, Thomas, Lynne M. Shore and Judy Strauss, Leadership Perceptions as a Function of Race-Occupation Fit: The case of Asian Americans, *Journal of Applied Psychology*.

¹⁵ Association for the Study of Higher Education Report: Asian Americans in Higher Education: Charting New Realities, Vol. 40, p. 81

¹⁶ Lin, Monica Asian American Leadership Development: Examining the Impact of Collegiate Environment and Personal Goals, 2007

HISTORY OF DISCRIMINATION AND EXCLUSION

Throughout the history of the United States, Asians have encountered extreme hostility. This was not simply in the form of societal treatment, but in the passage, and enforcement laws that codified the view that Asians were inferior beings, were to be viewed as destructive to American society, and could not be trusted. For generations, Asians have been systematically excluded from civic participation. Contrary to the commonly held view that Asians are not interested in social engagement, Asians have made some of the most significant contributions to civil rights law especially in the area of equal rights.

Three of the most egregious examples of exclusion and discrimination were in the Chinese Exclusion Act of 1882, the Immigration Act of 1917, and the internment of Japanese Americans during World War II.

The Chinese Exclusion Act forbade Chinese born overseas from obtaining US citizenship. All people of Chinese descent, whether born in the US or elsewhere, were required to carry a certificate of identity; the only group upon whom this burden was cast. At one point in history, the country even denied citizenship to a person of Chinese heritage born in the United States. The case of the United States vs. Wong Kim Ark (1898) established the principle that all persons born in the United States are US citizens, and that Mr. Wong could not be denied citizenship because of his Chinese heritage. In 1943 the Chinese Exclusion Act was repealed in recognition of the inherent misalignment of such exclusion when China was an important ally of the US in World War II.

The Immigration Act of 1917, also known as the Asiatic Barred Zone Act restricted the immigration from Asia and surrounding areas, and of "undesirables" from other countries, including "idiots, imbeciles, epileptics, alcoholics, poor, criminals, beggars, any person suffering attacks of insanity, those with tuberculosis ... dangerous contagious disease, aliens who have a physical disability that will restrict them from earning a living in the United States..., polygamists and anarchists, those who were against the organized government or those who advocated the unlawful destruction of property and those who advocated the unlawful assault of killing of any officer." The "undesirables" included prostitutes and those from "Any country not owned by the U.S. adjacent to the continent of Asia." The Act also imposed literacy requirements, and medical exams.

During World War II, Japanese Americans in the US were forced to relocate and incarcerated under Executive Order 9066 signed by President Franklin Roosevelt. Over 110,000 people of Japanese ancestry were interned in camps in the interior of the country, where some of the most brutally hot temperatures existed. Sixty percent of the internees were United States citizens.¹⁷ Despite this, Japanese Americans signed up for military duty, serving in Japanese segregated units. The 442nd battalion is the most highly decorated unit in the entire history of the US military, taking the highest

¹⁷ <https://www.archives.gov/education/lessons/japanese-relocation/>

casualties of any unit, and receiving more decorations for valor, sacrifice and loss of life than any other unit.¹⁸

DIVISIVE RACIAL POLITICS

In approaching this study and recommendations for increasing APA representation in CUNY's leadership ranks, the Initiative was acutely aware of potential divisiveness. The conflicts fabricated by systemic forces often create situations in which communities with common concerns and needs lose sight of the progress that can be made if they supported each other.

Asians have often been unwitting pawns in racially divisive American economics and politics. In Iris Chang's *The Chinese in America* (2003), she cited how the Chinese were pitted against others, "... Southerners thought they could import Chinese labor to discipline their former slaves, the North thought it could exploit Chinese labor to discipline its white workers."

In *Racial Formation in the US* (1994), Michael Omi and Howard Winant discuss how advocacy groups and movement organizations working on racially defined minority issues were also pitted against each other. Thus, in 1988, when Asian Americans began suspecting that quotas were being set for the number of Asian students in universities, Ronald Reagan's Deputy Attorney General for Civil Rights, provided unexpected support, saying that the limit on Asians had happened at the expense of advantaging other minorities. Omi and Winant quote William Bradford Reynolds, as saying: "The phenomenon of a 'ceiling' on Asian American admissions is the inevitable result of the 'floor' that has been built for a variety of other favored racial groups," adding that "Asian Americans were alarmed that the issue of 'quotas' would be used as part of a broader attack on preferential policies for underrepresented minorities" (78).

