Dealing with diversity in internationalised higher education institutions

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While the economic benefits created by international education export are well documented, few systematic and qualitative analysis studies have been conducted to examine how academic staff perceive the presence of international students in their institutions. Using interview data from 80 academic staff from different disciplines in one higher institution in Australia, this study examines whether the presence of international students has an impact on staff teaching practice. Some of the academic staff reported that they made no adjustments to their teaching. They treated all students as one student group. Other staff members said that there have been changes in their teaching in response to the presence of international students in their classroom. The paper discusses some of the underlying causes of these responses, and implications for the practice of international education. The discussion of the findings is informed by Bennett's Developmental Model of Intercultural Sensitivity, which helps us understand how people respond to cultural differences.

Keywords: international students; denial of difference; cross-cultural awareness; internationalisation; international education; internationalising the curriculum

Introduction

More people are choosing to travel overseas to pursue their education. Data from the Organization for Economic Cooperation and Development (OECD) indicate that in 2007, three million students worldwide studied outside their home countries (OECD 2009). While the economic benefits generated from student mobility are well documented, little is known about how individual teaching staff in host countries respond to this diverse student population. This paper explores academic staff perspectives with regard to the presence of international students in their institutions, using data from 80 semi-structured interviews. In particular it examines if and how teaching practices changed due to the presence of international student cohorts with their distinctive needs and expectations.

A small number of other studies have examined the perspectives of academic staff in relation to international students. Using a questionnaire survey (92 respondents) and follow-up telephone interviews, Fallon and Brown (1999) explored academic staff experiences and feelings towards the presence of international students. The majority of respondents agreed that teaching international students provided them with an education about other cultures, which broadened their minds. Many

also agreed that the presence of international students triggered the need to use alternative teaching methods. One challenge reported by many academic staff was to set up an assessment standard for non-UK students.

In another study, Trice (2003) gathered data through interviews with teaching staff from four departments (Public Health, Architecture, Mechanical Engineering and Materials Science and Engineering) in one American institution. Twenty-seven respondents were involved. Faculty had different perceptions regarding the presence of international students in their units. Some faculty did not make any distinction between international and domestic students. As one interviewee noted, 'once they are here, they are all people we deal with' (Trice 2003, 387). Other members reported that they were very aware of the presence of international students in their classroom. Some noticed only the academic problems of the students, but others mentioned both personal and academic issues. Faculty noted that one of the biggest challenges was finding an effective way of addressing language difficulties.

In a subsequent study, Trice (2005) reported findings concerning how faculty responded to the large number of international students in their courses. She interviewed 54 staff in four departments (Public Health, Architecture, Mechanical Engineering and Materials Science and Engineering). Trice found that faculty from Architecture and Public Health made some adaptations to address the distinctive needs of international students. They responded to the students more proactively than did faculty from the Engineering departments. This included altering their roles as research supervisors when working with international students, and spending more time on explaining tasks and concepts. In the classroom, the faculty used teaching aids, spoke more slowly and avoided colloquialism in an attempt to respond to the students' language difficulties. Trice (2005) noted specific factors that shaped faculty responses to international students. Among them were the nature of the discipline and the faculty experience of living and working overseas.

Bell (2004) looked into academic staff perspectives with regard to the roles of international students in the internationalisation of the curriculum, a process which highlights the importance of incorporating international elements into teaching and learning to prepare graduates for a globalising world. Data were gathered using semi-structured interviews and a questionnaire in one Australian tertiary institution. Some academic staff saw international students as a key to internationalisation of the curriculum. Different perspectives and experiences represented by this student cohort were a curriculum resource that academic staff drew on in their teaching and learning. The presence of international students has enabled academic staff to explore multicultural perspectives in the classroom thus supporting the development of cross-cultural knowledge, skills and competence of all students.

The research is significant because most academic research in the area of international education has focused greatly on examining the experience of international students. Few studies have examined the experience of international students from the perspective of staff. The research seeks to fill this gap by increasing understanding from a different standpoint, that is, by presenting the views of the staff. Understanding the experience of international students as well the perspective of academic staff teaching international students is critical to improve teaching and learning in multicultural context.

