
**Possibilities for strengthening the international orientation of
Business Administration and Economics Faculty at
Niederrhein University of Applied Sciences**



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Ruta Eglite

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ABSTRACT

Thesis background will be based on the commissioning organization's need to research this topic. The international orientation in Business Administration and Economics Faculty in Niederrhein University of Applied Sciences needs to be evaluated. The solutions should be explored to improve international orientation of the faculty as the faculty itself is willing to become more international.

The commissioning organization is Niederrhein University of Applied Sciences and the contact person is Pr. Dr. Rüdiger Hamm.

The objectives of this thesis are:

- Introduction (of the region, district, case institution and case itself)
- Theory
- Current state of Business Administration and Economics faculty
- Research & Analysis
- Recommendations, conclusions

Theory that will be applied will consist of internationalization's main principles, globalization, and internationalization in higher-education institutions, what are the rationales of internationalization, the strategies for implementing it.

Research methods are primary, secondary data, surveys and interviews.

Main target is to assess and find the possibilities to improve and strengthen the current state of internationalization in faculty of Business Administration and Economics faculty in Niederrhein University of Applied Sciences.

Recommendations, development of ideas, conclusions.

Keywords Faculty, internationalization, enhancement

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1 INTRODUCTION

1.1 Introduction of the case / to who and why

Niederrhein University of Applied Sciences (the case company) is very much aiming to increase the international competence but they are facing some obstacles that slow down the development regarding internationalization. As the region itself is the most relevant economical area of Germany (more described in paragraph 2) and is the place where international companies are placing their headquarters, foreign investors and others see it as a very good business point. It is important for Niederrhein University of Applied Sciences to identify current problems, research them, and find appropriate solutions in order to know which path should be followed in order to increase, improve and strengthen the level of internationalization in the university. When looking more worldwide, this is very timely subject for many organizations. Hochschule Niederrhein (so the university is called locally and is known as HN - so it is called there in Mönchengladbach city and might be used as abbreviation in my further research) is broadly used and recognized within borders of Germany.

It also seeks to strengthen its' position and image in the market and internationalization is one of the sectors that is very helpful for this purpose and is one of key components for a success in today's global market.

1.1.1 Introduction to the region, district and Niederrhein University of Applied sciences

The information in the homepages of the region of North Rhine-Westphalia (NRW) and the state-owned economic development agency NRW.INVEST state the following important facts (in further research the term "region" will be considered as NRW and "district" Lower Rhine):

North Rhine-Westphalia (NRW) region

- The supporting of the companies in NRW is highly valued and attracts new ones; nowadays more than 14 300 international companies have settled down in the most economically relevant areas in Germany.
- The region – NRW - in Germany consists of 12 sub regions and one of them is Lower Rhine (where the NUAS is situated) which is on the left side of the Rhein River.
- Most relevant industries in the region are: automotive, biotechnology, food, healthcare, environmental technology, energy, chemicals, information and communications technologies, innovative materials, mechanical engineering, media, microsystems technology, nanotechnology and plastics. It is mentioned that here the industries are in equilibrium; traditional and fu-

ture-oriented are in one place, so demonstrating a comprehensive range of sectors.

- There is provided large information by institutions that take care to attract new investors to this federal state, but still, also to help to expanding and starting ones.

NRW.INVEST is the service-giving state-owned institution of above mentioned and it co-operates with development agencies and many other organizations (Economics Ministry, commerce, industry chambers etc.).

Lower Rhine district

- The “capital” or the main city of this district is Düsseldorf.
- In overall, there are over 4, 5 millions of people living in the cities of this area in Germany (Viersen, Kleve, Krefeld, Mönchengladbach, Rhein-Kreiss Neuss).
- The number of existing companies in there is very high for 2,680 square kilometres – 94,700 companies are registered in Lower Rhine district.
- These companies employ nearly 460 000 people (officially).
- The main industries in the Lower Rhein are: energy production, tourism, logistics, chemicals, textile and clothing, electrical and mechanical engineering, food industry and rural businesses – agricultural business.
- Around three quarters of gross domestic product (GDP) accounts for service sector and manufacturing sector generates around 50% from export.
- Very important foreign investment comes straight to this Germany’s federal state, so to Lower Rhein district likewise. Nonetheless, the fact that need be mentioned is that some of the greatest and biggest Japanese companies’ (like Canon, Toshiba Europe, Hitachi High Technologies and Hitachi Power Tools, Daihatsu, Toyo Tire) headquarters are being run in Lower Rhine.
- Very well-developed infrastructure is attained due to the rail and road interconnections and two airports (Düsseldorf International Airport and Weeze).
- It has been stated that Niederrhein University of Applied Sciences which is in two cities – Mönchengladbach and Krefeld, with its’ research institutes (technology and scientific centres) plays quite important role in companies’ development stages by supporting them with research and development (R&D).

Introduction to Niederrhein University of Applied Sciences

The institution itself is located in upper part of Germany almost on the border with the Netherlands, if it is split in two parts – southern and northern.

The university has been founded 41 year ago in 1971; it has developed over the years. City of Krefeld is a home for nearly 240 000 people and in Mönchengladbach for around 266 000; so more than half a million together.

The university has become one of the biggest ones among other universities of applied sciences in Germany. There are about 10 800 students, nearly one fourth of them are first-year students and there are approximately 100 different nationalities that accounts for around 7% of all students they have and also graduate, who come from foreign countries. HN is considered as a regional university.

All together NUAS has 10 faculties. In Krefeld campus are 6 faculties (chemistry, design, electrical engineering and computer science, mechanical and process engineering, industrial engineering, health care management) and in Mönchengladbach 4 of them (Food, Nutrition and Hospitality Sciences, Applied Social Sciences, Textile and Clothing Technology, Business Administration and Economics). All of these faculties prepare professionals that later on start a career in some of the sectors that are widely presented in Lower Rhein district and elsewhere.

The university in its' official brochure has listed 4 statements that targets to bring:

- *applied research and development*
- *technology transfer*
- *extensive international collaboration*
- *a practice-oriented academic training to its' students.*

The Hochschule Niederrhein has contracts with around 100 partner-universities (higher education institutions) around the world, 90 of them are under ERASMUS program.

In the university there are 294 professors but, nonetheless important fact is that more than 200 contract lecturers from businesses and industry are associated to the learning-by-doing process and to strengthen the learning outcomes.

As in majority of other universities of applied sciences, the internships and work placements are as an essential part of student's curriculum that demonstrates the strong orientation towards the practical skills not only theoretical.

The GLOBUS brochure of the Niederrhein University of Applied Sciences state that it is one of the first universities that used to publish its' graduated students with an aim to promote and to introduce them to public space as new experts that are available and ready to start their professional career.

Due to the trend of density of export-oriented and international companies situated in Lower Rhein district, they really well cherish the graduates from the universities of applied sciences because of "highly but differently qualified" quality.

GLOBUS - this is the program based on activities for foreign students organized by flexible group of students at NUAS – it can be assumed and it is known in other countries as student tutoring. This group is intended to make the initial things, steps easier for the incoming foreign students. It also helps to establish new contacts, networks through diversity of organized activities.

The information in the university's homepage states the following: "We aim to overcome borders, especially in the international field. Firstly, by advancing the internationalization of studies, and secondly by making our students and staff more mobile. Hochschule Niederrhein maintains close and intensive contacts with its numerous partners worldwide to deliver international experience in teaching, studies or internships." It shows the strong will for improving and developing its' internationalization level through the all levels of the university.