The work the Initiative has done is intended to create a model, or contribute aspects to a model for a successful pathway to higher education leadership for all communities.

"BAMBOO" CEILING/GLASS CEILING

A look at whether there is a "bamboo" or glass ceiling to APA upward career mobility seems to suggest that a ceiling does exist. In one study focusing on "...professionals primarily in mainstream bureaucratic or corporate hierarchies..." found that "... Asian American educational achievement is not matched by comparable access to professional jobs which permit upward mobility in the long run."¹⁹

¹⁸ http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic5f.html

¹⁹ Woo, Deborah. *Glass Ceilings and Asian Americans: The New Face of Workplace Barriers*. Rowman & Littlefield, 2000, p. 2

This seems to be borne out by facts referenced earlier, that despite the high levels of educational achievement, and representation at institutions of higher education, so few university and college presidents, CAOs and deans are APA.

In another study, the author did not have clear evidence that APA faculty faced a glass ceiling. However, APA faculty seemed to have fewer paths available to them than White faculty to increase earnings. Several characteristics translate to higher salaries for Whites but not for Asian Americans. "Whites derive substantial and statistically significant benefits from being male, being native born, being a professor or associate professor, having at least a low level of publications, and being located in the West. In contrast, Asian Americans either are negatively affected by the same characteristics or experience very small and statistically non-significant positive effects."²⁰

UNDEREMPLOYMENT AND FAIR WORTH

The glass ceiling study finding that certain characteristics resulted in higher pay for Whites but not for APAs reinforces the sense that APAs face not only a glass ceiling, but have to work harder to get ahead without receiving comparable compensation.

Mia Tuan, in *Forever Foreigners or Honorary Whites?* (2001), argues that Asian Americans face underemployment and unequal compensation. "Because of blatant pay differentials and blocked mobility, Asian ethnics' extraordinary investment in education does not translate into incomes commensurate with similarly educated whites." (Barringer et al, 1990; Chan, 1991b; Der, 1993; Hirschman & Wong, 1981; LEAP, 1994; Min, 1995).

As Kent Wong, director of the U.C.L.A. Labor Center remarked: "On the one hand, you have a higher number of professionals and college educated [Asian American] employees than in the work force in general. However, you also have a situation where Asian-Americans have to have more education and training and years of experience in order to make salaries comparable to their white counterparts. While they have achieved entry-level employment in a range of white-collar fields, glass ceilings supported by unflattering stereotypes block advancement into management ranks. As a recent Asian Week cover story put it, Asian-Americans still suffer from the 'worker-bee syndrome' – good enough to be a grunt worker but not good enough to be a queen." (45-46)

The 2010 Census data substantiates that APAs have higher household incomes, but lower per capita incomes. Given the higher education levels of APAs, one would question whether APAs are underemployed or underpaid or both.

²⁰ Lee, Sharon M. "Do Asian American Faculty Face a Glass Ceiling in Higher Education?", *American Educational Research Journal* 39, no. 3, 2002, p. 717

STEREOTYPES

Model minority

In *Yellow* (2002), legal scholar and activist Frank H. Wu writes, “Between 1979 and 1989, Asian Americans increased their number of Ph.D. recipients by 46 percent while whites and blacks decreased their numbers by 6 and 23 percent, respectively. By 1997, Asian received 12 percent of doctorates conferred by U.S. universities, and they received more than one-quarter of the doctorates in engineering disciplines. Although the average educational levels might be taken as substantiating the model minority myth, the more plausible reading is that Asian Americans have had to overcompensate. Asian Americans receive a lower return on their investment in education. They gain less money than white Americans on average for each additional degree. They are underrepresented in management, and those who are managers earn less than whites in comparable positions. The excuse most often voiced for the situation emanates from the stereotype itself, namely that Asian Americans would rather makes less money in research and development than be promoted to management positions. The only research on the subject refutes this pretext, showing that Asian Americans are no different than whites in desiring career advancement.” (51)

As mentioned earlier, the American Council on Education found that APA CAOs are more likely to aspire to a presidential position in higher education than whites, women, and Hispanics and in a separate study examining the private sector, APAs were 12% more likely to seek a high level position than whites.