Theoretical framework

International students come from distinctive linguistic and cultural backgrounds. How the host country perceives this difference is a key issue in international education. The present study is informed by Bennett's Developmental Model of Intercultural Sensitivity (DMIS) (Bennett 1986, 1993; Hammer, Bennett, and Wiseman 2003). Drawing on concepts from cognitive psychology and constructivism, Bennett provides a framework that can be used to explain how people react to and handle differences. The underlying assumption behind Bennett's model is that when the teachers' experience of cultural difference grows, he/she becomes more competent in dealing with people from other cultural backgrounds.

The model describes a continuum of attitudes towards cultural differences through six stages of increasing sensitivity to cultural difference: denial, defence, minimisation, acceptance, adaptation and integration. *Denial* of differences is the stage where people fail to recognise that there are cultural differences. People at this stage tend to treat other people the way they would treat themselves. They fail to recognise that a particular culture holds particular values and social customs. According to Hammer, Bennett, and Wiseman (2003, 424), people with a 'denial' worldview are generally 'disinterested in cultural difference when it is brought to their attention, although they may act aggressively to eliminate a difference if it impinges on them'. The second stage is *defence*, in which people do perceive cultural differences but evaluate the differences negatively. These people believe that their culture is better than any other culture. They tend to expect people to conform to a narrow expectation of how people should behave and think. People in the defence stage tend to avoid contact with people from other cultures. The third stage is *minimisation*. People with this view appreciate cultural differences, but still view their cultures as superior, and confine contact to a necessary minimum. The fourth stage is *acceptance*. Other cultures are recognised and accepted but there may still be a belief that not all cultures are equally valid. The fifth stage is *adaptation*. People with this worldview are able to adapt to other cultures while still maintaining their own cultural values. This allows them to function in a bicultural environment. The final stage is *integration*, which according to Bennett is often experienced by people from non-dominant minority groups. These people can shift their cultural perspectives from one culture to another culture in a natural way (Hammer, Bennett, and Wiseman 2003).

The first three attitudes in the DMIS (denial, defence, minimisation) are conceptualised as more ethnocentric, meaning that 'one's own culture is experienced as central to reality in some ways'. The second three DMIS attitudes (acceptance, adaptation, integration) are defined as more ethnorelative, meaning that 'one's own culture is experienced in the context of other cultures' (Hammer, Bennett, and Wiseman 2003, 424).

Research methodology

The research underlying this paper was part of a larger study which examined academic staff understanding of international students and intercultural teaching and learning in one higher education institution in Australia. The study employed a qualitative approach through in-depth semi-structured interviews with academic staff. An interview technique is more suitable than a survey questionnaire for this type of research because it is suited to probing the feelings and perceptions of

individuals (Wiersma 1995). Furthermore, 'it allows the researcher to respond to the situation at hand, to the emerging world view of the respondent, and to new ideas on the topic' (Merriam 1998, 74).

Four schools representing different disciplines were identified to examine academic staff experience in teaching international students. The academic staff members from each faculty were then purposefully selected to ensure that the overall sample was representative across the variety of subjects. These academic staff were then contacted by the researcher by email. Those staff interested in the research project contacted the researcher voluntarily and organised a convenient time for an interview. Academic staff participants signed a written consent form indicating their agreement to a recorded interview prior to the recording. In total, 80 academic staff from the Faculties Arts ($n = 26$), Engineering ($n = 17$), Economics and Business ($n = 19$) and Science ($n = 18$) participated in the research interview. The academic staff members included a range of ages (31–70) and were of approximate gender balance (48 males and 32 females). Each academic staff member was interviewed individually and interview times ranged between 30 and 60 min.

Interviewees were asked to discuss their perspectives concerning recent increases in the number of international students and whether this had any impact on their teaching practice. They were asked to comment on the issues and problems experienced by international students in teaching and learning; and also their perspectives concerning whether or not they make adjustments in their roles as teachers – such as changes in the speed of lectures, variation of teaching materials or curricula designed to suit international students' needs. Interviewees were also asked to provide demographic information such as country of origin, age, length of time teaching, current responsibilities, experience of living or working overseas, knowledge of other languages, training in teaching and supervising international students. In the data analysis stage, the interview transcripts were systematically reviewed to identify emerging themes.

Due to space restriction, this paper concentrates on academic staff responses to the question, 'Has your teaching changed to accommodate the presence of international students with their varying needs?' Other findings from the larger study, including the effects of disciplinary differences and other factors influencing academic staff responses, are being published separately.