1.2 Research question & research objectives

Research question is:

What are the possibilities to strengthen international path of Business Administration and Economics faculty in Niederrhein University of Applied Sciences?

The goal of this thesis is to assess and find the possibilities to improve/strengthen the current state of internationalization in faculty of Business Administration and Economics. This aim will be reached through empirical part of the research - qualitative survey approach both to students and professors and afterwards gathering and analyzing the results. Methods for research

Objectives of this research are:

1. To introduce:
 - The case of finding possibilities to strengthen international orientation of Business Administration and Economics

faculty in Niederrhein University of Applied Sciences – to whom and why this research is done

- the region and district
 - Niederrhein University of Applied Sciences
2. To find and involve theoretical background that supports ideas of internationalization of higher education
 3. To examine the current situation of Business Administration and Economics faculty by gathering and stating the official facts and figures.
 4. To make two surveys both for professors and students, analyze the results and list main findings.
 5. To give the recommendations that will rise from basis of examining current situation, survey results.
 6. To conclude thesis with observations that are gained through stages of writing thesis.

1.3 Research methods

Data that is used in thesis includes both primary and secondary data.

Primary data was collected from institution's database that needed to be gathered and made for further usage. It will be used for Business Administration and Economics faculty's own purposes.

As secondary data's sources were books, websites, journal articles, e-books, government publications, institution's database, and video materials.

Used research methods involve surveys and interviews.

Interviews were done with three persons from Niederrhein University of Applied Sciences:

- Linda Merheim is responsible for Business Administration and Economics faculty's international affairs and marketing. Contact with her was held by in-person meetings with open-ended questions most frequently but also with closed-end questions. Information was gathered throughout the thesis writing process and working side-by-side two times per week within two months time in university's premises. These were more of individual interview type.
- Prof., Dr. Harald Vergossen is a person who is in charge of NORDPLUS Intensive Week in Hochschule Niederrhein. The interview was held through e-mail on 11th October, 2013 with certain open-ended questions in relation with above mentioned project.
- Prof. Sarah Keeler is Business English course's teacher who was involved in project with Poznan University of Technology as an observer. To gather the information about this project two interviews were held – one in-person in premises of university on 11th

October, 2013 and the other through e-mail consisting of open-end questions on 17th October, 2013.

For both target groups – professors and students - qualitative survey type was carried out.

18 professors and 127 students took a part in the survey (samples of survey are attached as Appendixes 1 and 2) because not too many respondents were gathered at the end and opinions helped to build recommendation's part.

2 INTERNATIONALIZATION

Globalization goes hand in hand with internationalization and they are quite similar to each other because they both are assigned with the similar things. Therefore in theory part will be more explanations about both of them, also in accordance to higher education direction.

2.1 Globalization

Citing Robert Cox, 1996: "The characteristics of the globalization trend include the internationalizing of production, the new international division of labor, new migratory movements from South to North, the new competitive environment that accelerates these processes, and the internationalizing of the state [...] making states into agencies of the globalizing world." (Approaches to World Order, p.155).

So it means free movement of goods, services, people, and intellectual property with no boundaries everywhere in the world. Nowadays this trend is indispensable and the whole world is facing it from every corner and aspects of every-day lives. The globalization is still developing every day non-stop and it provokes the changes in every area of government (social, environmental, political, economic etc.) in the world whether it is a family or it is a business – so it influences the educational institutions as well.

Some people claim and few articles demonstrate that the higher education now is an essential component of the whole globalization movement – it has just overcome all the borders.

2.2 Internationalization

2.2.1 Definition

There are available a lot of definitions in many different contexts but this by Investopedia "Products that are internationalized often must be localized to fit the needs of that country's users. For example, an internationalized software program would need to be localized to display the date as November 14 for use in the United States and as 14 November for use in England." is easy to understand.

The term "international" simply means involving more than just one nation in the organization's operations, development stages or any other ac-

tivities. So the internationalization is consisting of numerous and various processes, developing strategies towards reaching the goal – to become able to operate internationally, in international environment. It must provide the same quality and essential basis to other consumers of different nationalities – localization versus internationalization.

2.2.2 Internationalization in the higher education

Investopedia states sentence: “Internationalization can also refer to the design of an educational curriculum that will enable students to thrive in foreign countries and in their interactions with other cultures.” Besides, the information in Gibb’s and Maringe’s book (2008) cites that Knight and De Wit define internationalization as “The Process of integrating an international/intercultural dimension into teaching, research and service functions of the institution.”(1995, p. 8) This is what describes and corresponds particularly for the case. Therefore, the universities are the providers; their product is the education whose consumers are students – delivering a value is very much of importance in any institution and under any circumstance.

Internationalization of higher education has become a global phenomenon and is gradually becoming an integral part of the broader strategic intention of many universities across the world. (Ayoubi and Massoud 2007)

As initial steps of bringing internationalization in the higher education institutions, it makes enormous changes in the whole organization. Every level of the organization needs to be ready for alteration; human resources should not be forgotten too. Reforming from locally concentrated to globally focused organization is a complex process where the new conceptual framework needs to be carried out.

In Marketing Higher Education: Theory and Practice book it is mentioned that without local environment there would not be international environment, so it definitely must be kept in mind that interrelation between them both is tight and inseparable (Gibbs, Maringe, 2008, pp. 83). Because of these two complement each other while being independent.

2.2.3 Why to internationalize

The purpose of internationalization in the higher educational institution is to serve many cultures that could be in one place working together, to make the environment, atmosphere more intercultural, so increasing the cross-cultural awareness in every level of the higher-education institutions, to improve the quality and outcome of offered education in the uni-

versities, to become more competitive among the other universities around the world.

One very relevant aspect that Stier mentions (2002) is that internationalizing is taking away barriers for assessing the knowledge. Nowadays even students from developing countries can have the knowledge and does not matter the gender or belonging to some social class – so it means everyone who has a will for learning and self-development must have an access to the intellectual resource - knowledge.

Also, what has happened and affected the need of becoming more transnational is that education itself has grown over the years from “luxurious product” state to opened in mass market. As the result, due to the mentioned fact in the last sentence, it has led to the enormous growth and diversity of possibilities in universities; each of the students can make their choices according to their interests, talents, strengths.

Referring to the last paragraph, it is also very clear that:

- by initiating or engaging in such cross-border relationships, by becoming more visible in this international context in worldwide market, the opportunities also become bigger for finding and attracting stronger, more experienced staff and enlarging the variety of students. Consequently, development of the institution is stimulated in the name of growth.

- nowadays the image of the university which has stronger international competence is perceived higher and more appealing place than the ones where it is not or is at quite poor state. It is due to the tendency where the professionals with international expertise are needed all over the world. If the institution can provide such experts when they step out of the university, it becomes more noticeable also to various international and local companies, businesses. Further they might just straight come to it with different projects/tasks and be as a client or just a great learning lesson/environment to the students with opportunity to show and improve their best skills. One great example particularly for this case could be when Elmont Oy turned to HAMK University of Applied Sciences with project for assessing its' opportunities in other country's (Latvia) market. (2013)

After all, these details strengthen and improve the competitive position in the market likewise by approving its' capabilities in more public space.

2.2.4 The trend

In the chart below it is possible to see the evolution of how much changing and still growing trend is to become an international student. So the need and want of the universities for becoming more international is really well understandable. If the trend continues like this, it is a wise step, for universities which seek internationalization improvement, to react and design new conceptual framework how to attract foreign students exactly to their university.

