How It Feels to Be Asian in U.S. Academic Libraries and Higher Education: A Systematic Review of Challenges and Coping Strategies

Mihoko Hosoi

University Libraries, Pennsylvania State University, University Park, PA, USA

ABSTRACT

Asians are underrepresented in leadership roles in U.S. academic libraries and higher education. Their challenges and coping strategies were uncovered through this systematic review of peer-reviewed articles published between 2014 and 2021. The author performed a thematic analysis using NVivo through the lens of Asian Critical (AsianCrit) theory. Findings showed that their authority, expertise, and leadership capabilities are often questioned. They sometimes experience unfair performance and tenure reviews, xenophobia, negative stereotypes, and discrimination. To counter these harsh realities, they form alliances, find identity-informed mentors, collaborate with others, or seek visibility through scholarship or professional service.

KEYWORDS

Asians; Asian American librarians; academic libraries; higher education; systematic review; leadership; Asian critical (AsianCrit) theory; thematic analysis

Asians and Asian Americans are underrepresented in leadership roles in U.S. academic libraries and higher education. For example, they made up only 2.3% of all college and university presidents in 2016 while Caucasians or white Americans represented 83.2%, followed by African Americans (7.9%) and Latinx (3.9%) (Espinosa et al., 2019), even as Asians and Asian Americans have the highest educational attainment among all races (U.S. Census Bureau, 2020). A similar pattern is observed at U.S. academic libraries. An Ithaka S+R survey of the Association of Research Libraries (ARL) member libraries reveals that the proportion of Asians decreases as positions become more senior (Schonfeld & Sweeney, 2017). Additionally, of the 33 library directors at the top-ranked U.S. universities, based on 2019 U.S. News & World Report and Times Higher Education, 30 library directors (or 90%) were White and 3 (10%) were African American, with no Asian Americans, Latino Americans, or Native Americans represented (Le, 2021). To address these and other diversity-related concerns, the Association of College and Research Libraries (ACRL) charged a working group to draft diversity, equity, and goals and objectives to be included in the ACRL Plan for Excellence (ACRL, Association of College & Research Libraries, 2022).

The underrepresentation of Asians and Asian Americans in senior roles in academic libraries and higher education results in leadership that does not reflect the students they serve (Lagdameo et al., 2002; Suzuki, 2002), not understanding the challenges
facing Asian and Asian American students (Teranishi et al., 2009), and curriculum not meeting their needs (Maramba, 2008). The lack of representation for this group is concerning, as Asian college student population is increasing and comprised 8.4% of the total college enrollment in 2017 (U.S. Census Bureau, 2018), and warrants examination to better support future students.

Asians and Asian Americans face multiple marginalities in U.S. academic libraries and higher education, based on their race, gender, and cultural background. Intersectionality reveals multi-faceted systems of oppressions, such as sexism, racism, and classism (Leigh et al., 2021) and the impact of their intersectional experience is “greater than the sum of racism and sexism” (Crenshaw, 1989, p. 140), as evident in sexual harassment cases involving Asian and Asian American women (Cho, 1997; Hune, 2002, 2006). Research shows that the barriers they experience are often due to misconceptions about this group (Museus & Kiang, 2009; Ng et al., 2007; Suyemoto et al., 2009), discrimination stemming from prejudice and stereotyping (Cho, 1997; Lee & Hong, 2020; Suzuki, 2002), lack of role models (Leigh et al., 2021; Poon, 2014), family obligations (Buenavista et al., 2009; Hune, 2006; Kodama & Huynh, 2017; Yeh, 2002), internal struggles (Kawahara et al., 2007; Yee, 2009), and racialized and gendered organizations that legitimate and maintain inequality (Acker, 2006; Ray, 2019; Wooten & Couloute, 2017). Much of the existing research focuses on student experiences, although there is some documentation of faculty facing severe discrimination, especially during the promotion and tenure (P&T) process (Chen & Hune, 2011; Cho, 1997; Hune, 2019; Lee, 2002; Nakanishi, 2009). Meanwhile, very little has been discussed about experiences of Asian and Asian American librarians.

**Review of relevant systematic reviews**

Two seminal previous reviews investigated Asian and Asian American experience in U.S. higher education. Poon et al. (2016) reviewed 112 works of research on Asian Americans and Pacific Islanders (AAPIs) in higher education, focusing on how those works engaged with and countered the model minority myth (MMM), which defines AAPIs as a monolithically hardworking and high-achieving racial group. The authors contended that the counter-MMM scholarship unintentionally reinforces dominant oppressive frames and deficit thinking, and that efforts to counter the MMM need not be the central focus in the future research on AAPIs in higher education and proposed a social justice agenda of reframing. The researchers suggested that existing scholarship may be organized into six topical categories: contexts and implications; college access, admission, and college choice; undergraduate students; graduate students and faculty; student affairs staff and institutional leadership; and AAPIs in the curriculum. They learned that a majority of the studies reviewed (more than 63%) cited the MMM but neglected to present a critical perspective.

Yi et al. (2020) conducted a similar review, but in this case, the research team incorporated an anti-imperialistic critical race approach. Interestingly, their results refuted Poon et al. (2016) assertions. Yi et al. (2020) showed little evidence that research on the MMM reinforced hegemonic deficit thinking. Furthermore, only 4% of the included studies discussed topics concerning AAPI administrators and 3% centered on AAPI
faculty, while most (69%) discussed AAPI students. This supports earlier research which asserts that little scholarship exists regarding the experiences of Asian and Asian American leaders and administrators (see, e.g., Museus & Chang, 2009; Museus & Kiang, 2009; Teranishi, 2010) and Asian American librarians in senior roles (Le, 2016a).

Objectives

The purpose of this study is to build on these systematic reviews, going beyond the MMM to shed light on Asian and Asian American experiences in U.S. academic libraries and in the higher education workplace. The following questions guided this research: (a) what challenges do Asian and Asian American employees face in U.S. academic libraries and higher education?, and (b) how do they cope with those challenges? The author decided to use the term “Asian and Asian American” to include all people of Asian descent in the United States in this study, regardless of their citizenship or immigration status, because the purpose of this study is to identify the impact of race and ethnicity on this group’s success in academic libraries and in the higher education workplace. At the same time, the author recognizes that existing research relevant to the current study uses a variety of terms, e.g., Asian, Asian American (AA), Asian/Asian American (AAA), Asian/Pacific American (APA), Asian/Pacific Islander (API) or Asian American and Pacific Islanders (AAPI), depending on their research questions. Studies were included in the review when they met all of the inclusion criteria, as discussed in the method section of this study.

Lenses of critical race theory and Asian critical theory

This research will expand critical race theory (CRT), Asian critical theory (AsianCrit) in particular, as a framework for addressing the unique challenges facing Asian and Asian American employees in U.S. academic libraries and higher education. The author challenges the notion of objectivity and believes that narratives about personal oppression can provide compelling accounts of how things are and can be in society. Critical traditions, utilized in this review, focus on ideologies and material world, encourage praxis or practical action and self-reflexivity, and work toward phronesis or commitment to doing good (Carr & Kemmis, 1986).