Findings

The academic staff provided many comments in relation to the question 'Has your teaching changed to accommodate the presence of international students with their varying needs?' Overall, the responses can be divided into two broad categories. One group reported that there were no adjustments to their teaching. They treated all students as one student group or cohort. The other group said that there had been changes in their teaching and discussed what they had done. The responses of each group will now be examined in turn.

There is no change involved

Just over one-third of the 80 academic staff interviewed (34%) reported no change in their teaching. They reported a number of underlying issues.

All students are the same

Ten academic staff members (13%) emphasised that they saw all students as the same regardless of cultural background. Typical comments were 'I basically regard students as students', 'I just can't identify who the international students are really' and 'I don't really want to be able to identify international students'. An academic staff member from the Faculty of Arts (S 9, male) argued that all students, whether internationals or locals, went through a common transition from undergraduate study which focused on doing exams to a research environment. Another academic staff (S 68, male, Engineering) commented that it was difficult to judge whether someone was an international or local student. Often students looked like students from Asian countries but in fact were locals.

An academic staff member from Engineering (S 57, male) explained that even though he was aware of language differences, he made no special accommodation for international students. He believed that as long as the teaching was well organised in its delivery and materials, it would benefit all students regardless of whether they were internationals or locals. Some academic staff members asserted that they had not been notified or had never been notified which students were international students. Teaching methods and materials were designed with a single group of students in mind. One academic staff member argued that a western university was culture-specific and academic staff members were obliged to maintain its inherited standard.

> ... to change what the university does, is to change that cultural project. Whereas in fact the West is very proud of its success, scientific success and knows that it comes from the epistemology and the ontology that underpins that, and to modify that to meet the expectations of pre-modernist or non-modernist students is to take a step backwards in terms of that enlightenment project. So universities aren't prepared to do that and, we aren't really allowed to do that and you can understand why. (S 66, male, Arts)

Twenty-one academic staff (26%) said that they did not have special training on how to teach international students and had not been taught in an environment where international students were present.

The nature of the subject taught required no changes

Some academic staff members made the point that the nature of the subject taught required no changes in their teaching to accommodate particular groups. Technical and universal subjects, it was stated, were the same everywhere. Typical comments were:

> Because chemistry is a really a technical subject ... the principles of chemistry haven't changed. (S 13, female, Science)

> Engineering does not really have cultural boundaries. So the biggest divide that engineering has to watch out for is probably the female/male barrier. Engineering is gender biased, that almost is universal around the world. (S 38, male, Engineering)

In addition, one academic staff member who taught in programmes that only enrolled a small number of international students failed to make adjustments in her teaching for that reason. For example:

In the Public Policy program ... we've got about ten percent of our students [are international]. I don't think that's changed very much over the last five years, It is quite difficult because ... you might only have one or two or three international students, with everybody else being local public servants. A lot of our [international] students work in the public service in their own country and then they're meeting public servants from here, which is very interesting. But sometimes the conversation in the class becomes very locally focused. (S 44, female, Arts)

Changes in teaching to accommodate the needs of international students

Overall, more than half of the total respondents (66%) said that their teaching had changed to accommodate the increased number of international students, and the distinctive needs of those students. The changes in their teaching were informed by a number of underlying causes, which varied from one staff member to another. Certain of these underlying factors were internally driven. Some academic staff had a personal interest in matters of cultural difference. This led them to be open to, and appreciative of the cultural variety that international students had brought to the educational process. In addition, certain factors external to academic staff, such as the nature of the subjects taught, also allowed them to make changes in their teaching.

Being open to cultural differences

Approximately 70% of academic staff members reported valuing cultural differences. This made it easier for them to be aware of recent marked change in the student population, particularly the growth in Asian origin students, and the falling proportion of those with Anglo-Saxon backgrounds.

Because of the change in the student population, those academic staff members had become increasingly aware of the distinctive needs of international students. They understood that these students looked at the Australian education system differently. The teaching of the staff had become more attentive to the cultural context. The change in the student population had triggered the creation of teaching activities that catered for the needs and expectations of students from different cultural backgrounds. Some academic staff members from the Faculty of Arts (S 16 and S 49, female) specifically reported an empathy with international students.