Chart C4.1. Evolution in the number of students enrolled outside their country of citizenship, by region of destination (2000 to 2010)

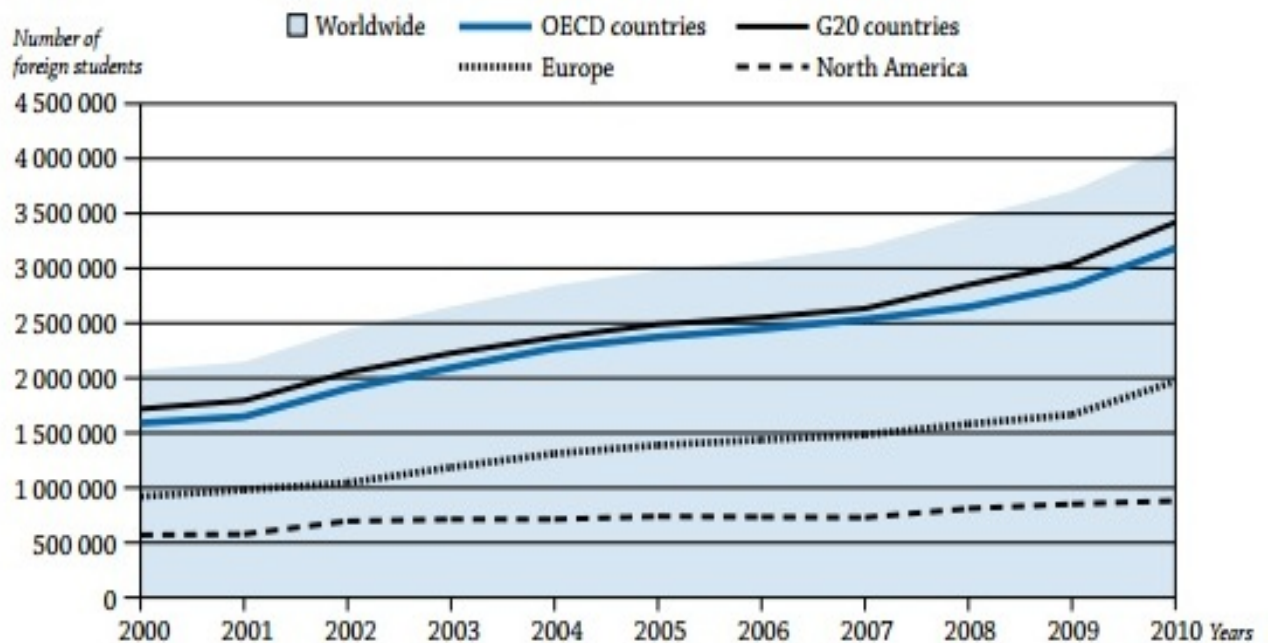


Figure 1 Source: OECD and UNESCO Institute for Statistics for most data on non-OECD countries.

According to the data on the official UNESCO homepage, 52% of foreign students enrolled worldwide represent Asia which is a huge number. The research institute admits that this tremendous growth in internationalization in past decades happens due to the globalization of economies and societies, but also of expansion of other higher education institutions around the whole world.

2.3 Difference between internationalization and globalization

The main difference in both is that internationalization deals more with terms like international trade, international relations, alliances etc. so being surrounded by other nations, operating in that international environment and co-operating with these countries.

Globalization relates to global economic terms, economic integration; in stabilizing different economies as balanced global one, developing this one big market place. So, globalization is more giving a “product” – internationalization, or better to say – a need of it in order to keep together with competition and overall world trends.

It is considered that actually internationalization is the outcome of globalization processes. Though, both terms share many characteristics (Gibbs, Maringe 2008. pp. 85).

Citing Gibbs and Maringe regarding universities, internationalization presence in them can be seen through the following:

- *“an explicit internationalization strategic intent with clearly defined purposes and strategies;*
- *An expanding and diversified staff and student international exchange programme;*
- *A strong presence in the international student recruitment market;*
- *A robust drive for exporting educational services beyond the campus boundaries especially to foreign and overseas destinations;*
- *A curriculum development focus that seeks to integrate an international dimension into course programmes, in teaching content and pedagogical approaches;*
- *Development of research programmes that are deliberately international in focus, both in terms of international collaboration and in the international focus of the research intentions and purposes;*
- *Joint research and development activities with international and global organizations.” (Open University Press 2008, 85)*

Globalization serves as an important major basis for huge changes for universities by accepting and letting internationalization into organization, different and various strategies, approaches towards it.

2.4 Drivers for alteration - internationalization's rationales

There are identified many rationales that have given and give an effect to higher education's internationalization by several authors like Aigner et al (1992), Scott (1992), Warner (1992), Davies (1992), Johnston & Edelstein (1993) and Knight & De Wit. Selection of the overall acknowledged rationales I chose according to summary made by Felix Maringe and Paul Gibbs (2008) as follows:

2.4.1 *Promoting world peace rationale*

This comes from the history, when the Cold War finished, possible option for backing up from devastation was detected supporting and promoting the idea of world peace in the name of economic growth. Initiators of this idea, of course, were the economies "giants". The relation between this fact and universities is simple – to develop and take a part in peace program's expansion.

This teamwork among different nations directed to the development of global matters' curriculum with an aim for a peace and nowadays improving the level of international security has grown very rapidly.

Although Gibbs and Maringe discuss this rationale as some complementary motive, other author Hans de Witt who is a professor and Vice President for international affairs in Amsterdam University of Applied Sciences, has written books, articles, consults and assesses different international education questions for UNESCO, European Commission, World Bank etc., expresses doubts whether for whom this world peace concept serves at first and one's interests, what kind of peace vision and who has been the one who initiated the idea of it. (Hans de Wit, 1995)

2.4.2 *The economic rationale*

The source states that this rationale runs at two levels – the institutional and national. At the second one, well-being of the people is the driver and they are introduced to cross-national perspectives. Meanwhile, at the same level, the countries also seek for opportunities and ways how to attract people from different nationalities, backgrounds and parts of the world to be a part of their skilled, professional labour.

One way to attain or at least induce interest to this kind of goal is to offer comprehensive and appealing international educational system in the insti-

tutions of the country. As more this aspect and quality of it are developed and promoted, the higher chance of “getting” representatives of different age groups of other nations to theirs.

It is claimed that nation’s economic competitiveness is directly related to the quality of its higher education system (Open University Press, 2008. P. 88).

There are some relevant facts that from the research (made on behalf of Universities UK by the University of Strathclyde, 2003 – 2004) have been concluded and could be used as positive examples for assigning and/or looking for more resources and concentrate energy for internationalization matters that in future might result as a victory for this kind of decision made:

- *“for every 100 jobs within UK universities in 2003-2004 surpassed that of key economic players such as the pharmaceutical industries at approximately 17 billion British pounds.*
- *Universities employ approximately 1, 2% of total UK employment.*
- *For every 100 jobs within UK universities, a further 99 are created in the economy.*
- *International students contribute approximately 10% of all UK receipts from overseas visitors.*
- *International students’ expenditure generates about 2, 4 billion British pounds output across the whole economy and over 21, 900 jobs.” (Universities UK by the University of Strathclyde, 2003 – 2004)*

As a matter of fact, the United Kingdom has been recognized and ranks as 6th best in 2012 with its educational system according to Pearson’s Global Index of Cognitive Skills and Educational Attainment.

At the same time, Finland ranks in a 1st place in the same research the same year.

Nonetheless, every higher education institution brings a positive compliment to the country’s economics and is with potential to grow further with some developed strategies or ideas if there is a will and interest for that. While taking into account the facts above from the mentioned research, every this kind of institution would be and, I assume, is interested in generating more profits and raising the financial status.