CRT emerged in the mid-1970s in the field of law to examine how systemic racial oppression shapes society, and to advocate for social justice (Ansell, 2008). It challenges myths of meritocracy, abstract liberalism, and color blindness (Crenshaw, 1991; Delgado & Stefancic, 2017) and problematizes that racial equality can be achieved only when the interest of Blacks and the interest of Whites converge (Bell, 1980). Furthermore, CRT centers the voices of marginalized groups, promotes counter storytelling, and resists narratives of the dominant group (Delgado & Stefancic, 2017).

Emerging from CRT scholarship, scholars have developed Asian critical (AsianCrit) theory to demonstrate how racial oppression and White supremacy shape the lives of various Asian and Asian American groups and to center their values and voices. It emphasizes elements of CRT that are essential in understanding the experiences of Asian Americans (Museus et al., 2015). AsianCrit acknowledges that (a) xenophobia,
stereotypes of Asian Americans as perpetual foreigners, and transnational contexts affect their lives; (b) Asian Americans need to reconstruct histories so they will become more visible in U.S. history; (c) they need to challenge the ways that White supremacy categorizes them as a monolithic group; (d) other systems of oppression, such as imperialism, colonialism, sexism, etc., intersect to affect their lives; (e) counter storytelling is needed to center Asian Americans’ experiential knowledge; and (f) it is committed to eradicating all forms of oppression (Iftikar & Museus, 2018).

**Method**

**Inclusion and exclusion criteria**

The following inclusion and exclusion criteria were used to identify appropriate studies related to the research questions. A study was selected if it met all of the inclusion criteria and eliminated if it met any exclusion criteria (Table 1).

Employees include any persons who work in academic libraries and higher education in the USA, such as librarians, faculty, staff, and administrators, regardless of their roles and ranks. The decision to review works published between 2014 and 2021 is due to the fact that the two seminal systematic literature reviews concerning Asian American and Pacific Islander experience in higher education in the USA covered the period from 2000 to 2013 (Poon et al., 2016; Yi et al., 2020). They examined how previous works involving AAPIs in U.S. higher education countered the MMM. Therefore, the author decided to focus on more recent works published from 2014 and end with a clear cutoff date at the end of 2021. The decision to focus on works published in the United States is because the author is interested in examining this population’s experience that is unique in U.S. academic libraries and higher education, including stereotyping, e.g., MMM. The focus on peer-reviewed empirical works is for quality assurance purposes. The literature that examines student experience, language research and language teaching were excluded because these topics are out of scope for this research. All peer-reviewed journals, not limited to library science journals, were included because the author intended to obtain an inclusive and accurate understanding of the scholarship
on this topic and because the number of peer-reviewed articles on this topic is expected to be small (Le, 2016a).

**Literature search strategy**

The author performed database searches using five databases: ERIC, Academic Search Complete, Library & Information Science Abstracts (LISA), Library Literature & Information Science Index, and Library, and Information Science & Technology Abstracts (LISTA). These databases were chosen for various reasons. ERIC is one of the major databases for education literature, sponsored by the U.S. Department of Education, and thus was highly relevant to this research topic from higher education perspectives. Academic Search Complete is a comprehensive multi-disciplinary full-text database with almost 3,000 peer-reviewed journals. Library & Information Science Abstracts (LISA), Library Literature & Information Science Index, and Library, and Information Science & Technology Abstracts (LISTA) provide access to library and information science literature. The author acknowledges that her positionality as an academic librarian shapes the ways in which the author sees the world and this study (Milner, 2007).

The keywords used to locate the studies were: (1) those that captured the relevant ethnic groups such as “Asian American*,” “Asian,” “Pacific American*,” “Pacific Islander*,” Chinese, Japanese, Korean*, Laotian*, Cambodian*, Hmong, and Vietnamese; (2) those that described the higher education workplace such as “higher education,” “college*,” universit*, post-secondary, and postsecondary, and (3) those that captured the employee types such as librarian*, faculty, professor*, administrator*, teacher*, president*, dean*, staff, manager*, and employee*. The truncation “*” sign was used to widen the range of studies. The search string was intended to discover all possible combinations between the three categories connected by the Boolean connector “AND,” and “OR” was used for concatenation of alternative spellings and synonyms of the terms. In addition to the aforementioned combination, “NOT” student* was added to exclude articles focused on issues related to students. The author utilized the thesaurus function whenever possible in order to refine the research result and avoid manual culling as much as possible. For the three library science databases, the keyword “academic librar*” was used, instead of keywords for higher education, because it is a subject term to identify higher education literature related to librarianship in the three library science databases. Table 2 summarizes the database search result, based on searches conducted from January through July 2022.

| Database                                      | Number of articles retrieved | Number of articles that meet the inclusion criteria |
|-----------------------------------------------|------------------------------|-----------------------------------------------|
| ERIC                                          | 84                           | 8                                             |
| Academic Search Complete                      | 160                          | 5                                             |
| Library, and Information Science and Technology Abstracts (LISTA) | 143                          | 2                                             |
| Library Literature and Information Science Index | 117                          | 2                                             |
| Library and Information Science Abstracts (LISA) | 3                            | 2                                             |
| Total                                         | 507                          | 19                                            |
In addition to database searching, reference backtracking through a review of included articles’ reference sections as well as reference forward tracking of included studies via Google Scholar’s “cited by” feature were performed to extend search results, as suggested by Alexander (2020), because of the dearth of research on this topic.

Filtering

The first iteration of the search query resulted in total 507 articles. The author reviewed those articles’ titles and abstracts according to the inclusion and exclusion criteria. Irrelevant articles and duplicates were removed. One article was added through reference forward tracking via Google Scholar, and another article was added through a review of the reference sections of the included articles. The author then read the full text of 25 articles to see if they are eligible for this study. Some primarily discussed issues impacting students, some described workplace issues impacting this population outside the United States, and some were nonempirical studies. Some were not centered on U.S. academic library and higher education workplace issues. These studies were ineligible and were removed. In the end, 14 articles were kept for the present study. Figure 1 shows the filtering process.

Data analysis procedure

The author compiled the data from the 14 articles to capture author(s), publication year, article title, journal title, theories cited, method(s), employee type, U.S. or foreign-born, gender, and databases or sources (Table 3). To identify the themes related to challenges and coping strategies of this group across the included studies, the author employed an iterative process based on grounded theory (Corbin & Strauss, 2008) using NVivo, a qualitative research data analysis tool (QSR International, 2022). The data were coded using open, axial, and selective coding techniques (Corbin & Strauss, 2008) as shown in Tables 4 and 5. Open coding involved inductively developing and naming initial themes from findings in each study without advancing the current study’s author’s interpretations. Axial coding required relating the emerged concepts (initial themes) in order to develop and refine general categories of data. Finally, selective coding led to several overarching themes of the findings.

