# Article information:

Wanting somewhere else: institutional and department support for foreign-born leadership educators: Studies in Higher Education: Vol 0, No 0  
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# Article summary:

1. Foreign-born leadership educators (FbLEs) add a global dimension to the student learning experience and the ethos of academic departments.

2. FbLEs bring different contexts of leadership and leadership dynamics informed by their cultural identities.

3. The support provided by academic department chairs and university administrators has implications on the success and satisfaction of FbLEs, but there are inconsistent and insufficient formal and informal networks of support.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Wanting somewhere else: institutional and department support for foreign-born leadership educators" explores the experiences of foreign-born leadership educators (FbLEs) in academic departments. The authors argue that FbLEs bring a global dimension to the student learning experience and benefit leadership departments with their multiculturally diverse perspectives on leadership. However, the authors also note that FbLEs face challenges in transitioning to the host community and require support from academic department chairs and university administrators.

The article provides a qualitative exploration of the experiences of FbLEs, revealing inconsistent and insufficient formal and informal networks of support. The authors suggest that many FbLEs turn to personal relationships with family and other foreigners to maneuver the challenges of unfamiliar cultural expectations. While this is an interesting finding, it is not clear how representative it is of all FbLEs or whether there are other sources of support available.

One potential bias in the article is its focus on the benefits of internationalization without considering any potential drawbacks or risks. For example, while FbLEs may bring diverse perspectives on leadership, they may also face language barriers or cultural misunderstandings that could impact their effectiveness as educators. Additionally, there may be concerns about whether FbLEs are being hired primarily for their cultural background rather than their qualifications as educators.

Another potential bias is the authors' assumption that academic administrators should be more effective at recruiting and supporting foreigners who teach leadership. While this may be true, it is not clear what specific actions administrators should take or how they can balance the needs of FbLEs with those of other faculty members.

Overall, while the article provides some interesting insights into the experiences of FbLEs in academic departments, it would benefit from a more balanced consideration of both the benefits and potential risks associated with internationalization efforts. Additionally, more research is needed to determine how representative these findings are across different institutions and contexts.

# Topics for further research:

* Potential drawbacks of internationalization in academic departments
* Language barriers for foreign-born leadership educators
* Cultural misunderstandings in leadership education
* Hiring practices for foreign-born faculty members
* Balancing the needs of foreign-born and domestic faculty members
* Support networks for foreign-born faculty members in academia

# Report location:

<https://www.fullpicture.app/item/c4d5d3167dbe687000dd72cbb8e0d5d8>