Equally important is the fact that behind this economic rationale is either a long-term intention in the name of future economic relationships with different countries across the globe due to the educated, competent labour re-

quired everywhere and thus showing global competitiveness, or direct economic gains like government income. (Qiang 2003)

2.4.3 *The political rationale*

As in the previous rationale in 4.4.2., this also runs in the same two levels where at national simply tries to set its' influential position over more public or individualistic level and be noticeable among the other countries with its' own posture, thus also trying to make influence on different decisions in global picture.

Just to mention differences in various sources, de Wit (1995) leaves the impression that under this rationale fits also promoting world peace which is quite logical due to the fact about political stance about all the piece preservation and maintenance over the world. He did not separate these two rationales but interconnected them. Also, he emphasizes that especially this political motive has been the one for a reason to bring international dimension into education until Cold War, but after this historical event – the economic.

Education, especially higher education, is often considered as a form of diplomatic investment for future political and economic relations. For example, scholarships for foreign students who are seen as promising future leaders are considered to be effective way of developing an understanding of and perhaps affinity for the sponsoring country. This affinity may prove to be beneficial in future years in terms of diplomatic or business relations. (Knight, 1997, p. 9)

The link between politics and economics gets more narrow and all the opportunities are being sought in the name of progress of different sectors and overall development of the country.

2.4.4 *Academic rationale*

This driver corresponds for the want and need of a country to find and implement the best ideas into practice for making higher education international, to operate all the activities for attaining success regarding it. Qiang (2003, pp. 253) mentions:

One of the leading reasons cited for internationalizing the higher education sector is the achievement of international academic standards for teaching and research. It is often assumed that by enhancing the international dimension of teaching, research and service, there is value added to the quality of a higher education system.

Nowadays the quality of services (here university is meant as a service provider, student – customer) is of high importance and they must be and even exceed the expectations of customers because requirements raise higher and higher all the time because everything around us is developing faster and becoming more promising, people aim for the best possible outcome.

A list of the competitors (universities in different countries) is one of examples which serves as an informational guide of success of each country's educational system's achievements, implementations and how well that is perceived and received as a service in a global market by its ranking (for example, QS World University Ranking) in different categories like in research or by overall average grade, how many incoming/outgoing exchange students there are or what is the percentage of on-time graduates. Anyways, the universities which more engage in international affairs and implement or strengthen their international orientation can be considered as an affirmation of quality it aims to reach for.

Gibbs and Maringe (2008: 91) share opinion that at the moment when it is possible to observe the number of incoming/outgoing exchange students expanding across the world, there is a need for deep reflection at different levels of those who are responsible (institutional and teaching staff levels) about several important subjects like:

- The centred and hard accent should be put on the student and staff exchange opportunities and development for a greater success of curriculum's internationalization. To make a returning student as an international experience's acquirer who can share his adventures and show his obtained/improved cross-cultural awareness.
- Guidelines and directions are necessary but they may not become as a determinant/strict frame for all actions because it is all about flexibility and adaptation abilities to global context, resource allocation and teaching strategies in name of transferring into cross-cultural environment.
- The students with different backgrounds bring their cultural resources with them thus giving an opportunity to fill the curriculum with elements of different cultural aspects.

2.4.5 *The socio-cultural rationale*

This determinant is responsible and focuses on the country's own culture and language and how it sees and perceives other nations in today's big culture mixture. Maringe and Gibbs (2008) discuss that by having more different nationalities together in one classroom proposes the awareness, respect and acceptance between individuals to each other's national background by working/studying together.

The acknowledgement of cultural and ethnic diversity within and between countries is considered as a strong rationale for the internationalization of a nation's education system. (Knight, 1997, pp. 11)

As a continue to this argument, Knight states (1997: 11):

Related to this point is the need for improved intercultural understanding and communication. The preparation of graduates who have a strong knowledge and skill base in intercultural relations and communications is considered by many academics as one of the strongest rationales for internationalizing the teaching/learning experience of students in undergraduate and graduate programs.

To conclude this part about main motives for internationalizing nation's higher education system, Qiang has made interesting and explanatory observation and assumption. It is regarding transformation of the rationales importance over the years that now strongly affect the decisions about becoming more cross-cultural in a sense of higher education system (2003: 254):

It is felt that international labour markets require the higher education system to deliver graduates with academic, linguistic and intercultural qualifications that are internationally competitive. The academic and cultural/social rationales, reflected in measures like the mobility of students and staff improvement of the quality of education, a greater compatibility of study programs and degrees, and enhanced knowledge of other languages and cultures, seems all to be derived from the overarching economic rationale of strengthening human resources for international competitiveness.

This simply means that Qiang proposes economic rationale as most important intent to enter/improve in the global market in the name of the nation (e.g. strengthening its cultural aspects, its visibility - skilful graduates' acknowledgment world-wide, competitiveness, government income etc.).

2.5 Internationalization's implementation – strategies

Over the time and with market borders' fading/disappearance, some distinct general strategies are developed that have shown its' positive results after improvement or initial implementation stage in higher education institutions.

Need also to mention that there are differently called approaches but some of them share similar or identical characteristics, just with contrasting

names. These strategies are a compilation of more authors who have discussed about this topic and identified them.

European University Association (2013) has carried out a research in which are listed most commonly implemented strategies with their outcomes by institutions that seek to internationalize:

2.5.1 Student and staff exchange

It is considered as one of the most recognized approach towards enriching the institution with intercultural environment components. By having students or staff in foreign lands, it raises the awareness and experience in them about the one's culture, in this way also strengthening the relationship/improving the communication. Nonetheless searching for possibilities to start a new collaboration with some partner-institution is essentially necessary, in order to offer broader variety of destinations available for staff and students.

There is one main international student mobility exchange program ERASMUS among European Union countries under which many student exchanges and work placements are carried out. This program points out Europe with its great offered education.

Also as a result to this, the number of international students sent and received is increased. The staff understands better opportunities the whole internationalization process brings so letting in a positive motivational spirit in the team which is aimed for not stopping at progress.

However, this student and staff exchange movement might also conclude as a good image/impression of potential work place; foreign staff and researchers are recruited by the institution.

2.5.2 Curriculum's improvement

If analysing the above mentioned elements, naturally development of curriculum does come into place.

When attracting foreigners, they expect to be a part of the university in all of its happenings, more or less. One of the most significant determinants why they come is also a wide range (at least sufficient) of subjects offered in international language – English. According to this, of course the higher education institution shall be interested into improving the internationalization of curriculum in different ways.

Under curriculum's internationalization includes study program's development with credits transfer between partner universities, also double degree programme's development (Huang 2007). Offering the one country's language courses is essential activity.

Gibbs and Maringe (2008) also suggests involving international dimensions like other nations' case studies, work and learning experiences in existing programmes (pp. 95).

2.5.3 Distance learning – online learning

It is known as terms electronic media and information and communication technologies (ICT). So called e-learning's basic and main idea is to offer a possibility to enhance knowledge and stimulate the interest to it as an any-time and anywhere convenient option/way towards education's improvement of the one.

Tavangarian et al (2004) describes e-learning as an option where different types of media are in use like delivering text, audio (e.g. podcasts), images, animation and streaming videos, technology applications, computer-based learning, web-based learning but with these the list does not end. This also leads to such a positive side-effect as awareness and knowledge improvement of technological world which nowadays play a big role in every day's activities, both in business and life.

This only means that education as a service/product has become borderless and available for everyone with intention to acquire it. It can be used either in or either out the school's premises.