The “model minority” plays a pernicious role in racialized interactions. Again, Frank Wu from *Yellow* (2002): “The myth has not succumbed to individualism or facts because it serves a purpose in reinforcing racial hierarchies. Asian Americans are as much a “middleman minority” as we are a model minority. We are placed in the awkward position of buffer or intermediary, elevated as the preferred racial minority at the expense of denigrating African Americans. Asian American writers and scholars have not hesitated to call the phenomenon what it is. Novelist Frank Chin has described it as ‘racist love,’ contrasting it with ‘racist hate’ of other people of color...Claire Kim has argued that Asian Americans are position through ‘racial triangulation,’ much as a Machiavellian would engage in political triangulation for maximum advantage...” (58)

“The model minority has a twin, the perpetual foreigner...” (77)

Prescriptive Stereotypes

While stereotypes of the model minority and of the characteristics of APAs have often resulted in APAs becoming invisible because they seem to be successful, and have been barriers to success because they seem not to possess characteristics of leadership such as assertiveness, the flip side is that those who do not conform to the stereotype suffer negative consequences.

The authors of a study came to the conclusion that stereotypes of East Asians, the focus of their research, are not only descriptive, but prescriptive. They found that “...people disliked a dominant East Asian coworker, compared to a non-dominant East Asian or a dominant or non-dominant White co-worker... East Asians who are dominant or warmth are harassed at work more than non-dominant East Asians, and more than dominant and non-dominant employees of other racial identities.” They go on to observe that prescriptive stereo types “...are likely to serve to keep East Asians in subordinate organizational positions and undesirable social roles in the workplace. The idea that East Asians are high in competence and low in warmth and dominance is likely to perpetuate the idea that East Asians are ideal subordinate employees, suited for technical competence positions but unqualified to be leaders and managers.”²¹

BEST PRACTICES FOR RECRUITMENT, RETENTION AND PROFESSIONAL DEVELOPMENT OF APA LEADERSHIP

The subject of best practices, for recruitment, and retention of diverse candidate has long been a major focus of universities, and the public and private sector. The subject of development of leadership in some ways has been seen through the lens of retention, rather than as an important component for the success of an institution warranting special attention of its own. This may be a result of the fact that diversity has long been driven by a compliance perspective.

At CUNY, our diversity efforts are directed by the Office of Human Resources Management’s Office of Recruitment and Diversity (ORD). Much of the work that these offices must address is regulatory and compliance in nature, and ever changing.

The University however, has had some real success in expanding diversity at CUNY through its Latino Faculty Initiative. Through this initiative, Latino (Hispanic and Puerto Rican) representation in the faculty ranks increased from 7.6%²² in 2006 to 8.9%²³ in 2015, not including visiting and substitute faculty.

“Following the publication of Professor Felipe Pimentel’s policy brief entitled, *The Decline of the Puerto Rican Fulltime Faculty at the City University of New York (CUNY) from 1981–2002* in the fall of 2005, Chancellor Goldstein established the CUNY Latino Faculty Initiative to redouble CUNY’s outreach and recruitment efforts within the Latino community in higher education. Headed by Director Arlene Torres, the project has two primary objectives: (1) to undertake outreach and recruitment activities to attract outstanding candidates for faculty positions in all disciplines at CUNY, and (2) to work with CUNY colleges to connect highly qualified candidates to positions open within the CUNY system.

²¹ Bergdahl and Min, p. 141, 150.

