

We Are Because They Are: Graduate Students Relate Their Global Citizenship to the Internationalisation of University Academic Staff

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Abstract

In this article, we report the findings of an empirical study in which we explored how the internationalisation of academic staff informs the global citizenship (GC) of graduate students at Makerere University in Uganda. We were prompted to undertake the study by the seemingly low levels of GC among university graduates in Uganda. We collected data from seven purposively selected graduate students using semi-structured interviews, which were triangulated by reviewing an assortment of university documents. These data were analysed inductively using the thematic content analysis technique. Our findings revealed, among others, that international staff on the academic team, global perspectives, respect for diversity, and adequate and proper use of information and communication technologies (ICTs) by the academic team were effective in fostering global knowledge, self-awareness, empathy, awareness of responsibility, and a broader view of the world among graduate students. These findings reinforce the belief that the more internationalised a university's academic staff are, the more global its graduate students will become. Thus, significant efforts need to be made to internationalise academic staff, and other aspects of university operations. This work presents to university management aspects of Internationalisation of academic staff (IoAS) that greatly impinge on the GC of graduate students. No earlier works had similar results in the context of the global south where IoHE has not yet taken root.

Keywords: *Globalisation; Citizenship; Internationalisation; Higher education; Graduate students.*

Introduction

Globalisation – the speeding up of world interconnectedness – has increased the flow of people, cultures, ideas, values, knowledge, and technology across borders. It has also resulted in a world in which global developments inform many aspects of people's lives irrespective of where they are in the world (Zahabioun, Yousefy, Yarmohammadian, & Keshtiaray, 2013). As a result, the discussions about individual and societal responsibilities that were grounded in the principles of the 'world citizen' ideals of ancient Greece have been revived (Handershot & Sperandio, 2009). Indeed, Socrates and his colleague Diogenes identified themselves as 'citizens of the world' while challenging ties to one political community – a notion that was considered to be a rebellion against citizenship of the traditional and local authority (Green, 2012; Schattle, 2009). This marked the beginning of what in the 1990s began to be referred to as global citizenship (GC) – a direct response to globalisation and the need for graduates to be more globally aware, to travel and to have the skills to work anywhere around the world (Bourn, 2011). This desire to produce graduates who are willing and capable of working in any part of the world has today become an important goal of many higher education institutions (HEIs) around the world. Unfortunately, it has not been easy for many HEIs to effectively cultivate those skills and habits that would make their students 'world citizens' or graduates with high levels of GC. The case of universities in Uganda has not been an exception; thus, the genesis of this study.

As early as 1997, Nussbaum defined GC as the condition of giving one's primary loyalty to human beings irrespective of where they are in the world (Nussbaum, 1997). Later, Brigham (2011) defined it as an understanding of the links between our own lives and those of other people throughout the world. Brigham reiterated that this understanding leads to a way of seeing social justice and equity, other people's reality, diversity, interconnectedness, and the way that people can make a difference in the lives of others. In 2015, however, UNESCO gave a more succinct definition of GC – a sense of belonging to common humanity which, according to Morais and Ogden (2011), is encompassed in three interrelated concepts, namely: global social responsibility, global competence and global civic engagement.

According to Morais and Ogden (2011), global social responsibility refers to the concern for others and the environment. They claim that socially responsible students evaluate social issues and identify themselves with efforts against global injustice. Such students also respect diverse perspectives and promote an ethic of social service to address issues with the understanding of the inter-connectedness between local behaviours and their global consequences. Meanwhile, global competence refers to having an open mind that actively seeks to understand other people's cultural norms and expectations (Morais & Ogden, 2011). In that regard, globally competent students are those who can recognise their strengths and limitations in engaging in intercultural encounters; demonstrate an array of intercultural communication skills; have the ability to successfully engage in intercultural encounters, and display interest in knowing about world issues and events. Finally, global civic engagement, on the other hand, is the demonstration of action and predisposition towards recognising local, state, national and global community issues and responding through actions such as volunteerism, political activism and community

participation (Morais & Ogden, 2011). Thus, students who are civically engaged contribute to volunteer work and assist in the global civic organisation. Such students also construct their political voice by synthesising their global knowledge and experiences in the public domain and engaging in purposeful local behaviours that advance a global agenda (Morais & Ogden, 2011). It is this outlook on GC that was adopted and used in this study.

Second, was the concept of internationalisation of higher education (IoHE). According to Haigh (2008), IoHE refers to the process of educating planetary citizens, a definition that rhymes well with the focus of this study. However, Knight in 2008 conceptualised IoHE as the process of integrating an international, intercultural and global dimension into the functions and delivery of higher education. Meanwhile in 2011, de Wit (2011) described IoHE as a variety of policies and programmes that universities and governments implement to respond to globalisation, while Hudzik (2011) saw comprehensive internationalisation as an “institutional imperative, not just a desirable possibility” (p. 7). All these definitions point to the basic fact that IoHE is being adopted by responsive universities to produce graduates who can “live and work in a global society” (Leask, 2011, p.7). Yet, despite this, many universities continue to relate internationalisation to institutional performance, largely in economic or reputational terms, instead of paying attention to its benefits that could accrue to the students (Jones & Killick, 2013).