A very much known quote of John T. Chambers, who is a Chairman of the Board at Cisco Systems, Inc. (at Fall COMDEX IT trade show, in 1999), says: "The next big killer application for the Internet is going to be education. Education over the Internet is going to be so big it is going to make email usage look like a rounding error."

Though, this quote might be exaggerated but anyways already almost 15 years ago it was believed and predicted that e-learning might become as an important component of what today is known as a higher education's acquirement and different ways towards that.

Advantages of E-learning

Some of the advantages that are identified by web journal Elearning Companion (2013) are:

- Gives a freedom to applying different learning styles for different tasks which might be more efficient for the individual than having some traditional way in face-to-face classes.

- Class work can be planned depending on the one's own schedule.
- Reduced costs for all involved parties as it is anywhere, anytime type of studying (reduced costs for travelling for face-to-face classes and saving time).
- Student's rights to choose the best learning materials for themselves according to their level of knowledge and interest.
- Giving a possibility, an alternative to acquire a degree for everybody, for whom face-to-face classes are impossible due to various reasons.

Disadvantages of E-learning

However, e-learning is not only full with advantages but also the shades of it:

- Students with motivation or own schedule's making problems might not follow the deadlines.
- Interaction between student, lecturers and other students might become as an issue due to distance.
- Technological aspects might play its role and become as problem (the student's devices not advanced enough, internet connection matters etc.). Also students may lack technology/computer skills for
- Not very easy to set up online contact meetings due to convenience of both parties.

Illinois University (2008) also adds:

- The administration and faculty dimension to weaknesses, because some of staff members might not accept the changes, working with technology would be perceived as lowered quality of offered education.
- Facilitator's missing online qualities – the instructor should see and offer the ways in order to compensate face-to-face physical absence.

3 CURRENT STATE OF BUSINESS ADMINISTRATION AND ECONOMICS FACULTY IN NIEDERRHEIN UNIVERSITY OF APPLIED SCIENCES

3.1 GLOBUS

As it has been mentioned in 3rd page, this program is a part of international student integration activities to all Niederrhein University of Applied Sciences. That is relevant for supporting the internationalization ideas also for BAE Faculty by strengthening and interconnecting different people in the society, among other students of university.

It was meant that this paragraph should have covered how much GLOBUS had contributed to BAE Faculty's intercultural progress and how it does now but no possibility has been found to get in touch with representatives of GLOBUS by e-mail.

3.2 International projects

3.2.1 NORDPLUS intensive week

This is a 2 months course which is based on the teamwork within international groups of students by using several Internet tools for collaborating. Every student is a part of a group with members from other participating universities and each group works on different core module within introduced topic.

For the year 2013 the topic of the week is "Internationalization in Northern Europe". The week is organized and also hosted from 18. - 22. November, 2013 by HAMK University of Applied Sciences and the participants are:

- VIA University College, Denmark
- HAMK University of Applied Sciences, Finland
- Hochschule Niederrhein, Germany
- Stockholm School of Economics (SSF), Latvia

In 2011, Gotland University and University of Southern Denmark also took a part in this project.

NORDPLUS intensive has taken place for many years and Hochschule Niederrhein has been a participant since 2007. This means that the interest about this project is quite high and as Prof. Dr. Vergossen mentions, responsiveness of students is really good due to the reason that project is well-known at Hochschule Niederrhein.

Selection criteria of students who will participate in this project basically are - English skills, also international experience, willingness to visit foreign countries.

Prof. Dr. Vergossen tells that each year since 2007 there are around 20-30 students who are applying to NORDPLUS intensive week when application period is announced and this number remains quite stable over the years.

This project is one of two projects where Hochschule Niederrhein collaborates with foreign universities.

3.2.2 Project with Poznan University of Technology

This is the second international project which is under the module of International Class course.

Students have an opportunity in the summer semester to take a part in a strategic management workshop which is hosted by Poznan University of Technology, Faculty of Engineering Management. This is done in multicultural groups and also as a case study. Before this workshop, students have two half-day sessions in Hochschule Niederrhein where intercultural competences are explored and prepare them for working in international teams.

According to Sarah Keeler's (observer of this workshop and gave intercultural classes to Polish students in Poznan University of Technology) given information about this project, HS Niederrhein takes part in this event already more years, at least five, possibly even longer. Students from Business Administration and Economics Faculty (Betriebswirtschaft) can apply. Last academic year (2012/2013) there were around 15 applications received quite shortly after the workshop was announced.

However, there exists competition among the applicants because of only 6 available places.

When asked about the motives of students and why they want to be a part of this project, Mrs Keeler mentions that motivation letters consisted of student aims like deepening their language skills, intercultural exchange and also a want to represent Hochschule Niederrhein.

3.3 Curriculum

3.3.1 Bachelor's and Double Degree

There are listed 10 courses that are taught in English for Bachelor studies in the academic year 2013/2014. In comparison, this number has increased in the years. In the academic 2012/2013 there were 8 courses – 1 consisted of English and German parts.

One of the problems identified is rather poor communication between partner universities – students cannot take, for example, course “International Class” because the deadline for applying to this course is in April/May that raises the possibility of student's dissatisfaction and potential further issues in his/her curriculum for the study year when the student arrives.

Other incompleteness is in the available course “International Management I” for foreign students (who do not speak German). The module contains 2 parts – in English and German language. The lecturer of this course

has a stance to keep the test in German language while the rest of course is held in English.

Regarding this case, there also might be discussed the willingness and interest of the teacher to decrease the inconvenience of foreign students for successfully accomplishing this course.

A positive sign is new course's "Energy Management Accounting" implementation into curriculum in English starting in summer 2014 for bachelor's students.

3.3.2 Master's Degree in Business Management and Double Degree.

There is also a possibility for foreign master's students to complete a double degree in Hochschule Niederrhein.

In 2012/2013 there were 7 courses being taught in English for master studies. Still, 2 courses consisted of English and German parts, what was also mentioned in 5.5.1.

In 2013/2014, 6 courses are available for master's studies and the same course "Purchasing and International Marketing" again consists of German and English parts.

3.3.3 Exchange students

Referring to NUAS International Office's (Akademisches Auslandsamt) provided material based on total outgoing and incoming amount of students, the figure below presents the proportions between these 2 groups in two academic years spans (2012/2013-2013/2014) and how BAE Faculty stands with its sent/received students in overall look.



Figure 2 Proportion of incoming/outgoing students in HN and BAE Faculty

It can be assumed that Business and Administration faculty between 9 other faculties has quite good number of total incoming and outgoing students and in 2012/2013 'incomings' of BAE faculty draw in table nearly 1/3 of total incoming students of Hochschule Niederrhein. For the record,

as the note to this summarized information, it still is in a way incomplete because of missing data components like the sending/receiving university.

Also the top universities – destination countries from 2011-2013 (till 2013/2014 academic year's autumn semester) where students decide to go are:

1. San Diego State University, USA (11 cases till autumn semester 2013)
2. Universite de Haute Alsace, France (9 cases till autumn semester 2013)
3. Dundalk Institute of Technology, Ireland (5 cases till autumn semester 2013)
4. Universitat Autònoma de Barcelona, Spain (5 cases till autumn semester 2013)
5. HAMK University of Applied Sciences, Finland (5 cases till autumn semester 2013)

Nevertheless, quite favourite destination is also Australia.

3.3.4 Online courses

According to information in database and Linda Merheim, who is responsible for student and international relations of Business Administration faculty, Niederrhein University of Applied Sciences does not offer any full course online so it is not possible to have distance learning for students who would like to. There is only available a tutorial online class for maths but it is optional.