To increase the trustworthiness of the coding process, another coder independently coded randomly selected five (35%) articles from the included studies, and the result was compared with the author’s coding outcome of the same five articles. Discrepancies were discussed and the coding scheme was adjusted accordingly. The independent coder provided additional comments after the author re-coded all articles. This peer debriefing helped increase the validity of the open coding, data analysis, and theme identification process (Creswell & Poth, 2018). Additionally, the author reread all articles to verify the codes for accuracy and consistency (see Appendix Tables A1 and A2 for the codebook). The following sections discuss the results, critique the existing literature, and provide insights for future research.
First, the research methodologies and theoretical frameworks employed in the included studies will be discussed. Then the two driving research questions, regarding the (a) challenges faced by Asian and Asian American academic library and higher education employees in the United States, and (b) strategies to counter those challenges will be addressed.

As shown in Table 3, the most frequently used method was an autoethnography \((n = 5, 36\%)\), followed by counter storytelling. Autoethnography involves highly personalized accounts where authors draw on their own experiences to understand a particular culture (Reed-Danahay, 1997). Its capacity as an empirical endeavor has increasingly been supported by scholars in recent years (Holt, 2003; Hughes et al., 2012). Those autoethnographies and counter-stories included in this study legitimate lived experiences of study participants, or the authors. The authors often clarify their intentions in sharing those stories. For example, Jang (2017) wrote that the purpose was to make his “experiences salient so that others can...
| Author and year | Article title                                                                 | Journal title                                                                 | Theories/concepts cited                                                                 | Method                              | Employee type | Foreign or U.S.-born | Gender | Databases/Sources |
|-----------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------|---------------|-----------------------|--------|-------------------|
| Chan et al. (2021) | Mapping Solidarity, Liberation, and Activism: A Critical Autoethnography of Asian American Leaders in Counseling | Journal of Mental Health Counseling | Critical Race Theory (CRT), AsianCrit                                                    | Qualitative, autoethnography            | Faculty       | Both                  | All    | Academic Search Complete |
| Choi and Lim (2021) | Knowledge, Authority, and Positionality in Asian Immigrant Female Faculty Teaching Diversity Classes | Multicultural Learning and Teaching | CRT; Fanonian theory of "safety"; poststructural theories                                | Qualitative, collaborative autoethnography | Faculty       | Foreign-born          | Female | ERIC |
| Han (2014) | Moving Racial Discussion Forward: A Counterstory of Racialized Dynamics between an Asian-woman Faculty and White Preservice Teachers in Traditional Rural America | Journal of Diversity in Higher Education | CRT, AsianCrit                                                                          | Qualitative, counterstorytelling            | Faculty       | Foreign-born          | Female | Reference back tracking via Google Scholar "cited by" feature |
| Hsieh and Nguyen (2020) | Coalitional Resistance: Challenging Racialized and Gendered Oppression in Teacher Education | Journal of Teacher Education | Community Cultural Wealth (CCW), AsianCrit                                             | Qualitative, counterstorytelling            | Faculty       | Both                  | Female | Reference forward tracking via Google Scholar "cited by" feature |
| Hsieh and Nguyen (2021) | Identity-Informed Mentoring to Support Acculturation of Female Faculty of Color in Higher Education: An Asian American Female Mentoring Relationship Case Study | Journal of Diversity in Higher Education | Asian American feminist theory, CCW, CRT                                                | Qualitative, collaborative autoethnography | Faculty       | Both                  | Female | ERIC |
| Huang (2019) | America’s Higher Education: My Journey as a Taiwanese Immigrant Woman Faculty | Multicultural Learning and Teaching | Sociological imagination; interpretive biography                                         | Qualitative, autoethnography            | Faculty       | Foreign-born          | Female | ERIC |
| Jang (2017) | Am I a Qualified Literacy Researcher and Educator? A Counter-Story of a Professional Journey of One Asian Male Literacy Scholar in the United States | Journal of Literacy Research | CRT, AsianCrit                                                                          | Qualitative, counterstorytelling            | Faculty       | Foreign-born          | Male   | ERIC |
| Authors          | Title                                                                 | Journal/Source                                    | Methodology                  | Affiliation          | Gender(s) | Databases                  |
|------------------|-----------------------------------------------------------------------|----------------------------------------------------|------------------------------|----------------------|------------|-----------------------------|
| Kim et al. (2014)| Work Experiences of Foreign-Born Asian Women Counseling and Psychology Faculty | Journal of Multicultural Counseling and Development | Qualitative, consensual qualitative research (CQR) | Faculty | Foreign-born | Female | ERIC          |
| Kim & Cooc (2021)| Asian Americans and Pacific Islanders in Academe: Race and Gender through the Tenure Pipeline from 1993 to 2017 | Race, Ethnicity and Education | AsianCrit | Quantitative | Faculty | Both | All | ERIC, Academic Search Complete |
| Lawrence et al. (2014)| To Stay or Not to Stay: Retention of Asian International Faculty in STEM Fields | Higher Education | Motivation theories; expectancy theory | Quantitative | Faculty | Foreign-born | All | ERIC, Academic Search Complete |
| Le (2016a)       | Choosing to Lead: Success Characteristics of Asian American Academic Library Leaders | Library Management | N/A | Mixed, survey | Librarian | Both | All | LISA; Library Literature & Information Science Index; LISTA |
| Le (2016b)       | Leadership Aspirations of Asian American Academic Librarians | International Information & Library Review | N/A | Mixed, survey | Librarian | Both | All | LISA; Library Literature & Information Science Index; LISTA |
| Lee (2019)       | Asian American and Pacific Islander Faculty and the Bamboo Ceiling: Barriers to Leadership and Implications for Leadership Development | New Directions for Higher Education | Role congruity; system justification | Quantitative | Faculty | Both | All | ERIC, Academic Search Complete |
| Li (2020)        | First-generation Immigrant Women Faculty’s Workplace Experiences in the US Universities: Examples from China and Taiwan. | Migration Studies | N/A | Qualitative, semi-structured interviews, grounded theory | Faculty | Foreign-born | Female | Academic Search Complete |
Table 4. Development of themes related to challenges found in the reviewed articles.