The third key concept in this study was the internationalisation of academic staff. According to Sanderson (2011), the IoHE includes the internationalisation of academic staff who are the “catalyst in assisting their institutions and their students to realize their internationalisation goals” (p. 662). The involvement of staff directly impacts the teaching, research and service missions of HEIs (Childress, 2010) since they are the ones that serve as top researchers and drivers of international consciousness – thus creating an international mindset of students and the institution (Altbach & Yudkevich, 2017). The staff also control the curriculum from which students are expected to get international awareness (Edwards, 2007). Nonetheless, how the internationalisation of academic staff influences institutional goals depends on their “attitudes towards, and how they understand internationalisation” (Caruana, 2010, p. 30).

This study was undertaken at Makerere University in Uganda. By its development trajectory, Makerere University has been an actor in internationalisation since its inception in the early 1920s. In 2008, however, a comprehensive internationalisation strategy was formally adopted with the intention “to augment the global competitive edge of the University and that of its graduates” (Makerere University, 2008, p. 25). According to the plan, having a diverse staff in the internationalisation process enriches the teaching and learning experience through the sharing of experiences from the international contexts. However, evidence indicates that the students at Makerere University may not be achieving the global competitiveness attribute that the university aspires to achieve. A study by the Inter-University Council for East Africa (IUCEA) in 2014 revealed that the capacity of Uganda’s graduates to work in the region – the majority of whom are from the university – is generally low. In another study by Kanyeheyo in 2015, it was reported that graduates from universities in Uganda generally have low levels of civic engagement – an indicator of low levels of GC among the graduates. This caused the researchers to wonder whether

the internationalisation of academic staff could have any influence on the GC of graduate students at Makerere University; thus, the need for this investigation.

This study was intended to explore the influence of internationalising academic staff on the GC of graduate students at Makerere University through the following specific objectives:

1. To explore students' perceptions of the nature of internationalisation of academic staff.
2. To explore students' perceptions of the internationalisation of academic staff's role in fostering their GC.

Theoretical Perspective

This study was anchored in Mezirow's (1991; 2000) theory of transformative learning (TTL). The theory states that new values, beliefs, and meanings are created or existing ones strengthened through an educational experience that the individuals go through; and that informed free human choice, critical thinking, moral reasoning, self-awareness, and empathy are all outcomes of an educational experience (Mezirow, 2000). The theory focuses on how people learn to negotiate to confront unfamiliar situations, to evaluate their values and those of others, and understand social complexity through strong values of tolerance, social justice and equality. Additionally, the theory assumes that learners become more liberated, socially responsible, and autonomous thinkers, and able to make informed decisions by becoming more critically reflective as dialogic thinkers in their engagement in a social context (Mezirow, 1991). However, central to the process of critical reflection and transformative learning is the role of the teacher (Clifford & Montgomery, 2015). While student readiness is important for them to effectively learn, the problematisation and critical awareness of teacher positionality in the teaching-learning processes are crucial elements in transformative learning (Montgomery, 2014). As a result, teachers need to have moved through these difficult spaces, to inform their understanding, before they can facilitate the journey of their students to liberation (Clifford, 2005). In the case of this study, the role of the academic staff and their internationalisation was assumed to be transformative in the students' overall university learning experience, hence enabling them to see and interpret the world from the local and global perspectives – an argument that this study sought to verify.

Related Literature

Several researchers have analysed the influence of the internationalisation of higher education (IoHE) on the GC of university students across the world (See e.g., Clifford & Montgomery, 2011; Lilley, 2013; Coryell, Spencer & Sehin, 2014). Some of these researchers focused on the influence of internationalising only academic staff on the GC of university students while others looked at other aspects of internationalisation. Nevertheless, they revealed that there are many opportunities for higher education learners to be nurtured as global citizens both in on- and off-campus modes. Some of the studies reported that exposure to academic staff with global mindedness was a good ground for GC development among university students because academic staff can infuse diverse perspectives into the curricula by integrating global attitudes, behaviours, and values into students' activities

(Childress, 2010). Clifford and Montgomery (2011) attached a moral obligation to academic staff by raising awareness and empathy for commonality in the world. However, most of these studies were conducted in the context of the developed world, unlike the current study that has been carried out in the context of a developing nation; thus, the justification for this investigation.

Leask (2009) and Kaweesi et al. (2023) argued that to promote intercultural interaction among students, staff must have an understanding of the cultural foundations of knowledge within their discipline as well as the ability to manage student diversity in the classroom. They argued that they need to understand the cultural forces that have shaped their discipline over time and how they continue to do so and use this knowledge to construct appropriate learning and assessment tasks. At the same time, staff need to focus on the similarities between learners and the principles of good teaching, which apply in any teaching and learning environment, rather than making judgements about student learning styles based solely on perceived differences due to cultural background. According to Leask, a major inhibiting factor in students' intercultural learning is a perception among academic staff that international students do not want to mix or do not have adequate language skills to do so easily.