²² http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/hr/workforce-statistics/cuny-workforce-demographics/aads_combined_f2006_0612201.pdf

²³ <http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/hr/staff-facts/Fall-2015-CUNY-Workforce-Demographics-with-Page-Numbers03292016.pdf>

While still within the early stages, the Project endeavors to strengthen CUNY's efforts in the following areas:

- **Faculty Recruitment** - Actively seek out potential candidates for faculty positions within CUNY as well as establish cooperative relationships with university systems in Latin America
- **Faculty Retention** - Support current Latina(o) faculty within CUNY who help mentor and play leading roles in their academic fields
- **Strengthen the CUNY Pipeline**- Increase the pool of Latina(o) undergraduates at CUNY preparing for careers in teaching and strengthen and enhance the opportunities for them to pursue their goal
- **Faculty Mentoring** -Enhance opportunities for mentoring and create an environment that promotes growth and support for faculty en route to tenure
- **Support for Leadership Development** -Recognize and support Latino(a) faculty in CUNY who play a mentorship and leadership role that foster a welcoming environment for junior Latina(o) scholars
- **Recruitment of Outstanding Scholars**- Recruit outstanding Latino(a) scholars to not only serve as mentors , but who also assist in attracting other top quality faculty to CUNY
- **Support for Puerto Rican, Latina/o, Caribbean, and Latin American Studies**- Support CUNY's programs and departments in Puerto Rican, Latina(o), Caribbean, and Latin American studies **to promote an environment that is welcoming and attractive to prospective faculty**

The CUNY Latino Faculty Initiative represents part of CUNY's larger commitment and efforts to promote diversity throughout the university system..."²⁴

Dr. Arlene Torres, the founding director of the Latino Faculty Initiative became the University Dean of Recruitment and Diversity in January 2016.

The accomplishments of the Latino Faculty initiative are attributable to the application of critical best practices in diversity:

- Commitment from the institution's top leadership – the Chancellor's office
- Commitment of resources – funding to hire a director dedicated to the goal of increasing Latino(a) faculty
- Commitment to supporting leadership – to mentor and “foster a welcoming environment...”

In its *Best Practices of Private Sector Employers* report, the US Equal Employment Opportunity Commission²⁵ suggested that the following was needed for “noteworthy results”:

- Address barriers that adversely affect opportunity
- Serious commitment from management

²⁴ <http://www.cuny.edu/academics/initiatives/lfi/programdescription.html>

²⁵ https://www.eeoc.gov/eeoc/task_reports/best_practices.cfm

- Management accountability
- Effective communication between management and the intended beneficiaries and other employees
- Conscientious implementation

As the APA workforce began to grow in 2007, the US Equal Employment Opportunity Commission convened a work group to respond to concerns of the APA community, including perceptions of discrimination, and lack of representation at higher leadership levels.²⁶ The report also recognized that there were challenges that were specific to the APA community. Following the establishment of the White House Initiative in Asian Americans and Pacific Islanders, the Commission provided a *Practical Guide to Common Issues and Possible Barriers Which Asian and Native Hawaiian or Other Pacific Islanders May Face in the Federal Workforce*.²⁷ Among the Guide's best practices for leadership development and career advance were:

- Conduct focused barrier analysis on recruitment and selection practices at higher grade levels to determine why feeder pool is inadequate, and/or why selections were not made. Develop action plans to address findings.
- Examine succession plans to determine if there are career development opportunities for APAs
- Analyze workforce trends and projections to determine skills gaps and needs; devise succession planning to improve APA career progressions
- Place high potential APA employees into developmental detail assignments and/or trainings that prepare candidates for leadership/management positions

RECOMMENDATIONS

The next step is to apply the very same commitments to the development of leadership across CUNY, with a particular emphasis on the APA community to begin. Hence, we propose to formally institutionalize the CUNY Asian American Leadership Initiative. For this Initiative to succeed, will require the Chancellor's, support, along with the allocation resources and support for existing APA leadership.

Top of the Pipeline

There APA applicant pool for Executive, Administrative and Management searches at CUNY has been small resulting in a small number interviewed, and smaller number still receiving offers. The under-utilization data indicates that there are qualified applicants. This implies a need to strengthen outreach efforts to APAs in the recruitment process. Simultaneously, we must identify and encourage qualified internal candidates, as we develop future high potential candidates.