| Phase 1: Open coding | Phase 2: Axial coding | Phase 3: Selective coding |
|----------------------|-----------------------|---------------------------|
| • Expertise, authority, and credentials questioned |
| • Excluded from decision making |
| • Discounted or ignored at meetings |
| • Being viewed as an inadequate leader or lacking leadership |
| • Least likely to serve in important leadership positions |
| • Challenged by students |
| • Deprived of academic freedom |
| • Had to defend stance |
| • Suggestions or authority dismissed |
| • Disparities in the tenure and evaluation process |
| • Double standard |
| • Overlooked for advancement and leadership |
| • Research being undervalued, when focused on Asians |
| • Pressured to publish in ‘major’ journals or change topics |
| • Least likely to obtain tenure |
| • Instruction evaluated very low in terms of cultural barriers and English language use |
| • Considered to be socially ineffective |
| • Evaluated more harshly than colleagues |
| • Administrators unconditionally accepted others’ complaints/evaluations without investigating |
| • Cultural and linguistic assets unacknowledged |
| • Pay inequity |
| • High demands for service, particularly related to diversity issues |
| • Being expected to conduct multicultural training, sit on diversity committees, or advise Asian and international students |
| • Frequently asked to join committees |
| • Asked to handle administrative work, e.g. arranging meetings |
| • Language barriers |
| • Lack of fluency in English |
| • Lack of understanding of U.S. culture |
| • Foreign accent |
| • Visa restriction |
| • Perceived as problematic given inexperience in the U.S. |
| • Labeled as a non-native speaker |
| • Perception of foreignness |
| • Nativistic racism |
| • Monolingual and monocultural perspective |
| • Xenophobia |
| • Cultural misunderstanding |
| • Difficulty writing and publishing |
| • Race and gender stereotypes |
| • Stereotyped as being nonassertive and passive, and also strict and rigid |
| • Expected to be docile and submissive |
| • Treated as a threat or “dragon lady” |
| • Being told overly protective of Asian international students and expected to be sympathetic toward them at the same time |

(continued)
understand international Asian male faculty’s unique experiences” (p. 575) and to send a message that “you are not alone” (p. 574). Han (2014) indicated that writing her counternarrative gave her a “cure” in that it helped her “reveal oppression that is culturally and racially motivated by White hegemony” (p. 140). Hsieh and Nguyen (2021) wanted to “push back against ‘unnatural invisibility’ and stereotypes of Asian American women” (p. 355). Most articles (n = 9, 64%) employed qualitative research methods.

As for theories, as shown in Table 3, by far the most frequently deployed theory was critical theory (n= 9, 64%). Of the studies using critical theories, most used Asian CRT (AsianCrit) (Iftikar & Museus, 2018). Community Cultural Wealth (Yosso, 2005), utilized

### Table 4. Continued.

| Phase 1: Open coding | Phase 2: Axial coding | Phase 3: Selective coding |
|----------------------|-----------------------|--------------------------|
| Colleagues’ microaggressions | Pressured to conform, silenced, invisibility |
| Bamboo ceiling or difficulty obtaining leadership positions due to discrimination | |
| Epistemological racism | |
| Expectations of deference | |
| Pressured to conform to Western communication norms | |
| Expected to conform to stereotypes | |
| Cautioned against “rocking the boat” | |
| Reminded to “know place” | |
| Expected to be silent | |
| Criticized to be an unwelcome “challenge” to the norm | |
| Reprimanded for directly approaching administration | |
| Told to be appreciative and quiet | |
| Invisibility and hypervisibility | |
| Absent from conversations | |
| Viewed as model minorities | Model minority myth (MMM) |
| Pressured to engage with certain roles, discourses, or research methods | |
| Pitted against other minority groups | |
| Difficulty establishing networks and finding mentors | Lack of role models/mentors/networks |
| Lack of identity-conscious mentoring, e.g. foreign-born, Asian women, nonnative English-speaking. | |
| Struggles to find community | |
| Marginalized | Isolated or demagogued |
| Betrayed by White colleagues | |
| Isolated/no allies | |
| Demagogued | |
| Faced students protesting | |
| Colleagues’ avoidance | |
| Underrepresented | |
| Self-doubt | Emotional struggles |
| Self-consciousness | Internal struggles |
| Pressured to prove themselves | |
| Hesitation to cut into conversation with others | |
| Difficulty breaking out of cultural norms | |
| Exhausted by institutional politics | |
| Cost of well-being | |
| Emotional self-control | |
| Emotional labor | |
| Cultural values, e.g. modesty | |
Table 5. Development of themes related to coping strategies found in the reviewed articles.

| Phase 1: Open coding                                      | Phase 2: Axial coding                                                                 | Phase 3: Selective coding            |
|----------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------|
| • Professional collaboration, e.g., co-authorship        | Coalition, networking, collaboration, community, family                              | Alliances                           |
| • Joining & being active in professional organizations   |                                                                                      |                                    |
| • Expanding networks, e.g., attending social events      |                                                                                      |                                    |
| • Collaboration with others from home countries          |                                                                                      |                                    |
| • Connections with co-ethnic scholars                    |                                                                                      |                                    |
| • Recognizing overlapping identities                     |                                                                                      |                                    |
| • Leaning on community and family                        |                                                                                      |                                    |
| • Cultivating safe spaces                                | Mentor or professional development                                                   |                                    |
| • Mentoring, particularly identity-informed mentorship   |                                                                                      |                                    |
| • Identity-conscious professional development opportunities|                                                                                      |                                    |
| • Leadership development                                  |                                                                                      |                                    |
| • Resisting impact of stereotypes and the master narratives| Pushing back, resistance, or self-efficacy                                           | Resistance                          |
| • Defending perspectives                                  |                                                                                      |                                    |
| • Pushing back against colleagues                        |                                                                                      |                                    |
| • Advocating to challenge norms                          |                                                                                      |                                    |
| • Resisting through research, scholarship, and leadership |                                                                                      |                                    |
| • Persistent belongingness                                |                                                                                      |                                    |
| • Rebelling against traditional Asian values             |                                                                                      |                                    |
| • Self-efficacy                                           |                                                                                      |                                    |
| • Confronting fear                                        |                                                                                      |                                    |
| • Accepting nominations for leadership roles              | Taking leadership role or seeking visibility                                         | Strategic repositioning             |
| • Showing up in leadership                               |                                                                                      |                                    |
| • Becoming more visible as a leader                      |                                                                                      |                                    |
| • Challenging and changing the norm of leadership        |                                                                                      |                                    |
| • Leadership in professional organizations                |                                                                                      |                                    |
| • Purposefully speaking with great volume and confidence  | Changing communication style or appearance/acculturation                              |                                    |
| • Dressing in a certain way, e.g., wearing a black skirt and blouse |                                                                                |                                    |
| • Using emails rather than speaking                      |                                                                                      |                                    |
| • Using audiovisual                                       |                                                                                      |                                    |
| • Using less authoritative style                          |                                                                                      |                                    |
| • Getting to know people one-on-one                       |                                                                                      |                                    |
| • Acculturation                                           | Humor                                                                                |                                    |
| • Humor                                                   |                                                                                      |                                    |
| • Making jokes                                            |                                                                                      |                                    |
| • Laughing more                                           |                                                                                      |                                    |
| • Trying to understand jokes                              |                                                                                      |                                    |
| • More publications and presentations                     | More scholarship or service                                                          | Working harder                      |
| • More service                                            |                                                                                      |                                    |
in two articles, proposes that communities of color possess social capital such as networks of people and resources which can be utilized to help navigate oppressive circumstances.