In a qualitative study in which Lilley (2013) explored what being and becoming a global citizen meant in the contemporary university, it was reported that the key informants – who were majorly international students – revealed that their academic staff were their cosmopolitan role models, who influenced them (the students), through being motivational and inspirational, to understand global issues through comparative learning. This finding was not any different from that of Simpson, Jakubec, Zawaduk and Lyall (2014), whose qualitative research that focused on integrating GC through local teaching practices in the health sector, also reported that academic staff were a critical factor in the creation of global citizens. This result is similar to that of Coryell, Spencer and Sehin (2014), who investigated the learning experiences of international students and discovered that the ability to engage in cross-cultural professional dialogue and to create a common language across international professionals and to promote an interdisciplinary professional development activity relied more on the internationalisation of the academic staff, other factors notwithstanding. In fact, in that study by Coryell et al., through a diversity of complex and context-rich problems, participants were able to indicate increased awareness and appreciation of different communities' lifestyles as well as understanding of the culture of the place, and of the complexity of cross-cultural practice.

Nevertheless, some scholars remain opposed to the widely held view that internationalisation of academic staff enhances the GC of the students they teach. Davies (2006) argued that when academic staff are overwhelmed by workloads, they are constrained from effectively impacting the GC of their students as much of the time is spent on teaching. This argument is not any different from that of Leask (2011), who claimed that though the academic staff may be willing to engage their learners in international issues, they may lack the necessary skills for adding any meaningful international dimension to their courses. This lack of skill may be attributed to an individual's attitude towards international learning, personal knowledge and skills, cognitive competence (Childress, 2010) and disciplinary ways of thinking (Clifford, 2009) – with some disciplines perceiving internationalisation to be outside their established territories. Implied in these observations

may be the view that, increasingly, the mentoring and role modelling functions of academic staff by which GC is supposedly promoted among students may be diminishing.

Most studies reviewed were focused on student mobility and the study-abroad aspects of internationalisation of higher education – ignoring the fact that the majority of domestic students are also potential global citizens even when their accredited academic programmes do not involve international mobility programmes (Jones, 2013). Moreover, citizens are not global merely by their international travels (Perry, Stoner, Stoner, Wadsworth, Page & Tarrant, 2013). In the current study, we have claimed that the students who stay at home and do not participate in mobility programmes may, as well, be transformed into global citizens by exposure to some pertinent global issues through the internationalisation of their teachers – just like their counterparts who travel abroad. Thus, understanding how students are fomented by their academic staff to become global citizens in the context of home higher education institutions is an under-researched phenomenon that the current study has addressed.

Methodology

This research was based on the philosophy of social constructivism due to our belief that reality about anything is a creation of the human mind and is socially constructed. As a result, there are often ‘multiple realities’ about anything that are constructed by different people (Guba & Lincoln, 2005). Hence, to understand the influence of internationalising academic staff on the GC of graduate students, the individual experiences of each study participant at the university was critical. We did not aim to generalise the findings of the study but, rather, to explore the perceptions.

In a case study design, we stratified Makerere University’s colleges into four disciplinary strata: hard-pure, hard-applied, soft-pure, and soft-applied; and two departmental strata, namely: life-systems and non-life departments, basing on Belgian’s (1973) classification of disciplinary fields. We preferred this stratification because we believed in what Becher and Trowler (2001 cited in Clifford, 2009) postulated, i.e., the differences between the disciplines extend beyond the content taught and proceed into the heart of teaching, research, and student-faculty relationships.

We collected data using two methods – structured interviews and documents check. This enabled triangulation, hence increasing the credibility of the study findings (Onwuegbuzie & Leech, 2007). An interview guide was then used to conduct an interview with one student from each of the eight departments selected from the four college strata, each lasting between 40 and 60 minutes. The questions explored the ways in which academic staff demonstrated an international knowledge base and how they integrated them into the teaching activities. The questions also aimed to determine how academic staff’s internationalisation empowered students to develop GC attributes. We assigned the participants codes based on their college/department and disciplinary category, and sex. Hence, a male participant who came from the hard-pure, non-life systems was coded as HPNLSM, while a female participant drawn from the same unit was coded as HPNLSF. On the other hand, a male participant drawn from the hard-applied, life systems was coded HALSM, while the female one was coded HALSF. A female participant drawn from the soft-pure non-life systems department was coded as SPNLSF, while the male

one was coded SPLSM. Meanwhile, a male participant drawn from the soft-pure life systems department was coded as SPLSM and his female counterpart was coded as SPALSF. Inductively, we analysed the data using the thematic content analysis technique that enabled us to understand the meaning in the complex data through the development of summary codes from the raw data. Based on the similarity of the ideas, codes were merged to form themes.

To complement the findings from interviews, an assortment of documents of the universities, including strategic plans and annual reports, was reviewed. The purpose was to identify the core issues linked to internationalisation. Data from documents was analysed following the themes generated from interviews. The results of the study are presented in the next section.