The difficulties of international students were likened to those of a migrant going to another country. Their use of language was not the same as that of local residents, not just because their birth language was different but also because their use of English was different. There were colloquialisms that were unfamiliar. Academic staff whose primary language was not English was particularly well aware of these language difficulties. Further, those academic staff members who had themselves had overseas experience also expressed an understanding of the struggle that international students had to go through:

Being in France was very good because all my students were non-mother tongue they were all learning English as a second language. I learned a lot from that ... Operating in a completely different language to my mother tongue I realised how international students must feel. I had a new empathy. I mean, I thought I had some empathy before, but I had a new empathy. (S 16, female, The Faculty of Arts)

> It wasn't, in fact, until I lived Japan that I really began to understand the constructed nature of my own mind. After a couple of years I began to see my own mind in the mirror of that other culture. I wasn't able to turn that mirror into a window and see through it into the other culture, but I was able to see the constructed nature of my own mind. Once you've done that, and that is I think the proper anthropological experience, you're never the same again because you know that your mind is a construct; that if you had been born there you would be like that, but you were born here so you're like this. (S 66, male, Arts)

One academic staff member described how his overseas experience had enriched his intellectuality and personal growth:

> This is something that I've been interested in ever since I started teaching in the UK . . . I knew how much I gained by being one of the international students. And when I met people from around the world, this suddenly made the international map not just colours but experiences. How enriching I found it. I grew so much because of that, both intellectually and as a human being. (S 36, male, Arts)

The nature of the subject taught includes cross-cultural issues

For some academic staff members, their teaching had changed because the subjects they taught were specifically targeted for international students as one staff noted: 'In Media and Communication, the program was set by the [Arts] Faculty about six years ago, to deliberately target the international market' (S 36, male, Arts). In some other cases, the nature of the subject allowed academic staff to use different linguistic and cultural backgrounds to enrich discussion in seminars and tutorials. These academic staff spent much time explaining differences in cultures, the differences in simple interpersonal greetings, the differences in different business systems, and the underlying cultural drivers of those differences.

> When you teach any subject related to International Management you spend a lot of your time focusing on the differences, the different business systems, the different cultures and so on. I suppose in very simple terms I have not done anything specific to deal with the teaching of many different students, but the very nature of the subject that I teach covers these sorts of issues. (S76, male, Economics)

Adjustment made or strategies used in the teaching and learning

The majority of academic staff reported that they had made adjustments in their roles as teachers and/or supervisors. The most frequent adjustments were made to address the language difficulties of international students. Some adjustments were also made in the selection of teaching materials and in the delivery of the course content.

Selection of teaching materials

Since the student population in the classroom consisted of students from a wide range of nationalities, for example from Australia, USA, Europe and the Asian region, in selecting teaching materials, staff tried to look at the way in which dialogue could be made more culturally sensitive. During lectures, students were told that they were going to hear about different life experiences. Teaching materials were chosen to reflect the broad diversity within the class. Readings assigned to

students incorporated cultural diversity. Examples were chosen not just from the countries that students were from but also from other communities and other cultures:

> I try to show not just white faces on the videos all the time, or American faces ... Even if it's just about fashion and gender I'll to use something about, say, Indonesia, or Cook Islands where I studied ... (S 49, female, Arts)

Delivery of course content

There were a number of strategies employed, as reported by academic staff in the delivery of course content designed to address students' underlying language issues. The strategies can be listed in three broad groups.

Explaining expectations effectively

One set of strategies concerned the careful explanation of what was expected of students. In the beginning of the semester, all students were alerted to the specific character of education systems in Australia. In order to develop students' writing and communication skills, staff were explicit from the beginning about what was expected in essay writing and assignments as one staff noted 'It is very important to set out the expectations in the beginning, but sometimes it takes a first assignment for them to realise what precisely that means' (S 5, male, Arts).

Facilitating language learning

To help students with language difficulties, 56 academic staff (70%) referred them to the Language Learning Skill Unit at Faculty or university level. Twenty-four academic staff (30%) reported that they personally gave language support directly to students:

> I spend a lot of time reading what they write, correcting, being pretty tough on the English, giving them drafts back and getting new ones. [Also] we publish papers together. (S 62, female, Science)

In lecturing, academic staff reported making more use of non-oral dimensions of teaching, for example the provision of written materials, and the use of overheads and slides. As noted, they took more care with their delivery, and also explained particular terms that might be idiosyncratic to the local setting:

> I've learnt over this 20 years to speak more slowly and clearly, which I probably wouldn't have done if I had have just been teaching native English speakers for all of that time. (S 33, male, Engineering)

Creating a collaborative and non-threatening environment

In certain subjects, the class was dominated by international students. In such classes, social grouping and team work had a natural tendency to follow cultural lines, and academic staff members used more directed group work and group assignments so as to avoid this.