All articles discussed teaching faculty issues, with the exception of two that discussed academic librarians (Le, 2016a, 2016b). None of the articles included in this study discussed administrators or staff in U.S. higher education. Half of the studies (n = 7) discussed foreign-born Asian and Asian American faculty, while the other half did not specify whether participants were foreign-born or U.S.-born. Interestingly, half of the articles focused on Asian and Asian American women’s issues. The following sections address the two research questions for this study.

RQ #1: What challenges do Asian and Asian American employees face in U.S. Academic Libraries and Higher Education?

Many different themes point to challenges for Asian and Asian American employees in U.S. academic libraries and higher education (see Table 6 for the summary based on axial coding). Among them, two prominent themes (n = 11, 79%) emerged: (a) authority, expertise, and leadership questioned; and (b) unfair performance evaluations and P&T reviews.

Authority, expertise, and leadership questioned
It is common for Asian and Asian American faculty to experience explicit resistance from students, especially White students, who bluntly dismiss their authority (Choi & Lim, 2021; Kim et al., 2014). For example, Asian and Asian American employees might receive disrespectful emails, be interrupted, or have their expertise tested. Articles in this study also described challenges in the realm of English literacy courses (Han, 2014; Jang, 2017) and critical literature (Choi & Lim, 2021) because these are stereotype non-conforming fields for Asians and Asian Americans. They might be rejected as experts on topics that are not relevant to their ethnicity (Li, 2020). This has implications for Asian and Asian American librarians who work in stereotype non-conforming positions, e.g. leadership roles.

Additionally, Asian and Asian American employees might be excluded from important decision making, discounted, undermined, ignored, dismissed, credentials questioned, or viewed as an inadequate leader (Chan et al., 2021; Choi & Lim, 2021; Han, 2014; Hsieh & Nguyen, 2021; Kim et al., 2014; Lee, 2019). If they assert themselves, they might be reminded to “know their place” (Hsieh & Nguyen, 2021) or be penalized.

| Phase 1: Open coding | Phase 2: Axial coding | Phase 3: Selective coding |
|----------------------|-----------------------|--------------------------|
| Working harder       | Working harder/more credentials |
| Putting in extra effort to overcome issues |
| Completing degrees   |
| More education       |
| Avoiding raising issues regarding race, ethnicity, and gender |
| Choosing to remain silent |
| Choosing not to seek promotion to preserve own well-being |
| Self-care or silence | Self-care |

Table 5. Continued.
Table 6. Sources of challenges found in the reviewed articles.

| Author(s) (year) | Lack of authority | Expertise, authority, leadership questioned, ignored, or dismissed | Unfair evaluation | High demands for service | Language and cultural difference, nativism | Xenophobia | Stereotypes/gendered racism | Pressured to conform, silenced, invisibility | Model minority myth | Lack of role models/Mentors/networks | Isolated or demagogued | Emotional struggles |
|------------------|-------------------|-------------------------------------------------------------|-------------------|--------------------------|------------------------------------------|-----------|---------------------------|------------------------------------------|-------------------|-----------------------------|---------------------|---------------------|
| Chan et al. (2021) | X                 | X                                                          | X                 | X                        | X                                        |           | X                         |                                          |                  |                             |                     |                     |
| Choi and Lim (2021) | X                 | X                                                          | X                 | X                        |                                          |           |                           |                                          |                  |                             |                     |                     |
| Han (2014)       | X                 | X                                                          | X                 | X                        |                                          |           |                           |                                          |                  |                             |                     |                     |
| Hsieh and Nguyen (2020) | X           | X                                                          | X                 | X                        |                                          |           |                           |                                          |                  |                             |                     |                     |
| Hsieh and Nguyen (2021) | X           | X                                                          | X                 | X                        |                                          |           |                           |                                          |                  |                             |                     |                     |
| Huang (2019)     | X                 | X                                                          | X                 | X                        |                                          |           |                           |                                          |                  |                             |                     |                     |
| Jang (2017)      | X                 | X                                                          | X                 | X                        |                                          |           |                           |                                          |                  |                             |                     |                     |
| Kim & Cooc (2021) | X                 | X                                                          | X                 | X                        |                                          |           |                           |                                          |                  |                             |                     |                     |
| Kim et al. (2014) | X                 | X                                                          | X                 | X                        |                                          |           |                           |                                          |                  |                             |                     |                     |
| Lawrence et al. (2014) | X           | X                                                          | X                 | X                        |                                          |           |                           |                                          |                  |                             |                     |                     |
| Le (2016a)       | X                 | X                                                          | X                 | X                        |                                          |           |                           |                                          |                  |                             |                     |                     |
| Le (2016b)       | X                 | X                                                          | X                 | X                        |                                          |           |                           |                                          |                  |                             |                     |                     |
| Lee (2019)       | X                 | X                                                          | X                 | X                        |                                          |           |                           |                                          |                  |                             |                     |                     |
| Li (2020)        | X                 | X                                                          | X                 | X                        |                                          |           |                           |                                          |                  |                             |                     |                     |
| Total            | 11                | 11                                                         | 5                 | 8                        | 9                                        | 8         | 5                         | 7                         | 5                 | 8                          |                     |                     |
(Han, 2014). If they remain quiet, they might get their English language and leadership capability questioned (Han, 2014; Kim et al., 2014).

Students and colleagues sometimes question the credibility of Asian international employees because of their foreign accent, pretend not to understand them, or avoid working with them (Choi & Lim, 2021). Unfortunately, the language and cultural difference is considered to be a barrier, not an asset (Hsieh & Nguyen, 2020, 2021; Jang, 2017) in these instances. Nativism and xenophobia inflicted by students and others cause distress for Asian and Asian American employees.

Unfair performance evaluations and promotion & tenure (P&T) reviews

Some of the studies reviewed discuss challenges related to student evaluations of Asian and Asian American faculty, while others discuss their P&T challenges. These sub-themes are related in a sense that student evaluations can impact faculty P&T decisions. A convergent finding from the research reviewed was that performance evaluations are not always based on merit but more often influenced by race and gender stereotypes and xenophobia (Han, 2014; Jang, 2017; Kim et al., 2014; Li, 2020). Unfortunately, Asian and Asian American employees might not be supported by their “colorblind” (Bonilla-Silva, 2017) superiors or administrators when these employees struggle to establish credibility and authority (Choi & Lim, 2021; Han, 2014). For faculty evaluation, students’ happiness and satisfaction appear to be the institutional priority (Han, 2014; Jang, 2017). To make the situation worse, colorblind senior faculty and administrators might suggest that Asian and Asian American faculty alter their curriculum based on student evaluations, depriving them of academic freedom and undercutting their expertise (Han, 2014; Jang, 2017). Their cultural and linguistic capital gets ignored or undervalued in these cases (Han, 2014; Hsieh & Nguyen, 2020, 2021; Kim et al., 2014).