Findings and Discussion

The presentation of the findings guided by the objectives of the study, and their subsequent discussion in this section reveals that across the disciplinary fields, students perceive their academic staff as possessing basic internationalisation aspects which they endeavour to translate into their teaching and instruction activities. These, in turn, enable their students to adopt and practise global citizenship attributes.

Profile of study participants

All the seven graduate student participants were in their second year of study pursuing a range of disciplines at Makerere University's main campus. Three were males, four were females, five were national students, while two were international students.

Students' perception of the nature of internationalisation of academic staff

Findings indicated that across the studied disciplinary categories, academic staff had demonstrated international-mindedness and had contributed to international learning and understanding, and indeed to the GC of students in diverse ways. Accordingly, four sub-themes of academic staff internationalisation emerged, namely: international staff, global perspectives, respect for diversity, and use of ICTs.

International academic staff. The importance of having academic staff from all over the world who can share first-hand international information was recognised. Although no participant shared that they had had permanent international staff, evidence indicated that Makerere University receives visiting lecturers, guest speakers, and online lecturers who address students about different aspects of global issues. According to SPLSF, this would be possible due to partnerships between the university departments and universities abroad. HALSM had received guest lecturers from China and Japan, as well as attended a Skype lecture conducted by a lecturer at a South African university, while SPALSF received professors from the University of Torino. Similarly, SALSF also received a facilitator [guest speaker] and two or three professors from universities abroad whom she described as "different from those who have been here throughout... those who have been here would provide us all the information, but those who have been/from abroad would want you to take a step and do your research from international journals" (SALSF).

Although the statistics on international staff at Makerere University were not readily available, their recruitment as an internationalisation strategy is strongly upheld by the university documents (see e.g., Makerere University, 2008, 2009). For example, the Human Resources Manual at Makerere University provides for the hiring of expatriate academic staff as well as according to them a privileged status, *“non-citizens shall not be subjected to the age limits for appointment into university service, the ability for the applicant to serve shall be a major assessment factor”* (Makerere University, 2009, p. 16). This evidently means that Makerere University recognises the importance of having international staff on its academic team and, in order to attract and retain them, a privileged status in terms of age and retirement is accorded. These international lecturers represent the world in the classroom and the international component of the academic team. This finding supports Gao’s (2015) argument that IoAS can be reflected in the presence of international staff on the academic team who integrate an international dimension into their teaching.

Global perspectives. In this study, we also found that academic staff internationalisation was manifested in the integration of global perspectives into their interaction with the students – especially in teaching and learning. This purposeful intent of academic staff to bring international awareness to their students was manifested in the form of examples from other countries, sharing of their international experiences, the use of international academic materials, and giving assignments on international issues. According to HPNLSM,

A lecturer may give a lecture using examples from other countries... sometimes, they [lecturers] do share their foreign experiences ... especially those who have travelled abroad and come back. They talk to us about different issues in the countries they have travelled to and tell us why we are here, how we should be ready for the globalised and globalising world and how our actions can affect others. They tell us how the world has become so small that we are not being trained for our local environment...

In the same line of thinking, SPLSF shared an experience with regard to her lecturer:

When we were studying about cultural conflicts, one lecturer, who was teaching in Rwanda at the time of genocide, shared the tragedy and we all felt like, ooh so bad ... but in doing so, he turned a tragedy on people that we don’t know or even related to, to become real to us....

It appears that most lecturers at Makerere University, whether national or international, integrate the global perspective into their interaction with their students – especially in the teaching-learning process. The participants, across disciplinary fields, attributed this to international travels and global experiences on the part of the academic staff. Also, it can be seen as a deliberate move by a member of the academic staff to support Makerere University’s strategic direction of integrating the international perspective into teaching and learning, among others, in order to enhance global learning by students.

This finding that academic staff integrated global perspectives into their interactions with their students supports Gao’s (2015) framework of internationalisation in universities. Also, the finding corroborates Knight’s (2008) argument that global perspectives have become a critical component of IoAS and have enriched students’ international learning. Although in a different context, Green (2005) also reported similar findings that academic staff frequently brought international reading material into their courses, and discussed

their international experiences in class. This finding reaffirms the claim by researchers (see e.g., Clifford, 2005; Green, 2005; Lilley et al., 2015) that academic staff who integrate global perspectives into teaching often challenge their students' thinking and reasoning, and that they foster openness and cultural understanding. Nevertheless, such a finding tends to disagree with researchers (e.g. Bartell, 2003 cited in Leask, 2013; Kaweesi et al., 2023) that some academic staff in 'some disciplines perpetuated a narrow focus impoverished by an absence of intercultural and international perspectives, conceptualizations and data' precisely at a time when the need for international and intercultural perspectives has become a generalised necessity rather than an option.