I've taken some assignment and team-based exercises where I've allowed … [them to] work with their friends. Then in other exercises I've deliberately split them and mixed them up, not specifically along cultural lines, just to break up those groups and try and get communication amongst all the class members. (S 2, female, Engineering)

Academic staff also made an effort to take the fear out of international students. One academic staff member whose primary language was not English said that she made jokes about herself if she could not pronounce a certain word. This was to create empathy with the students, who often found themselves in exactly that situation. Being able to correctly pronounce students' names was another way of creating a friendly environment. Also, international students were approached individually to elicit their ideas. In a discussion-based classroom, international students were encouraged to participate, particularly those reluctant to speak out. Students who contributed to classroom discussion were rewarded verbally for doing so and their ideas were supported and praised. One academic staff member said that 'being open to the students is important so that they did not feel scared to ask questions' (S 59, male, Economics).

Discussions and implications

Beyond teaching and learning issues

International students come to study in Australia with a set of needs and expectations, which may not be understood by academic staff and local students. There have been extensive studies on international students concerning the academic issues and problems that they face (e.g. Andrade 2006; Benzie 2010; Marginson et al. 2010; Robertson et al. 2000). However, there is a key question that requires investigation and discussion, if those academic problems are to be more effectively addressed. As this study indicates, there is a discrepancy among academic staff in relation to how they viewed international students.

Some academic staff indicated a great awareness of the presence of international students and were able to identity both academic and social difficulties. These academic staff sensitised themselves to the needs of international students and made adjustments in their teaching. However, other academic staff made no distinction between international and local students, as noted also in the study by Trice (2003). They believed that all students should be seen as the same regardless of their cultural background and that there was no need to make special accommodation for international students.

One approach valued 'sameness', the other emphasised 'difference'. The former relates to Bennett's 'denial' worldview and the latter to the worldview 'acceptance'. People at denial stage are so uninterested in intercultural differences and fail to recognise that these exist. But people who emphasised differences are respectful towards cultural differences and 'adept at identifying how cultural differences in general operate in a wide range of human interactions' (Hammer, Bennett, and Wiseman 2003, 425).

The growing presence of international students in classrooms has created a tension among academic staff on the approach to take. The factors that encourage a sameness approach include traditional ways of working and established pedagogies and structure, and the dominance of western ideas in thinking about education (Dimmock and Walker 1998). Walker and Walker (1998) refer to the concept of

'west is the best'. Given this starting position there is an automatic tendency for teachers to ignore the significance of cultural variations.

Research indicates that disciplines play a critical role in developing academic beliefs about how knowledge is constructed and taught (Healey 2000; Moses 1990). While academic staff teaching hard/pure or applied subjects were more likely to bring an information-transfer orientation to their teaching, those teaching soft/pure or applied subjects generally took a more developmental (constructivist) approach in classroom situations. The latter group tends to be more open-minded about change and innovation in teaching. Students were the focus of their teaching and were encouraged to actively engage in teaching and learning practices (Lueddeke 2003). However, some academic staff with a sound content knowledge of their disciplines have limited knowledge of teaching and learning strategies, which can lead many of them to replicate inadequate teaching methods (Ballantyne, Bain, and Packer 1999).

It was a challenge to persuade academic staff members who saw their primary role as transmitting knowledge that there were alternatives. They tend to be reluctant to employ interactive approaches to teaching technical subjects, and difficult to convince that these could be potentially more powerful in helping students learning in a multicultural environment (Hakes 1998; Lueddeke 2003). If process and interaction are the key issues in education for global citizens, interactive approaches are needed in all disciplines. Changing long practised teaching methods is not easy for some, particularly after a lengthy period of teaching. However it is always a good strategy to reflect on one's teaching practice so as to provide students with the highest quality learning opportunities.

International education and 'denial' vs. 'acceptance' worldview

However, it is necessary to recognise cultural differences because we are operating in a globalised world. We live in a world that is composed of people of different cultural backgrounds and who speak different languages. Higher education institutions are no exception. Teachers have to respond to this, as Gellar (cited in Gunesch 2004, 255) points out:

> The fact that the world is small, fragile and its habitants increasingly dependent on one another ... has also made it imperative that international educators ... focus on issues and problems that are transnational and trans-cultural.

