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The Transnational Gendered Experiences of Asian Female International Faculty in Kinesiology

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Abstract

This collaborative autoethnography grounded in Asian Critical Race explores the experiences of three Asian female international scholars from different countries working in kinesiology departments in U.S. universities. Although women faculty of color often face challenges in gaining respect and credibility as experts in their fields, international faculty may also encounter cultural dissonance and discrimination related to language use. These challenges can be intensified in the kinesiology context, a field that emphasizes the body and public physical performance. Data were collected through Zoom-video recorded discussions and analyzed thematically. Findings revealed that the scholars' experiences were multifaceted, shaped by the complex intersectionality of their gender, race, religion, language use, body shape and size, and physical ability. Power dynamics with students were further influenced by the societal contexts, institutional demographics, and classroom settings. Few studies have centered the voices of Asian international scholars within specific disciplines and examined how they are racialized, gendered, and othered in higher education. This unique focus highlights the need for universities to strengthen support and professional development for their diverse international faculty.

Keywords: Asian critical race theory; collaborative autoethnography; gender in higher education; intersectionality; kinesiology