Respect for diversity. We found that a demonstration of respect for diversity by the academic staff was paramount in helping their learners develop GC attributes. The concept of diversity encompasses acceptance, respect, an understanding that each individual is unique, and recognition of individual differences. This rich heterogeneity was indeed utilised by academic staff. Results of the interviews made it clear that the majority of the lecturers were able to identify the diverse nature of the students and used it to benefit everyone. They were aware of the learning and language difficulties of some students, especially those from non-English-speaking countries. It appears lecturers knew that some international students would face challenges in contributing in class and even asking questions, and they would always try to engage them. In some departments, lecturers gave group coursework based on national and international students to capture the answers from a broader perspective, yet, in others, the lecturer would endeavour to get the views from both national and international students. Others encouraged the mixing up of cultures in group formation. This helped the students to be informed and appreciative of different cultures, and to identify themselves with them. By developing a curriculum that provides a variety of language programmes and global engagement activities through its Department of European and Oriental Languages, the university firmly upholds its commitment to respecting diversity. This department provides multilingual programmes that are included in, among others, Business Administration and Tourism (Makerere University, 2023b). The excerpt from HALSM represents the general view of participants regarding respect for diversity by the academic staff:

When a lecturer gets to know that there are international students in the group, he engages them in a way of sharing their home experiences such as the cultural aspects that affect food production. Although some students, especially international students, sometimes find it difficult to participate, our lecturers always endeavour to involve them through the sharing of experiences, then they ask us to reflect on the experiences shared by our colleagues... Sometimes we do group course works, but they ensure that there is no discrimination in group formation. We don't form groups of females, males, national or international students only. No, we are required to mix. And they [lecturers] would encourage us to mix since different people have different perspectives (HALSM).

Although this trend was predominantly observed in the applied disciplines, and more so in the life system departments, it is a pointer to the fact that cultural diversity acted as a resource for global awareness. In this study, lecturers initiated communication and sharing of ideas between people who considered themselves different, and this facilitated intercultural group work. The implication is that if a lecturer can identify

and utilise the diversity among the students as a learning resource, then the learners can get various perspectives and experiences from their diverse nature.

Such a finding coheres with Leask's (2009) argument that international students provide some imperative for academic staff to incorporate engagement with the discipline perspectives of cultural others into their teaching. However, it deviates from the findings of some scholars (e.g., Nussbaum, 2002; Bookers & Campbell-Whatley, 2018; Kaweesi et al., 2023) that some faculty still struggle with how to create a feeling of inclusion in the classroom setting of diverse backgrounds.

Use of ICTs. In this study, the results also indicated that the use of ICTs by the academic staff helped the students to know what lay beyond their local communities. In line with the 2018 Makerere University ICT Strategic Plan, in which the use of ICT to facilitate teaching and learning is strongly upheld, participants agreed that most of their lecturers who facilitated their global learning demonstrated an ability to use ICTs. They shared academic materials such as notes, coursework, and articles online, and also sent and received feedback online. They helped their learners to connect to the world by registering them with international newsletters and dialogues and arranging Skype lectures for their students. These lecturers also encouraged their students to use the internet to obtain up-to-date information. This perception was more evident in the hard disciplines. For example, one HANLSF explained:

Most of our lecturers put ICT to use and in a way force us to use it. They upload the learning materials like notes and references for us to access and, in most cases, they refer us to electronic databases but, also, they teach us how to access such materials. For example, they usually share links to newly published articles and encourage us to read them. Some lecturers even go further and create social media pages like WhatsApp and they easily pass on communication.

From the voices, it is revealed that an academic staff member who has a passion for ICTs and engages students with them, will most likely benefit his learners in terms of global information.

On the other hand, some participants described lecturer role modelling as critical in helping them to learn about and understand the world and to accept others.

Most of our lecturers are highly learned people – doctors and professors, but when they come down and share their international experiences some of which were even challenging...then they also encourage us to share our experiences of our own cultures and countries and to want to understand others...This makes a huge impact and changes me a lot. (HPNLSM)

From the above, it appears that academic staff were able to think beyond the local context, to the global. They demonstrated the micro as well as macro knowledge and understanding of the content of the courses and programmes which they taught.

This finding supports Haigh's (2014) argument that today's learners belong to a connected generation, and so the imaginative use of digital technologies could be transformational for teaching and learning. However, this finding contradicts those of researchers such as Itaaga et al. (2013), that successful academic staff engagement in internationalisation in Ugandan universities (Makerere University inclusive) was beset by, among others, low levels of technology among university academic staff.

An analysis of the sub-themes above indicates that academic staff at Makerere University demonstrate internationalisation. In many of the academic activities, they were reported to have brought the international outlook to the students, most of whom had not travelled abroad before enrolling for the graduate programme. Clearly then, IoAS could be interpreted in terms of the international profile of the academic team, global-mindedness and open-mindedness of the academics, as has been empirically demonstrated by the findings in this study.

Students' perception of the IoAS role in fostering their GC

As a result of their interaction with the academic staff, participants recognised their own GC development, described as what they believed to be improved global knowledge, self-awareness, empathy, awareness of responsibility, global justice, and a changed mindset to view the world from a broader perspective. SPLSF described the role of their academic staff in their GC learning thus:

You cannot bring about a change of mindset without teachers whose mindset has already changed. You know, I don't remember exactly which book it is but the curriculum is actually made by teachers in their classroom, how they approach it, the examples and approaches used, and how they actually live by it ... All these have an impact on what is learnt ... and I would say by their ways, our professors have really demonstrated to us the world realities.