Many of the articles in this review discussed tenure-related challenges (Han, 2014; Hsieh & Nguyen, 2021; Huang, 2019; Jang, 2017; Lawrence et al., 2014). Faculty evaluation may not fairly reflect these faculty members’ work performance. For example, Asian and Asian American faculty tend to be overburdened by service or committee-related duties (Hsieh & Nguyen, 2021; Kim et al., 2014; Li, 2020) and might be evaluated more harshly (Han, 2014; Huang, 2019). Asian Pacific Islander American (APIA) faculty are “least likely to obtain tenure” among racial groups and are “least likely to serve in important leadership positions in higher education” (Lee, 2019, p.98). Those who are concerned about the fairness of job performance evaluations and tenure decisions are more likely to leave the institution (Lawrence et al., 2014).

Additionally, Kim & Cooc (2021) found persistent underrepresentation of AAPI women as full professors, similar to other women of color. Underrepresentation of Asian and Asian American employees in U.S. higher education leadership roles is evident (Chan et al., 2021; Kim & Cooc 2021; Le, 2016b; Lee, 2019), although many of them aspire to be leaders (Hsieh & Nguyen, 2020; Le, 2016a). In his study of Asian American academic librarians, Le (2016a) found that 13 out of 29 survey participants aspired to become academic library administrators or leaders.
Table 7. Coping strategies found in the reviewed articles.

| Author(s) (year) | Alliances | Resistance | Strategic repositioning | Working harder | Self-care |
|------------------|------------|------------|-------------------------|----------------|-----------|
| Chan et al. (2021) | X          | X          | X                       |                |           |
| Choi and Lim (2021) | X          |            |                         |                |           |
| Han (2014)       | X          | X          | X                       | X              | X         |
| Hsieh and Nguyen (2020) | X          | X          | X                       | X              |           |
| Hsieh and Nguyen (2021) | X          | X          | X                       | X              | X         |
| Huang (2019)     | X          | X          | X                       |                | X         |
| Jang (2017)      | X          | X          |                         |                | X         |
| Kim & Cooc (2021) |              | X          |                         |                |           |
| Kim et al. (2014) | X          |            |                         |                | X         |
| Lawrence et al. (2014) | X          | X          |                         |                | X         |
| Le (2016a)       | X          | X          | X                       | X              | X         |
| Le (2016b)       | X          | X          | X                       |                | X         |
| Lee (2019)       | X          | X          |                         |                | X         |
| Li (2020)        |              | X          |                         |                |           |
| Total            | 11         | 10         | 10                      | 6              | 5         | 2         | 7         | 4         | 4         |
RQ #2: How do Asian and Asian American employees cope with challenges in U.S. Academic Libraries and Higher Education?

Asian and Asian American employees in U.S. academic libraries and higher education cope with their challenges in different ways (see Table 7 for the summary based on axial coding). The three most prominent themes were (a) coalition, networking, collaboration, community, and family ($n = 11, 79\%$); (b) mentoring or professional development ($n = 10, 71\%$) and (c) pushing back, resistance, and self-efficacy ($n = 10, 71\%$).

**Coalition, networking, collaboration, community, and family**
Coalition, collaboration, and family served as integral factors for success and activism of Asian and Asian American employees in U.S. academic libraries and higher education (Chan et al., 2021; Hsieh & Nguyen, 2021; Le, 2016a, 2016b). These affinity spaces provide safety and help them develop their leadership (Chan et al., 2021; Le, 2016a) and find greater strength (Hsieh & Nguyen, 2021). Collaborations can take different forms, such as co-authorship, co-chairing, collaborating on a grant application, or peer mentorship. Language skills, cultural flexibility, and ethnicity can be assets in these spaces because they help build personal as well as professional networks through which Asian and Asian American employees can obtain valuable information and resources (Li, 2020). Collaboration with others from home countries or with other racial minorities can also be beneficial for foreign-born faculty (Kim et al., 2014). The meaning of community can grow, as Chan et al. (2021, p. 259) stated,

> In every micro-interaction that I have with other BIPOC [Black, Indigenous, and people of color] students and colleagues, can I find a way to affirm their work? Can I find a way to offer my support? It is through these professional and, when appropriate, personal affirmations that my sense of community has continued to expand…

**Pushing back, resistance, and self-efficacy**
Asian and Asian American employees can push back against invisibility, stereotypes, and unfair evaluations in different ways. Resistance might involve defending their perspectives, speaking out, pushing back against colleagues, self-advocating, confronting, or persisting. For example, Chan et al. (2021, p. 256) stated as follows as faculty in counselor education,

> I will say that when I found a way to belong in counselor education, and insist that I do belong here, I found a way to resist. In fact, my persistent belongingness is my ultimate act of resistance, for it normalizes the presence of an Asian Indian, immigrant woman in counselor education.

Additionally, Asian and Asian American employees can reclaim their collective right to thrive and be recognized for their contributions through culturally-informed coalitional resistance, as opposed to individual resistance which can be more career-threatening and exhausting (Hsieh & Nguyen, 2021). Furthermore, resisting through research and scholarship was also mentioned by some authors (e.g., Chan et al., 2021; Han, 2014), as a pathway to withstand oppression and “counter Asian essentialism” (Chan et al., 2021, p. 257).
Mentoring and professional development

Mentorship and professional development opportunities, particularly identity-informed initiatives, are imperative to the success of Asian and Asian American employees (Chan et al., 2021; Hsieh & Nguyen, 2021; Huang, 2019; Lee, 2019). Identity-informed mentoring recognizes, validates, and nurtures the mentee’s perspectives and experiences as assets, rather than liabilities, to their work (Hsieh & Nguyen, 2020). For example, the mentor can serve as a role model whose overlapping identities can inspire the mentee. For leadership development, mentors should be mindful of how the mentee’s identity and other social identities shape leadership styles, e.g., collectivist orientations (F. Lee, 2019). Additionally, identity-informed mentoring can be mutually beneficial. Hsieh and Nguyen (2020, p. 176) shared the following example, through our alliance, we actively reject the isolationist nature of higher education by joining forces for mutual benefit, amplified voice, and increased visibility. This, in turn, helps to dismantle patriarchal norms that silence faculty of color.

Discussion

The goal of this study was to identify challenges and coping strategies of Asian and Asian American employees in U.S. academic libraries and higher education. The body of empirical research on this topic, published between 2014 and 2021, was limited, resulting in total 14 eligible articles, and confirms that peer-reviewed research focusing on Asian Americans and library leadership is scarce (Le, 2016a).