Failure to notice and respond to the changing cultural environment within institutions triggers a growing misfit between the environment and the institutions' policy and pedagogy. This tends to generate differing expectations and conflicts among communities within institutions. How can the widespread 'denial' of cultural difference be challenged? This is a key question for international education. Cultural difference creates significant difficulties for educators grounded in a monocultural paradigm.

Walker and Walker (1998) have suggested that teachers can consciously learn from the differences embodied in the classroom. Challenging sameness is about 'valuing difference; about recognising multiple values and ideas and using them as the basis for learning' (Walker and Walker 1998, 2). In the present study, some academic staff deliberately used cultural differences as a pedagogical resource and this

finding correlates with findings from several other studies (e.g. Chang 2006; De Vita 2005; Ippolito 2007; Leask 2005). Ippolito (2007) suggests that diversity should be both a key objective and a resource in university plans to internationalise the curriculum. To forecast the challenge created by having a culturally diverse classroom, Leask (2005) suggests that academic staff need to reflect on their own teaching to see whether their own culture and values influence their teaching practices. Pursuing active engagement with students from different cultural backgrounds and actively learning other cultural perspectives enable teachers to see the gaps in their teaching practice.

Enhancing awareness for cultural diversity

There is often a tendency for individuals to remain stuck at one developmental stage in their orientation towards cultural differences. But we know that all individuals – teachers as well as students – are educable. Through education and training and travelling and intercultural experience, the development of individual intercultural awareness can be enhanced (Pruegger and Rogers 1994).

Professional development that includes training focused on cross-cultural and international student issues can enhance staff intercultural sensitivity. Even though this kind of training usually focuses primarily on knowledge and skills rather than on attitudinal change as Sanderson (2008) argues, the majority of academic staff interviewed in the present study pointed to the importance of such training. However, most had not had such training opportunities themselves. When asked whether or not they had received formal training in teaching and supervising international students, only 26% said 'yes'. Even this training was not particularly focused on intercultural issues or international students – these themes arose only as incidental parts of larger programmes. Specific programmes on international education were limited to short training courses run by a particular centre, faculty or the university. Extended training that particularly addresses international student issues or cross-cultural issues could be very helpful. Schuerholz-Lehr (2007) suggested that professional development workshops on course design would enable teachers to integrate their existing intercultural knowledge and competence into their course design and teaching practice.

Although cross-cultural awareness is trainable, the demographic characteristics of staff can also influence its presence, absence or level (Altshuler, Sussman, and Kachur 2003). Confirming previous studies (e.g. Piage, Jacobs-Cassuto, and Yershova 2003; Trice 2005), the current study revealed that prior intercultural experience is positively associated with increased cross-cultural awareness. Academic staff's personal and professional experiences such as travelling abroad, employment in foreign countries and participation in international conferences has a considerable impact on their level of intercultural competence (see also Khishtan 1990, and Helms 2004 cited in Schuerholz-Lehr 2007). Clandinin and Connelly (1999) theorise the link between personal experience and professional practice. Teachers' identity and teaching practice are closely connected. Teachers' prior experience shapes their practical thinking. Some studies indicate that teachers with prior intercultural experience are open to diversity and have positive attitudes towards multiculturalism (Chang 2006; Johnson and Inoue 2003).

Conclusions

Judging by the weight of the international student population within the total student body, Australia can be regarded as having the most internationalised higher education system in the world, (OECD 2009). Exploring academic staff perspectives is crucial to better understanding the dynamics of teaching and learning practice in a multicultural context. Bennett's DMIS has been useful in understanding how academic staff view and respond to cultural differences. By recognising the academic staff orientation towards cultural differences, training can be tailored to facilitate the development from the ethnocentric stage to the ethnorelative stage of Bennett's DMIS.

Understanding academic staff attitudes is of particular importance as this may inform their teaching and learning practices. Questions such as 'Do we need to be sensitive to the needs of international students where these are different from those of local students, or do we treat our students as one homogenous group?' are threshold issues for teaching and learning in the internationalised university. Unless academic staff, as a group, resolve this question, moving forward will be difficult. Universities can no longer afford to carry a divided academic staff in which only some respond to cultural difference in an effective and conscious manner. A more coherent way of thinking and a more systematic and agreed strategy of teaching and learning is required if higher education institutions are to move forward in education for global citizenship.

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Notes on contributor

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