Global knowledge. The internationalisation of academic staff helped participants to gain more global knowledge and to be aware of most realities. Results from both pure and soft disciplines indicated that IoAS had helped the participants gain global competence through the attainment of global knowledge. HPNLSM explained, "By giving us materials from outside, and making us go through them, they [lecturers] helped us to know about the world." HPNLSM further explained:

The most important thing about our programme is not what we read or hear, but the way our lecturers present them (content), encouraging us and helping us to improve our critical reflection by going beyond what is known to us and introducing us to the unknown and the world around and beyond us.

HALSM also had the same views about the global awareness brought to them by their academic staff – especially those who do travel abroad. HALSM explained:

Sometimes when they come from abroad, they share with us their current knowledge. We are then able to understand the global issues, e.g., international standards. They help us to know more about the world and also help us to know where we are as far as international standards are concerned.

HALSM continued to explain:

I don't have to travel abroad to get global exposure. I feel that the global has been brought near to my local environment ... and now I am aware of so many global issues that affect humanity and I am in a position to act if need be.... the idea of sharing their [lecturers] foreign experiences and bringing the global near to us helps us to understand different parts of the world and what is done there. And it's really helpful because we shall not remain in our local environments. As professionals, we belong to the world and we might work in completely different contexts from the ones of one's country...So we should know certain basic things about other places in the whole world.

In other words, for HALSM, one did not have to go out into the world to become a global citizen. No matter where one was located, interacting with academic staff who are globally exposed was considered important in gaining global knowledge. Correspondingly, SPNLM also noted, "...you can read a book from page one to the last. However, faculty experience is empirical and irreplaceable. When they [lecturers] discuss from the global perspectives, then we get to know what is taking place in other countries and we become sure that we can actually live and work there without any challenge".

From the voices, it is plain that the academic staff play a very important role in exposing the learners to the realities of world communities. Due to this, students felt they would fit in any space without any difficulty, and they were put in a position to act on some of the global issues that affected humanity. This means, therefore, that even without first travelling abroad, students could get to know about what existed in other countries.

Such a finding which responds to Knight's (2013) call to academic staff to help their students to gain international awareness through integrating diverse perspectives in their teaching, corroborates the findings of earlier researchers (e.g., Lilley, 2013; Lilley et al., 2015), who established that international aspects of academic staff were effective in helping their students to be global citizens. In particular, Lilley (2013) found that academic staff acted as cosmopolitan role models who influenced their students to understand global issues through comparative learning while being motivational and inspirational.

Self-awareness. In this study, we also found that students were helped to attain self-awareness as a result of their interaction with the lecturers. Some participants were able to realise that they had to open up to broader perspectives, as explained by SPLSF:

Having lecturers from all over the world or who are exposed to the world brings in new and fresh perspectives from the global context and you feel you know and understand better than just reading the books and then you are in a position to act. If I know about a problem, then I am in a position to do something to solve it.

To participant SPNLSF, the experiences shared by the lecturers showed that "things don't stop here", meaning that she realised the need to explore beyond her local environment. SPNLSM felt that he could go anywhere in the world and practise without any challenges. He asserted, "If I move out of Uganda, I can't fail to perform. I now know about most aspects of the world that I feel I can live anywhere comfortably." As observed from the voices above, unlike before, through interactions with the lecturers who were globally exposed, participants were helped to be aware of themselves as people who could easily live in any part of the world while knowing the ways of solving some of the world's problems.

This finding that the international aspects of academic staff helped the students to develop self-awareness supports and verifies Mezirow's theoretical claim in the transformative learning theory (TLT) that new values such as self-awareness are created as a result of an educational experience. This could suggest that the higher the IoAS, the more likely that their students would develop an awareness of themselves, and the reverse would likely be true. The internationalisation of higher education aims to produce 'citizens that feel at home in the world' (Haigh, 2008). However, as Stromquist (2006) explains, before we can recognise others, we have to know ourselves first. The results of this study demonstrated Stromquist's explanation when students realised how easy it was for them to fit in other

communities comfortably as a result of their interactions with the academic staff. In line with Schattle (2009), therefore, self-awareness in this study became a step in GC learning, providing a lens through which further experiences are perceived.

Awareness of responsibility. In this study, we also found that, as a result of the international aspects of their academic staff, participants were helped to be socially responsible graduates through awareness of their social responsibility. This awareness was demonstrated in their understanding of and respect for cultural differences while participating in global concerns. In this regard, HPNLSM explained:

For example, if I am in a peaceful country like Uganda, and I come to know that there is war outside there, it touches me a lot ...it makes me feel that I should do something to help those people ... something should be done to stop that war. I feel that if the world is interconnected, we should work together and do something. I feel I should work with those suffering people in different refugee programmes... When I hear about bad things that are happening beyond my country and community especially those that affect humanity, I feel responsibility and participation in global issues.