It is possible that the internal struggle of Asian and Asian American employees might be contributing to the dearth of research on this topic. For example, some Asians and Asian Americans might experience difficulty in challenging conventional Asian cultural norms (Kawahara et al., 2007), such as speaking up or confronting issues. Diverging from these expectations means risking their parents’ approval and potentially shaming their families in the eyes of the community (Yee, 2009). Some articles discussed challenges associated with language and cultural difference more broadly (Choi & Lim, 2021; Han, 2014; Hsieh & Nguyen, 2020; Jang, 2017; Kim et al., 2014; Le, 2016b; Li, 2020). Given that many of the articles discovered for this study are autoethnographies using the critical tradition, it is clear that those authors were unafraid and were willing to share their lived experiences. At the same time, those autoethnographies discussed faculty issues, and no library literature utilized this method, possibly suggesting challenges associated with being open about this topic in the academic library community.

While research on this topic was largely qualitative in nature, some employed mixed methods (Le, 2016a, 2016b) and quantitative approaches (Kim & Cooc, 2021; Lawrence et al., 2014; Lee, 2019). The ones utilizing quantitative approaches were based on a large quantity of data, as their goals were to make generalizable inferences about challenges faced by Asians and Asian American employees in U.S. higher education, such as underrepresentation in leadership roles, lack of organizational support, and tenure and promotion challenges. On the other hand, qualitative research tended to utilize AsianCrit, centering the voices of Asian and Asian American employees (e.g., Chan et al., 2021; Han, 2014; Jang, 2017). This study benefited from all these approaches because the author’s intention was to obtain insight across ideologies and discourses. Unlike the two seminal previous reviews...
related to Asian and Asian American experience in U.S. higher education (Poon et al., 2016; Yi et al., 2020), this study did not focus on the MMM. In fact, the MMM was not frequently mentioned in the present review (n= 5, 36%). This might suggest that there is much room for future research related to Asians and Asian Americans in higher education beyond the MMM related issues.

Some of the themes associated with this population’s challenges were interrelated. For example, perceived limited English language proficiency can hinder these employees’ willingness to seek help and socialize with colleagues (Ng et al., 2007). This limitation can often lead to isolation on campus (Museus & Park, 2015). Additionally, some faculty, staff, and students might assume that all Asians have difficulty speaking English (Suyemoto et al., 2009; Yeo et al., 2019) and challenge, discount, or ignore them (Akutagawa, 2013; Liang et al., 2005), which further marginalizes them. Therefore, six of the themes identified in this study seem to be closely related: (a) language and cultural difference, nativism, and xenophobia; (b) expertise, authority, leadership questioned, ignored, or dismissed; (c) unfair performance evaluation or P&T reviews; (d) lack of role models/mentors/networks; (e) isolated or demagogued; and (f) stereotypes/gendered racism. Based on the number of coded references, xenophobia, stereotypes, and discrimination emerge as the most prominent overarching theme, as Figure 2 shows.

At the same time, the coping strategies identified in this study were sometimes contradictory. For example, while many expressed the importance of pushing back on stereotypes and discriminatory actions (Chan et al., 2021; Han, 2014; Hsieh & Nguyen, 2021; Huang, 2019; Jang, 2017; Le, 2016b; Lee, 2019), some scholars also indicated that intentional silence was a way to counter these instances (Hsieh & Nguyen, 2021; Huang, 2019; Jang, 2017). Although these actions might be intentional, it is difficult for Asian and Asian American employees to manage others’ perceptions because of different stereotypes that affect this population. For example, Asians and Asian Americans are described with positive adjectives such as hard-working, disciplined, modest, reserved, and intelligent as well as with negative adjectives such as quiet, shy, passive, docile, submissive, lacking in charisma, subservient, apolitical, deferential, demure, devious, cold, controlling, uptight, exotic, sexual, incongruous, dragon lady, tiger mom, and perpetual foreigner (see, e.g., Ng et al., 2007; Poon, 2014; Rosette et al.,

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**Figure 2.** Hierarchy by number of coded references related to challenges.
Intentional silence might be interpreted as lacking leadership, and good decision making might be interpreted to be controlling, for example. Speaking up might have negative consequences for these employees due to existing stereotypes. These complexities might be urging Asian and Asian American employees to form coalitions and collaborate with others. Figure 3 visualizes the themes based on the number of coded references in this study.

Many of the articles identified in this study focus on the intersection of race, gender, national origin, and immigration status (Chan et al., 2021; Hsieh & Nguyen, 2020, 2021; Jang, 2017; Kim & Cooc 2021; Li, 2020). Even though identities and experiences are complex and intersectional, centering and focusing on Asian and Asian American experiences and perspectives is needed given this group’s underrepresentation in leadership roles, as well as to encourage coalition building to counter marginalization and oppression of this group.

Some narratives identified in this study show the sign of problematic interest convergence (Bell, 1980) between Asian and Asian American employees and White students or employees. In these situations, Asian and Asian American employees are used to the convenience of Whites. In other words, Whites would promote Asian and Asian American employees’ advancement when it also promotes White interests, which might maintain institutionalized racism in subtle ways. For example, Choi and Lim (2021, p. 114) stated, “Students welcome our authority only when it does not uproot their deep-seated beliefs, and our story only reinforces their existing frames of reference.” It is problematic that equality can be achieved only when the interest of this group and the interest of Whites or dominant group converge. Coalition-building, networking, and collaboration with other ethnic groups or like-minded colleagues seem important to counter this situation.

Finally, given the dearth of existing research related to Asian and Asian American employees in U.S. academic libraries and higher education, it was difficult to conduct a systematic literature review on this topic focusing on peer-reviewed recent research, even though the author utilized five databases and employed forward and backward reference tracking techniques. Additionally, although all of the identified articles met the

![Figure 3. Hierarchy by number of coded references related to coping strategies.](image-url)
inclusion criteria and were informative for this study, some did not discuss conceptual methodological, or theoretical orientation of the research (Kim et al., 2014; Le, 2016a, 2016b). This might imply that some of the included research do not meet the quality standards established by the American Educational Research Association (AERA) in a strict sense (see Eisenhart et al., 2006; Hughes et al., 2012).

**Future research**

The articles included in this study were mostly focused on challenges associated with lack of authority, performance reviews, P&T reviews, xenophobia, stereotypes, and discrimination. With a broader time frame, going beyond the current study’s inclusion criteria, it is possible that a broader variety of themes may be identified or that some of those identified could be disconfirmed. At the same time, narrower criteria, such as women only, East Asians only, faculty only, or foreign-born employees only, might produce more nuanced findings. For example, do Asian and Asian American men also experience difficulty demonstrating authority as much as Asian and Asian American women do? How are South Asians’ and East Asians’ experiences different? How are foreign-born employees’ and U.S.-born employees’ experiences different?

Going back to the issue of lack of representation for this group on campus, it is important to learn more about issues specifically related to Asian and Asian American leaders and administrators in U.S. academic libraries and higher education. For example, how can they break out of the triple bind of being a woman, foreign-born, and a racial minority in leadership roles? How can they change the dominant culture’s perceptions so that Asian and Asian American employees’ cultural and linguistic qualities are considered to be assets rather than liabilities?