3.4 Internationalization strategy

So far there is not identified written form of internationalization strategy for Business Administration and Economics faculty. Of course, there are general guidelines but they are quite vague in the management system itself.

3.5 Partnerships

The list of universities with bilateral agreements presents that there are 28 universities who made contract (learning agreement) with Hochschule Niederrhein Business Administration and Economics Faculty and these 28 universities are located only in Europe under ERASMUS program. Most of them (5) are in France.

However, students can search universities where to go for an exchange on their own only it is not possible to receive ERASMUS grant and they have

to pay all the tuition fees and other costs by themselves. This option is quite popular what can be observed when gathering data about most beloved outgoing students' destinations (see top 5 destination universities in 5.5.3.)

3.5.1 Partnership with Universite de Haute Alsace

The university has made strong partnership with French university Universite de Haute Alsace but most of this program's students have their studies basically in the one's country's language – French or German. According to agreement BAE faculty of Hochschule Niederrhein sends the same set maximum amount of students per year and receives the same amount from this partner university back. For this academic year 2013/2014, there are 6 German outgoing students (4 bachelor's, 2 master's degree students) and 5 incoming (bachelor's) students.

Just for the record, in comparison to academic year 2012/2013 there were 17 incoming students (10 bachelor's, 7 master's) from the French university and only 2 outgoing master's students.

Most students using this this co-operation's opportunities are double degree students.

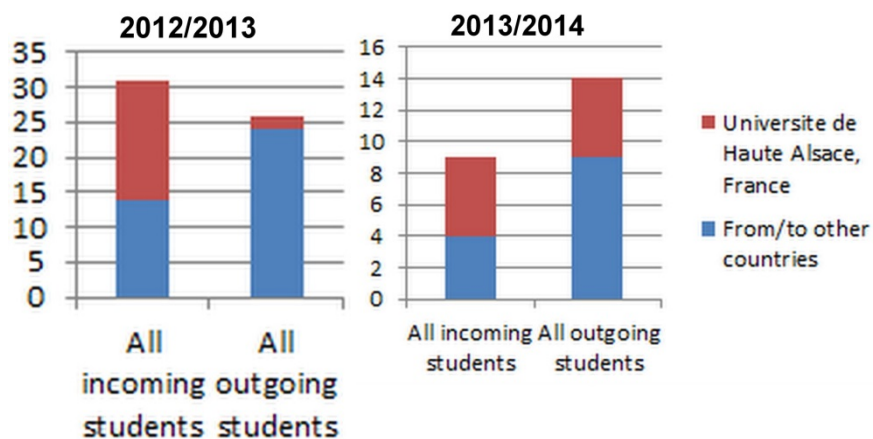


Figure 3 The figure reflects chosen destinations of BAE faculty's students 2012/2013 – 2013/2014

Basically, this graphical comparison shows that the half of all incoming Business Administration and Economics students come from Universite de Haute Alsace and in 2013/2014 it was almost a half of 'outgoings' too.

4 ANALYSIS

At this research stage, it is important to understand the way of thinking and perception of things. Therefore it is decided to evaluate current state of Business and Administration Faculty from various points of views of two distinct groups. They have been split according to their contrasting characteristics in each of them, like from perspectives and interests between students and professors.

These opinions and results are gathered and summarized in order to underline and indicate the differences in them - reality vs. idea (expectations, how it is ought to be, exist).

Nonetheless, up-to-date information from university's database will be described and partly analysed in order to better relate and make sense with other paragraphs and to give an inside look, as it also is a part of current state of this faculty.

All together there in Business Administration and Economics Faculty are 48 professors, 2 senior teachers, 23 research assistants, +/- 40 assistant lecturers (e.g. representative from bank comes and gives lectures to students) and are enrolled 3056 students. 10 of them are incoming international students and 15 outgoing students in 2013/2014 in Business Administration and Economics Faculty.

4.1 Survey results of professors of BAE faculty

This survey consisted of 11 questions that were built with a purpose to understand the stand of professors regarding internationalization's and general matters in Business Administrations Faculty and constructively summarize the opinions, ideas/suggestions how to improve the international orientation in the faculty.

A sample of this survey is attached as Appendix 1.

Results show that in the survey part took a little bit more than 1/3 of all lecturers of Business Administration and Economics Faculty and majority of the respondents were 15 male individuals and only 3 female and in the age range from 31 onwards what can be observed in the figure below.

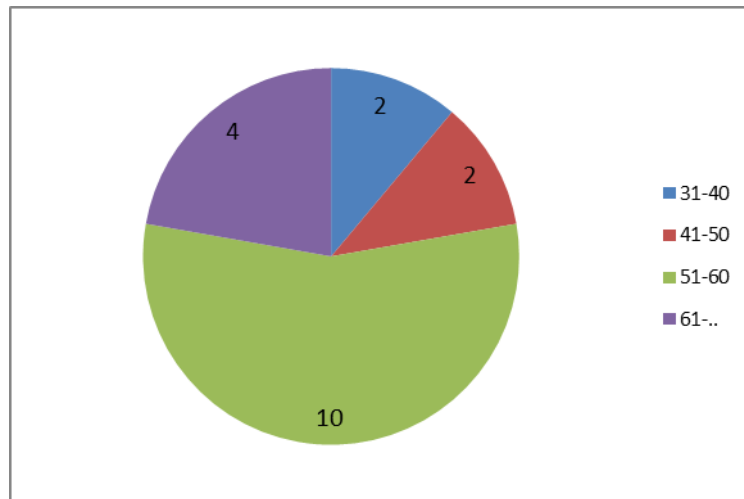


Figure 4 Proportion of total amount of respondents in respect to age range

Most of them were in the age group between 51-60 and the rest 3 split groups consisted basically of almost the same amount of respondents.

What is quite interesting, the survey has made a clear vision of the fact that the academic personnel (professors) are committed to their work in Hochschule Niederrhein even more than a decade – from 16 who answered to this question about length of their work in HN, average number of years worked were around 12. The Figure 3 shows that 12 professors committed working in Hochschule Niederrhein from 5 to 21 years of their professional career.

This leads to the impression that the lecturers are willing and have an interest into working for the good of university and continuing to pass their knowledge further to the students.

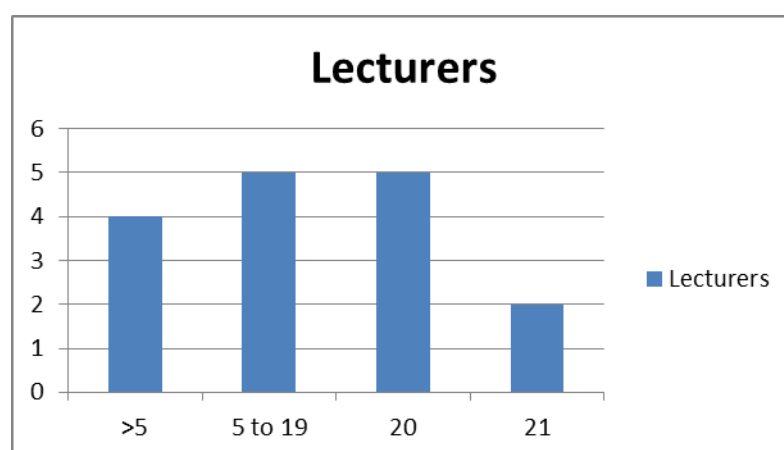


Figure 5 Proportion of professors' length of work in Niederrhein University of Applied Sciences

When approaching the question about knowing the HN mission statement, it can be concluded that half of the respondents do not know it. 9 answered “yes” but 8 were right – to overcome borders (Grenzen überwinden). This

is more like a slogan, but is easy to understand it and is explained in official video of university. One nominated mission statement as “Enhancement of regional human capital” which is narrower than “to overcome borders”.