²⁶ <https://www.eeoc.gov/federal/reports/aapi.html>

²⁷ <https://www.eeoc.gov/federal/reports/upload/AAPI-Practical-Guide.pdf>

Among the actions that would be helpful are:

- Creating a database of potential internal and external candidates and nominees, drawing upon a list of current APA university and college presidents, CAOs, associate provosts, deans and administrators across the region and the country. Internally, survey interest among APA vice-presidents and assistant vice presidents, deans, administrators, chairs and faculty in ascending to higher leadership roles.
- Establish linkages to external networks of APAs in higher education and leadership education and post all openings with them.
- Establish linkages to APA scholarly organizations such as the Association for Asian American Studies, and Association for Asian Studies and post all openings with them. Equip and fund APA representatives to conferences hosted by these organizations to recruit at the events either for specific openings, or to raise awareness of CUNY's efforts. For example, many CUNY faculty, and the Executive Director of the Asian American/Asian Research Institute attend the Association of Asian American Studies annual conference, and others. A small budget to allow these individuals to host a reception would raise the profile of CUNY's interest in APA faculty and leadership.
- Establish linkages to APA, and non-APA specific professional organizations such as the Asian American Psychological Association, Chinese Institute of Engineers, and American Education Research Association. Many of these organizations have qualified candidates, with PhD and industry credentials as well as leadership experience outside of higher education. The American Council of Education report indicated that 20% of Presidents came from outside of higher education.
- Forge and strengthen APA CUNY alumni networks. CUNY has not done a good job of forming and continuing connections with its APA alumni. A casual review of the various websites shows very few APA alumni featured. Even publicly elected officials such as Ron Kim, NYS Assembly; Margaret Chin, NYC Councilmember; Doris Ling-Cohan, NYS Supreme Court Judge and Peter Tom, Acting Presiding Justice, NYS Appellate Division are not mentioned. These APA alumni and many others are valuable resources. The Asian American/Asian Research Institute has identified and presented awards to APA alumni annually over the past 8 years to forge these ties.
- Utilize CUNY resources by creating a consistent and uniform infrastructure for every position opening to be circulated to the Asian American/Asian Research Institute, the Queens College Asian American Center, CCNY's Asian Studies Program and Hunter's Asian American Studies Program
- Identify high potential APA internal candidates to fill interim positions. Having senior faculty members—associate professor and professor take on positions as interim department chairs, or interim dean for example, will give them an opportunity to experience a leadership

role without having to make a long term commitment. It would also be helpful to the faculty when they are evaluated for promotion at CUNY.

- Create a CAO fellowship rotation for APAs to work along-side campus Executives, CAOs, deans and chairs. Give internal senior faculty and junior leaders an opportunity to work with the leadership to experience and learn about the position.
- Provide under-utilization data for all positions to search committee at time the committee is charged. Increasing the awareness of under-utilization in the search will heighten awareness when under-represented candidates are considered.

Middle of Pipeline

Leadership development for faculty is central to creating a path for APA and other under-represented group as 70% of university presidents began their careers as faculty, and 45% were CAOs/Provosts or other senior leader, and more than 50% of CAOs/Provosts and senior leaders were promoted from within.

- Establish and provide funding for more culturally specific professional and leadership development opportunities externally and internally, such as Leadership Education for Asian Pacifics, Inc. (LEAP) trainings.
- Create an internal and external mentorship program. Mentors may be from within CUNY, other educational institutions as well as the private and public sectors
- Incorporate leadership development in new faculty orientation at every campus, ensuring access to information about existing programs such as the Faculty Fellowship Publication Program (FFPP)
- Train CDOs, CAOs, deans and chairs to raise awareness of unconscious bias, and help leadership take note of it, to appropriately evaluate candidates, and contribute to the development of APA leadership.

Beginning of Pipeline

- Strengthen and support a robust Asian American and Asian studies at CUNY. As was mentioned, the Latino Faculty Initiative advocated for support of "... CUNY's programs and departments in Puerto Rican, Latina(o), Caribbean, and Latin American studies to promote an environment that is welcoming and attractive to prospective faculty." We recommend the same for Asian American and Asian Studies.