Correspondingly, HALSM, acknowledged, “I feel that the global has been brought near to my local environment...and now I am aware of my role in so many global issues that affect humanity and I am in a position to act on them if need be.” SPNLSF recognised her responsibility to report on global issues after acquiring awareness about them from her academic staff:

... We mostly write about our local issues in our local press. However, I am now aware and more interested in reporting on international issues so that my local community can be informed. You know, when you cover a story and you see responsible bodies, especially the government, coming up and responding, you feel you have created an impact in your local and international community. In so doing, I feel you will have participated and contributed to the action ...to make a better world.

The excerpts above clearly indicated that participants were helped to identify and be aware of their responsibility in the world out of an educational experience they had with their academic staff. To this end, therefore, students’ development of global knowledge through interaction with their academic staff can be seen in terms of the TLT.

This finding of awareness of responsibility among students as resulting from the international aspects of academic staff supports and verifies Mezirow’s theoretical claim in the TLT that new values such as awareness of responsibility are created as a result of an educational experience. But also, it appears to be consistent with the global citizen attributes described by researchers such as Morais and Ogden (2011) and Schattle (2009). In particular, this finding corroborated those of Lilley (2015) who, in her study, reported that responsibility among students was facilitated by an influential teacher who by personal qualities, teaching styles, and global experiences became a cosmopolitan role model to students.

Empathy. The findings indicated that empathy was another attribute developed by participants out of interacting with the international aspects of their academic staff. Participants revealed that they had been helped to be empathetic in terms of feeling for others and developing a desire to assist those with problems. SPLSF, in particular,

described her encounter with one of the international students in their group, and how their interactions made her learn to support and respect her:

She was shy and she did not know English very well at first, but when she opened up to me, I took it up and explained to the whole class ...you people let's handle Juliet [not real name] this way... At first, we thought that she did not want to associate with us, but later everyone understood her situation and personally putting myself in her shoes, I could visualise the situation she was in, and so I decided to assist her. (SPLSF)

Yet, HALSM described how working in groups made him feel empathy for international students and decided to help them, "When we work in groups of international students, sometimes you feel pity for them. Some international students have difficulties with English. We can't leave them behind but we help them and with time they improve." The development of empathy in students appears to be an outcome of intercultural encounters created by lecturers in the teaching-learning process. According to Mezirow (2000), empathy is an outcome of an educational experience. Clearly then, the fact that participants developed empathy out of their cultural encounters promoted by their academic staff during their graduate studies can be interpreted in terms of the TLT. In this case, under the guidance of their staff, students' feelings towards international students were transformed.

This finding that students were able to develop empathy out of their experience with their academic staff verifies Mezirow's theoretical claim in the TLT that empathy is an outcome of an educational experience. As well, the finding rhymes with Nussbaum's (2002) third ability of GC – the ability to think what it might be like to be in the shoes of a person different from oneself, to be an intelligent reader of that person's story, and to understand the emotions, wishes and desires that someone so placed might have. Similarly, in the research done by Coryell et al. (2014), learners were, like in this study, able to identify their empathetic considerations for others as a result of their experiences with their instructors on the programme. This implies that students had developed empathy and compassion, which Haigh (2014) refers to as understanding and emotional intelligence.

Global justice. Another important outcome of the participants' interaction with the international aspects of the academic staff was global justice. Participants shared that they were put in a position to identify with and promote justice while respecting everyone's rights. Against this background, SPLSF explained:

... I am now aware that all humanity deserves the same... surely all people are the same. What hurts me here can hurt another person tomorrow in another country or continent. This keeps me going ... and what sense does it make to hate a brother just because you speak a different language from him or he is of a different colour? The way my professors deal with international students has changed my attitude.

In the same vein, SPLSF explained how their group first failed to associate with an international student, but owing to the support of the lecturers, they were able to accept and even started associating with her: "We realised that she was different from us, and, we learnt to understand, love, support and respect her for what she was ..."

These voices revealed that participants were able to practise justice due to the learning process that their lecturers had taken them through. SPLSF realised that it was never necessary to mistreat a person just because of differences such as language. This evidently means that unlike before, participants' values in connection with the other were transformed

into a state of respect and appreciation of the unfamiliar. In this understanding, the TLT reveals that the educational experiences made participants to change their attitudes – this is what Mezirow refers to as transformation.

This finding of global justice as resulting from the internationalisation of academic staff not only supports Morais and Ogden (2011) findings, but also verifies their GC scale in which global justice is an important domain. Such a finding also reechoes Haigh's (2014) call for the internationalisation of education to help learners understand that they are citizens of the world who should respect the rights of all its inhabitants.