It is important to know the mission statement of the organization, as it is the official formulation of values and targets of it, and employees design their activities within institution’s framework to succeed, bring them into action. Though, not all universities have one, but Hochschule Niederrhein has mentioned it.

From next question survey turned more to the issue part (starting from quest. 5). It was about professors’ opinions of whether it is relevant to give lectures in English or it is sufficient with German language. Largest part – 13 respondents answered that it is important to give lectures in both - English and German languages 3 mentioned that is important to give lectures in English and two replied that it is enough with German lectures. One explained it due to the fact that students’ language skills are not sufficient for studying in English language.

Identical number with responses is also to question 6. The largest part – 14 persons admitted that they would like to increase the number of international students in order to improve the cross-cultural environment in Business and Administration Faculty what is one of the aims for going more international. However, 3 persons have not thought about this aspect and one denied the willingness to increase the amount of foreign students in faculty.

The assessment and feedback of current situation in any institution by its employees are very important to the whole unit in order to know what to improve, change etc.

When asked to the lecturers how they would assess the current international orientation of BAE faculty (quest. 7) in scale from 1 - 5 (5 – highest), 17 respondents made up the average number of 2, 8. That means it is evaluated as only a bit higher than average where nobody gave a higher grade than 4 (2 respondents) and there exist things to be improved. Though, one of two respondents who supported the idea of having lectures only in German gave the grade 2 in respect to this matter current international orientation so even he/she do not evaluate current international environment high but at the same time is in opinion that there are enough international students.

Question 8 turns a little bit back to question 6 about amount of foreign students. Respondents gave an answer to question whether they see this amount sufficient in the faculty where 9 persons mentioned that is not sufficient and 6 were not sure about this. Meantime, 3 of them are in opinion that there are enough foreign students. However, must be added the fact that:

- in 2011/2012 there were 5 different nationalities
- in 2012/2013 there were 9 different nationalities
- in 2013/2014 so far there are 5 different nationalities.

But most of these students are Germans and French people, the rest nationalities are presented as almost only one individual from each nationality.

The idea of question 10 “How often are you involved in different international affairs?” was to see the level at which lecturers are getting involved into various international activities like international conferences, partner meetings, visiting existing or potential new partner universities, collaborating in international projects/events etc.

16 individuals answered to this question as follows:

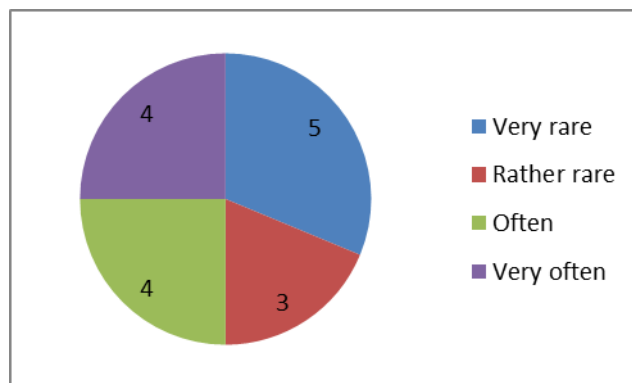


Figure 6 The proportion based on professors' involvement in different international activities

What we read from the figure is that all of the categories almost consist of the same number of people. The variable which nobody crossed as an answer in question 10 was “I would like to involve myself more”. An assumption here can be made that maybe the questionnaire's variables consisted of incomplete information in them or instruction in question itself therefore respondents just crossed one box (not for example “very rare” + “I would like to involve myself more”). But as this survey was a qualitative method, respondents could have crossed two boxes as well if they would have meant/felt like that.

Although the amount of people in each category are nearly the same, but if to split these 4 in subcategories as parts of 2 categories “Rare” and “Often”, we see that amount is identical and only half of the respondents are involved in often university's international activities.

Last question's section (quest. 11) was based on 16 professors' assessment (in scale from 1 – 5, 5 highest) of success in four fields of:

- A. advancing internationalization of studies where respondents evaluated this aspect in average of 2,5 where nobody assessed it higher as 3.
- B. Making students and staff internationally more mobile. This was evaluated already greater and got an average score a bit below 3 what could be assumed as rather successful field in the opinions of professors.

- C. Maintaining intensive contacts with its' numerous partners worldwide to deliver international experience in teaching, research or internships that reached average grade of 2, 9.
- D. And the last part - extending the international network of partnership universities – was evaluated with the highest result of these four – 3, 25. Especially this part is hard to measure to be wrong in real life or no, due to the fact that there is no available official information in international office of BAE faculty regarding this one fact.

4.1.1 Summarized main findings

Based on the gathered data from professors, a list with several explicit things can be designed according to answers for each of the questions that were in the survey:

Question 1. The participation in this survey can be assumed not that successful, as a bit more than 1/3 half of the professors (18 out of 48) took a part into it. Interestingly, 15 respondents were men and only 3 women. This can be explained with the fact that in this faculty are 41 male professors and only 7 female professors.

Question 2. Biggest interest by filling the survey was shown from the lecturers in the age group 51-60. This can be related to the reason that majority of all 48 professors are especially in this very same group.

Question 3. There are strongly committed 12 professors (who answered) who work in Niederrhein University of Applied Sciences averagely 12 years in the length from 5 – 21 years. According to previous fact about professors' age group, the number might be even bigger, if more lecturers would have given their answers and this would be related with career in HN.

Question 4. Unfortunately, half of respondents admit that they do not know mission statement of the university but almost half (8) wrote it correctly – “Crossing borders”. All 18 persons found it important to reply to this question.

Question 5. 13 of all 18 who gave answers emphasized that it is relevant to provide lessons in both – German and English languages while 2 denied need of that with reason that “student skills in English are not sufficient for that”. However, these 2 individuals also were a part of the group who did not know the mission statement of university.

Question 6. What is important in this is the will from 14 professors to improve the cross-cultural environment in Business Administration and Economics faculty by increasing the number of interna-

tional students. 3 of the rest did not think about it so far and 1 does not want to improve it.

Question 7. Current international orientation's assessment of BAE Faculty by 17 lecturers was 2, 8 on average and only 2 persons gave a grade "4". This is low, but fair, as the problems are seen.

Question 8. Controversy appeared between answers of this question and question 6. In 6th question 14 people put a cross for a want to increase this number. When it comes to question 8, only 9 professors are sure that multinational students are not enough and 6 are not sure whether this number is enough. It might be that deepening in this topic can cause inner contemplation and some inner arguments in tying these questions together.

Question 9. Participation in international activities is not very popular or common among respondents as 16 answering individuals made equal amount in each group "often" and "rare". In second group "very rare" dominated over "rare" (figure 4).

Question 10. It consisted of different and valuable suggestions/comments from professors to improve international orientation of BAE faculty (see 6.) and the copies of suggestions may be seen in the Appendix 3 ("Professors' suggestions for improvement").

Question 11. In all 64 assessment fields (16 respondents x 4 assessment fields for each) of Business Administration and Economics faculty's success, only one field was filled with "5" and only ten with "4", so 3 out of 4 activities are evaluated a little bit higher than the average.