At CUNY, there is an Asian American minor at Hunter College, and an Asian American Community Studies minor, established through an Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) grant a few years ago. The Hunter College Asian American Studies Program (AASP) was established on the initiative of students and

faculty in 1993²⁸, and according to students from the Coalition to Revitalize Asian American Studies at Hunter, not well supported by its administration. At CCNY, there is an Asian Studies Program which will grant a minor or major in Asian Studies. There are Asian American courses offered within the Asian Studies Program

Asian American Studies has had a profound impact on Asian American students. Margaret S. Chin, NYC Councilwoman credits the classes to awakening her leadership potential. Her City Council website says “It was at City College through taking Asian Studies courses that Margaret got involved in community organizing. For more than 30 years she has dedicated herself to public service to help immigrants, low income and working families.²⁹” As mentioned earlier, Asian students do not self-assess as leaders upon entering college, but do so later as a result of engagement with faculty and staff from their own communities.

- Create CUNY infrastructure to engage APA graduate students. The Latino Faculty Initiative model may be applicable here.
- Create CUNY infrastructure for direct APA student engagement in student leadership through Student Affairs. The Student Affairs offices on individual campuses support students clubs at which many of the APA and diverse students congregate. Creating cross campus engagement may be a more effective and efficient. Coordination through the office of the Vice Chancellor for Student Affairs may be helpful.
- Engage community partners focused on APA youth leadership. Organizations such as the Coalition for Children and Families and others have youth leadership and internship programs with whom we can partner for additional resources.
- Increase diversity of counseling staff to include APAs for programs such as SEEK and College Discovery. The numbers of disadvantaged APA students in these programs are high. There currently appears to be only two APA counselors, one at a community college and one at a senior college across the university.

ACCOUNTABILITY

Accountability will be essential if the Asian American Leadership Initiative is to be successful. Actions must be transparent, and tied to college diversity plans and strategic plans. We also propose the following:

- Update and track changes longitudinally
- Submit a copy of this report and updates to the NYC Council and NYS Legislature

²⁸ <http://www.hunter.cuny.edu/aasp/AASP/program>

²⁹ <http://council.nyc.gov/d1/html/members/biography.shtml>

- Create campus APA demographic profiles for each campus
- Create a score card or report card for each campus
- Highlight by convening a national conference on APA Road Map to Leadership Attainment in the Academy
- Advocate for resources and monetary support for recommendations

CONCLUSION

There is a large and visible APA presence at the City University of New York; yet, this is not reflected in the leadership ranks at the University. APAs are not in positions that influence academic policy, content, or perspectives on the direction of the University. They are not in positions that are aligned to the career path to leadership at the University.

CUNY is uniquely positioned to undertake this challenge as it plans for the next decade and beyond. Among its APA faculty, 16% are tenured, and 75% of the campuses have APA department chairs, a cohort of available talent.

As an institution, it has within it, many opportunities for upward mobility, within a specific campus, between a two year and four year campus, from a smaller to larger campus. The convergence of factors, make it possible for CUNY to create a national model for APA leadership development in higher education. The large APA population in NYC, in CUNY's student body, and among its faculty, and their networks, provide opportunities available nowhere else. This model of leadership development can serve the University community well, and particularly under-represented groups.

To undertake the challenge, the commitment of the Chancellery will be required, along with appropriate resources. The findings of this report highlight the need to:

- (1) Attend to the top of the pipeline to recruit talent to fill existing and upcoming leadership positions, and assess systemic barriers to recruitment of internal and external APA talent for open leadership positions;
- (2) Formulate action steps to both remove existing barriers and to open welcoming doors;
- (3) Begin to fill the middle of the pipeline by identifying high potential APA candidates within CUNY, and provide them with opportunities to develop and apply leadership skills, through training, mentoring and experiential learning such as working alongside current leadership and filling interim positions; and
- (4) Attend to the beginning of the pipeline by providing opportunities to engage graduate and undergraduate students in leadership development, and by strengthening and supporting Asian American, and Asian Studies at CUNY, a key element in identity formation and leadership aspirations.