Changed mindset to view the world from a broader perspective. Some participants revealed that the internationalisation of their academic staff changed their mindset, in many ways, making them think and view issues from broader perspectives while appreciating the worlds of others. HPNLS explained that “these ways helped us to think outside the box...think beyond what we can see around us but also what is far beyond us, and then we can be aware that we don't know and we try and find out.” The international experience that HALSM had with his academic staff not only extended learning beyond the subject matter but also made him view things from a broader perspective as well as become aware and appreciative of the other world through a global lens. Correspondingly, while sharing an experience with a member of her academic staff who had just graduated from abroad and come with new ways of teaching, HANLSF reported that her mindset changed, “you get a mindset that people are doing things and that makes you think differently and deeper from a wider perspective”. HANLSF added, “When you have them, then you have your mind opened, you can throw your net deep...they have helped us to gain confidence.” In the same way, SALSF noted that her mindset had changed regarding the world ahead of her after listening to the challenging international experiences shared by her lecturer:

They actually help us to broaden our thinking and even to change our mindset about the world...because before we started this course, we would be thinking ...the way you are taking things is totally different from where the world is going ... the way you start looking at things becomes different making sure that you think strategically adapting to any change that comes. And then you start doing things differently from the way other people are doing (SALSF).

In the same vein, HANLSF shared an experience with her lecturer who had just completed her PhD abroad:

She [referring to her lecturer] tells us to come out of our comfort zones and to think and act globally...If you concentrate only on your country, you will take things for granted and you miss out...but when you come with this mindset that things are happening in the world and you are aware of them, then you realise that there are several ways in which you can help to combat some of the world problems. (HANLSF)

These voices showed that through their interactions with their academic staff, participants were helped to move from the narrow to the broader perspective of the world, a transformation that Mezirow refers to as changed frames of reference. To this end, this changed state of mindset among participants can be interpreted in terms of the TLT.

Such a finding as resulting from IoAS is in agreement with researchers (e.g., Boni & Calabuig, 2015; Coryel et al., 2014), who came up with similar findings. For example, Boni

and Calabuig (2015) found that students were able to promote different perspectives in life out of their engagement with and participation in the university student group by the faculty. Yet, in the case of Coryell et al. (2014), learners were subsequently able to identify aspects of their own GC behaviour development as a result of their experiences with their instructors on the programme, through increased awareness and appreciation of different communities' lifestyles, understanding the culture of other places, and of the complexity of cross-cultural practice.

An analysis of the GC sub-themes generated from the findings of this study points to Morais and Ogden's (2011) two themes of GC – social responsibility and global competence. Social responsibility in this study and in reference to IoAS was manifested through awareness of responsibility, and altruism and empathy, but not global justice. In the context of this study, the sub-themes of global knowledge and self-awareness were a clear manifestation of GC. This means that IoAS was more useful to students in some but not all dimensions of GC, as postulated by Morais and Ogden (2011)

From the above results, it is clear that students' sense of GC was to some extent prompted by the international knowledge and experiences of their academic staff. This type of transformation has been attributed to the students' encounter with their academic staff which, to Mezirow, is an educational experience that transforms problematic frames of reference – sets of fixed assumptions and expectations (habits of mind, meaning, perspectives, mindsets) – to make them more inclusive, open, reflective, and emotionally able to change. Clearly then, the transformation of students to GCs can, therefore, be interpreted in terms of the TLT.

Conclusion and Recommendations

In this article, we explored whether the internationalisation of academic staff informs the GC of graduate students. With the findings presented in this article, we affirm that IoAS matters in augmenting the GC of graduate students. This finding has stressed the vital role played by academic staff in enhancing GC among learners. Contextually, therefore, this study concluded that for the academic staff to inculcate the spirit of GC among the students they teach, integrating the international aspects of teaching and learning is critical. This suggests that while conventional teaching methods are not necessarily inadequate, there is a need for their alignment to the demands and forces of globalisation – through integrating international aspects – which gives the learners an edge through enabling them to possess the qualities of global citizens. Academic staff can do this by integrating international, comparative, global perspectives and ICTs into their teaching processes. This would help their learners to graduate as workers who are sufficiently knowledgeable about the world and, hence, able to practise anywhere in the world, while participating in world developments.

Our conclusion challenges the current belief that GC ideals can be developed only through study-abroad experiences. We contend that GC learning can be enhanced by study-abroad experiences. However, the expenses of travel to several international communities impede many learners – particularly in Anglophone countries – from engaging in international mobility experiences (Coryell et al., 2014; Jones, 2013; Lunn, 2008).

In this case, we argue that even without travel abroad, students can learn to be global citizens, especially if they are instructed by highly internationalised academic staff.

Our study findings are perceptual, based entirely on the views of graduate students. As well, they are based on the qualitative approach deriving from the unique individual experiences of a few participants. It means that there remain restrictions on the broader understanding of the construct, and the applicability of such findings on a large sample due to their subjective stance. Future research can extend the richness of our findings by including the perspectives of other actors such as academic staff and administrators in a large sample. Finally, as a result of our awareness of the many dimensions of internationalisation of higher education, in this study, only the academic staff aspect was considered. Therefore, researchers need to investigate other dimensions, such as the curriculum, to understand in totality the influence of the internationalisation of higher education on the GC of students.

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