Finally, the reviewed studies mostly discussed individual and social struggles of this population, and did not discuss organizational issues extensively. Specifics of discriminatory processes and practices on topics uncovered in this study, such as performance and P&T reviews, warrant further research because organizations reproduce inequality through their practices, processes, and structures (Acker, 2006; Ray, 2019; Wooten & Couloute, 2017). It seems important to find out what can alter the racialization of organizations in order to promote the success of Asian and Asian American employees in academic libraries and higher education.

**Conclusion**

An inquiry into underrepresentation of Asian and Asian American employees in leadership roles in U.S. academic libraries and higher education motivated this study. A variety of underlying issues were uncovered. The most prominent challenges for Asian and Asian American employees in this environment were that their authority, expertise, and leadership were often questioned; and that they experienced unfair performance evaluations and P&T reviews. Other related issues include negative stereotypes, misconceptions such as MMM, and discrimination stemming from xenophobia and nativism. These employees became isolated, ignored, or were pressured to conform to the dominant culture. Lack of role models and networks made them vulnerable. Asian and Asian
American employees countered these harsh realities by finding identity-informed mentors, participating in professional development, forming coalitions, networking, or collaborating with others. They resisted unfair treatments and occasionally used silence to protest themselves, as evidenced through the many courageous counter stories analyzed in this review.

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ORCID

Mihoko Hosoi http://orcid.org/0000-0002-9389-9080

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Table A1. Codes related to challenges.

| Name                              | Description                                                                                                                                                                                                 | # of Files / Articles | # of References |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|
| Internal struggles                |                                                                                                                                                                                                            | 8                     | 16              |
| Emotional struggles               | Self-doubt; self-consciousness; pressured to prove themselves; hesitation to cut into conversation with others; difficulty breaking out of cultural norms; Exhausted by institutional politics; cost of well-being; emotional self-control; emotional labor; cultural values, e.g. modesty. |                      |                 |
| Isolation                         |                                                                                                                                                                                                            | 10                    | 20              |
| Isolated or demagogued            | Marginalized; betrayed by White colleagues; isolated/no allies; demagogued; Faced students protesting; colleagues’ avoidance; underrepresented.                                                                 |                      |                 |
| Lack of role models, mentors      | Difficulty establishing networks and finding mentors; Lack of identity-conscious mentoring, e.g. foreign-born, Asian women, nonnative English-speaking; Struggles to find community.                                    | 7                     | 7               |
| Lack of authority                 | Expertise, authority, leadership questioned, ignored, or dismissed. Expertise, authority, and credentials questioned; excluded from decision making; discounted or ignored at meetings; being viewed as an inadequate leader or lacking leadership; least likely to serve in important leadership positions; challenged by students; deprived of academic freedom; had to defend stance; suggestions or authority dismissed. | 11                    | 30              |
| Unfair evaluation                 | Unfair evaluation, P&T review, undervalued; high demands for service                                                                                                                                          | 11                    | 65              |
| High demands for service          | High demands for service, particularly related to diversity issues; being expected to conduct multicultural                                                                                              | 5                     | 10              |
| Name                                                                 | Description                                                                                                                                                                                                 | # of Files / Articles | # of References |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|
| Unfair evaluation, P&T review, undervalued                           | Disparities in the tenure and evaluation process; double standard; overlooked for advancement and leadership; research being undervalued, when focused on Asians; pressured to publish in ‘major’ journals or change topics; least likely to obtain tenure; Instruction evaluated very low in terms of cultural barriers and English language use; considered to be socially ineffective; evaluated more harshly than colleagues; administrators unconditionally accepted others’ complaints/evaluations without investigating; | 11                    | 55              |
| Xenophobia, stereotypes, and discrimination                          | Language barriers; lack of fluency in English; lack of understanding of U.S. culture; foreign accent; Visa restriction; perceived as problematic given inexperience in the U.S.; labeled as a non-native speaker; perception of foreignness; nativistic racism; monolingual and monocultural perspective; xenophobia; cultural misunderstanding; difficulty writing and publishing. | 12                    | 112             |
| Language & cultural difference, nativism, xenophobia                | Viewed as model minorities; pressured to engage with certain roles, discourses, or research methods; pitted against other minority groups.                                                                         | 5                     | 5               |
| Model minority myth (MMM)                                           | Pressured to conform to Western communication norms; expected to conform to stereotypes; cautioned against “rocking the boat”; reminded to “know place”; expected to be silent; criticized to be an unwelcome “challenge” to the norm; reprimanded for directly approaching administration; told to be appreciative and quiet; Invisibility and hypervisibility; absent from conversations. | 8                     | 28              |
| Pressured to conform, silenced, invisibility                        | Race and gender stereotypes; stereotyped as being nonassertive and passive, and also strict and rigid; expected to be docile and submissive; Treated as a threat or “dragon lady”; being told overly protective of Asian international students and expected to be sympathetic toward them at the same time; colleagues’ microaggressions; bamboo ceiling or difficulty obtaining leadership positions due to discrimination; epistemological racism; expectations of deference. | 9                     | 34              |
| Name                                      | Description                                                                                                                                                                                                 | # of Files / Articles | # of References |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------|
| **Alliances**                             | Professional collaboration, e.g., co-authorship; Joining & being active in professional organizations; expanding networks, e.g., attending social events; collaboration with others from home countries; connections with co-ethnic scholars; recognizing overlapping identities; leaning on community and family; cultivating safe spaces | 13                   | 55              |
| **Mentoring or professional development** | Mentoring, particularly identity-informed mentorship; Identity-conscious professional development opportunities; leadership development                                                                                                                                  | 10                   | 22              |
| **Resistance**                            | Resisting impact of stereotypes and the master narratives; defending perspectives; pushing back against colleagues; advocating to challenge norms; resisting through research, scholarship, and leadership; persistent belongingness; rebelling against traditional Asian values; self-efficacy; confronting fear | 10                   | 27              |
| **Self-care**                             | Avoiding raising issues regarding race, ethnicity, and gender; choosing to remain silent; choosing not to seek promotion to preserve own well-being                                                                                                                  | 4                    | 5               |
| **Strategic repositioning**               | Purposefully speaking with great volume and confidence; dressing in a certain way, e.g., wearing a black skirt and blouse; using emails rather than speaking; using audiovisual; Using less authoritative style; Getting to know people one-on-one; acculturation | 9                    | 29              |
| **Humor**                                 | Humor; making jokes; laughing more; trying to understand jokes                                                                                                                                              | 2                    | 3               |
| **Taking leadership role or seeking visibility** | Accepting nominations for leadership roles; showing up in leadership; becoming more visible as a leader; challenging and changing the norm of leadership; leadership in professional organizations | 6                    | 15              |
| **Working harder**                        | More publications and presentations; more service                                                                                                                                                           | 8                    | 16              |
| **Working harder, more credentials**      | Working harder; putting in extra effort to overcome issues; completing degrees; more education                                                                                                              | 4                    | 5               |