

Challenges of AAPI Education Administrators

Panel Presentation

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June 9, 2008

At the Congressional Asian Pacific American Caucus Education Summit

Context and Perspectives

- Student affairs administrators are also educators
- Perspectives on Challenges facing AAPI administrators
 - Limited number of experienced senior AAPI administrators serve as mentors and role models
 - Challenges facing students from AAPI subgroups are also challenges for AAPI administrators

AAPI Administrators and Presidents in Colleges and Universities

	AAPI Administrators (U.S.)		AAPI Presidents (U.S.)		“Managers” (2006 CSU Employee Profile)
1993	2243 (1.6% of total)	1994	38 (1.2% of total)	2001	75 (1.9% of total)
2001	3541 (2.4% of total)	2004	57 (1.5% of total)	2006	146 (3.3% of total)
Gain	1,298 (+57.9%)	Gain	19 (+50%)	Gain	71 (+95%)

Putting “Gains” in Context

- % ↑ of AAPI administrators and college/university presidents relative to % of AAPI population (1990 US Census: 4.2%; 2000 US Census: 4.4%)
- % ↑ in AAPI staff in “managerial” occupational group does not distinguish entry level versus senior level administrators; and such data does not, and is not meant to, show/address possible issue of “glass ceiling”
- “Gains” in AAPI administrators and presidents not proportional to enrollment gains of AAPI students – a 2007 U.S. Dept. of Educ. Report showed a 461% increase in AAPI student enrollment from 1976 to 2004.

Questions for AAPI Administrators

- How can we as AAPI administrators create a pipeline of AAPI students who can take on the leadership role and be policy and decision makers and role models?
- How can we as AAPI educators channel our AAPI students from other lucrative careers to a much less-paying profession of education administration?
- As student affairs professionals, how can we teach our AAPI students the ethic of “intrinsic values” and “deferred gratification?”

Preference for Major among AAPI Freshmen

Men	1971 (%)	Men	2005 (%)
1. Engineering	30.4%	1. Engineering	22.8%
2. Health Professional	14.3%	2. Business	20.1%
3. Business	8.3%	3. Biological Science	13.4%
4. Social Sciences	7.5%	4. Health Professional	11.6%
5. Biological Science	6.7%	5. Fine Arts	4.1%
9. Education	2.2%	10. Education	1.5%
Women	1971 (%)	Women	2005 (%)
1. Health Professional	21.2%	1. Health Professional	19.9%
2. Social Sciences	15.2%	2. Business	17.6%
3. Fine Arts	9.3%	3. Biological Science	16.3%
4. Education	7.1%	4. Social Science	7.4%
5. Mathematics or Statistics	6.2%	5. Fine Arts	5.0%
9. English	3.9%	8. Education	4.0%

Career Aspirations among AAPI Freshmen

Men	1971 (%)	Men	2005 (%)
1. Engineer	23.6%	1. Engineer	16.1%
2. Physician	14.2%	2. Business executive	11.2%
3. Scientific researcher	8.6%	3. Physician	11.2%
4. Business executive	6.8%	4. Pharmacist	4.8%
5. Military Service (career)	4.3%	5. Business owner	4.0%
8. Teacher or Administrator (secondary)	1.8%	6. Computer programmer or analyst	3.7%
Women	1971 (%)	Women	2005 (%)
1. Teacher or Administrator (secondary)	7.3%	1. Physician	13.5%
2. Physician	7.2%	2. Business executive	8.8%
3. Pharmacist	6.3%	3. Pharmacist	7.4%
4. Scientific researcher	5.5%	4. Nurse	5.9%
5. Teacher or Administrator (elementary)	5.1%	9. Teacher or administrator (elementary)	2.5%

4-Year Degree Attainment

APALC	2005	GAO (Amer. Community Survey)	2005
Laotian	7%	<i>Laotian, Hmong, Cambodian</i>	13%
Samoan	9%	<i>Nat. Hawaiian /Other Pac Island.</i>	17%
Tongan	12%		
Hmong	13%		
Guamanian	13%		
Cambodian	16%		
Vietnamese	21%	<i>Vietnamese</i>	25%
Nat. Hawaiian	23%		
Sri Lankan	43%		
Korean	48%	<i>Korean</i>	54%
Bangladeshi	55%	<i>Pakistan, Bangladesh, Sri Lankan</i>	54%
Chinese	59%	<i>Chinese</i>	53%
Pakistani	60%		
Asian Indian	64%	<i>Asian Indian</i>	68%

4-Year Degree Attainment

- 2005 ACE report on graduation rates:
 - AAPI 1989 cohort - 62.7%
 - AAPI 1995 cohort - 62.3%
- 2008 NCES report on graduation rates from 4-year Title IV institutions:
 - AAPI 2000 cohort - 65.8%

Asian American and Native American Pacific Islanders Serving Institution (AANAPISI)

- College Cost Reduction and Access Act (CCRAA) of 2007:
 - 2-year development grant; est. 4 awards of \$1.25 M
 - Allowable activities include, among others, faculty development, development of academic programs, tutoring, counseling and academic support student services, improve endowment fund
 - Deadline – June 26, 2008
- College Opportunity and Affordability Act (COAA) of 2007:
 - No allocation of fund
 - Allowable activities similar to those for CCRAA plus academic instruction, conduct research and data collection, establish partnerships with community based organizations, and establish community outreach programs that encourages elementary and secondary school students to develop the academic skills and interest to pursue postsecondary education

Challenging Goals

- To increase more senior AAPI administrators who can serve as mentors and role models for other more junior administrators and students
- To generate interest among AAPI students to select a career in higher education administration
- To support programs that increase persistence (retention + graduation) of AAPI students by capitalizing on federal grants designated for AANAPI Serving Institutions
- To support community outreach and partnership programs to increase high school graduation and college attendance.
- To organize a strong, national advocacy group of colleges and universities that promotes the interests and serve the needs of AAPI students and professionals.

Other Challenges

- 1) AAPI educators need to learn how to address the psychological challenges AAPI students face in general, but especially what AAPI LGBT students encounter. More and more AAPI LGBT students are "coming out" in K-12 and higher education.
- 2) AAPI educators need to become more educated and prepared to articulate their thoughts and beliefs. You can't advocate without being knowledgeable.
- 3) AAPI educators need to visibly assist other communities (different ethnic groups) to demonstrate that we are not an exclusive group. The "Model Minority" myth propagates the belief that there is no need to outreach to the AAPI communities.