4.2 Survey results of students

Target group of survey for students consists of students' groups – full-time bachelor's/double degree or master's degree/double degree programmes and exchange students. This questionnaire had 15 questions and with the same aim as it was mentioned in paragraph 5.1.

All together 127 students participated in the survey and the sample of this survey can be found as Appendix 2.

Just a little bit more than half of this amount was men – 65; that corresponds to 51, 2% of all respondents and 62 women (48, 8%).

To identify in which age group each respondent belongs, three age group variables were designed as can be seen in Figure 5 below.

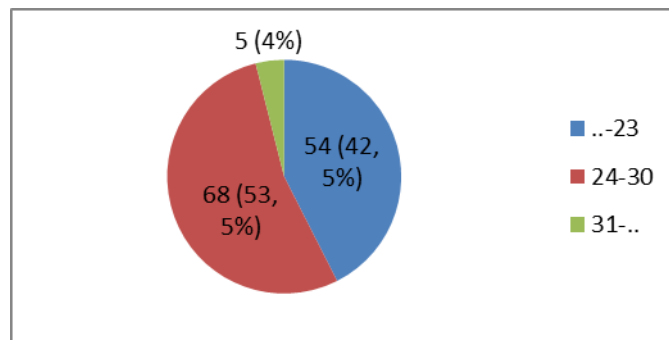


Figure 7 Proportion of total amount of respondents in respect to age range

Third question moved on to the subject whether the students are full-time or exchange students and not surprisingly majority of those who answered were full-time students. However, 5 of 127 respondents did not specify their enrolment type into studies (Figure 6).

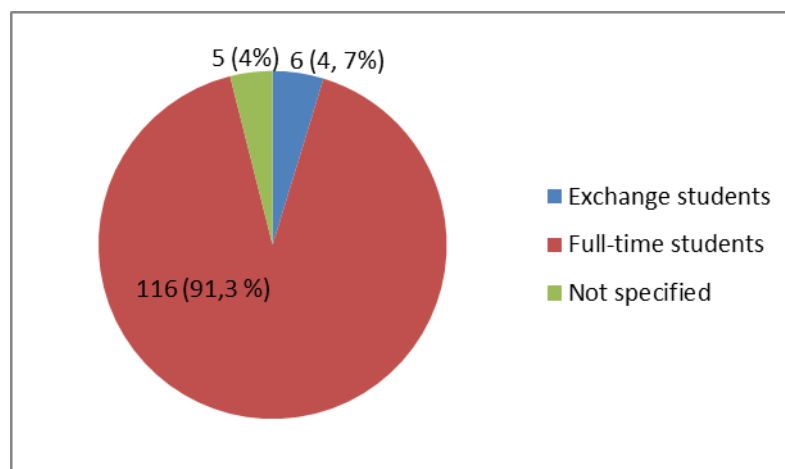


Figure 8 Proportion of students according to enrolment type

A question for clarifying in which semester student is (in Germany they count whole study time in semesters not in years) was answered by all 127 persons. Most of all were exactly in 3+4 semester of their studies, both bachelor and master degree's students. Might be said that respondents least crossed variables in survey "1+2", "9+10" and "10+..".

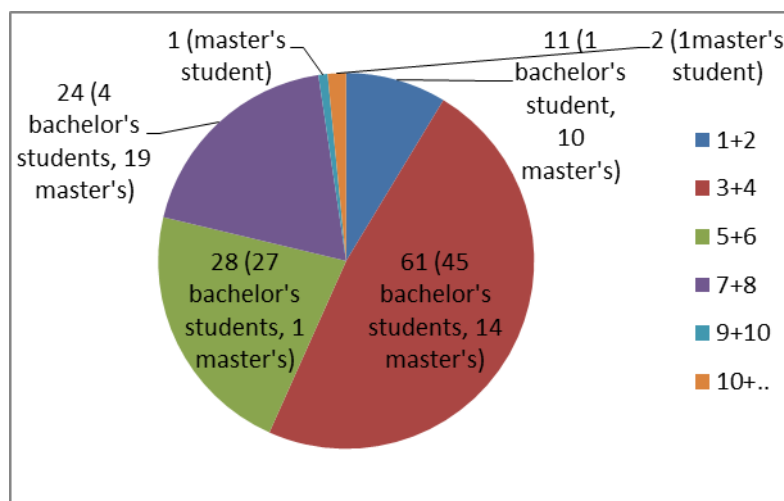


Figure 9 Proportion of students according to their actual study semesters

When reaching question 5 about current study program, results show that bachelor's students are as a convincing dominance over master degree's students (77 against 46). However, 4 of all 127 (3, 2%) persons did not specify their current degree studies.

The meaning of 6th question was to identify how the respondents evaluate (in scale from 1 – 5, 5 highest) the help and information they received when they started their studies in Hochschule Niederrhein. Actually, 127 individuals assessed this quite high – making up a bit more than 3 on an average score. Nonetheless, when comparing an average score that exchange students gave to this aspect was 2, 7 that is only a little bit higher than average.

One of most important questions in the survey is about how students would assess the international environment in Niederrhein University of Applied Sciences (more precise - at BAE faculty). Evaluation's results show that the average score (in scale from 1 – 5, 5 highest) is 2,8, that actually is satisfying but this does not fit very well with the opinions of respondents that they have expressed in question 9 (see Appendix 5).

Regarding questions 8, 9, 15 (a, b) and 16 - these can be overviewed in Appendixes 4 - 8 and will be used for designing recommendations according to those student comments.

Question 10 was formed in order to realize and assess at what extent the students are involved in outside-the-classroom activities both within full-time and exchange students, to know if there exists interaction between these two groups.

Only 2 respondents left this question's assessment unfilled, the other 125 found this important to mention. As Figure 8 below presents, bulk of students denied that they would have spent time together with the other group and it is also not sure whether they even spend time together within their own groups' people. 3 exchange students of 71 mentioned that they have not outside-the-classroom activities with full-time students, but no assessment and assumption here can be made to this question as so low number of exchange students have answered.

After all, 33 persons (26, 4%) have mentioned that sometimes they have such activities and 21 respondents answer with "Yes". So at least at some point 54 students are involved in some actions with the other group.

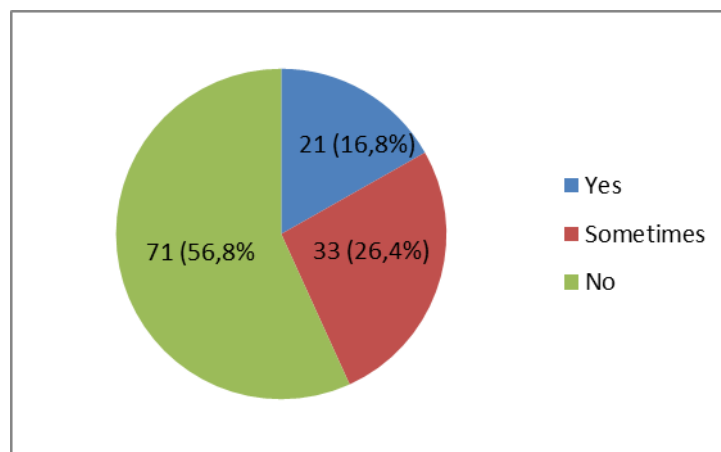


Figure 10 Proportion of students by their involvement in outside-the-classroom activities with the other group (full-time/exchange students)

Next question focused on getting to know the stance of students about their opinions of increasing the amount of international students in Business Administration and Economics faculty.

Positively to this question answered 48, 4% or 60 out of 124 respondents (3 did not specify and left blank empty). However, 49 expressed their doubts in this question and answered as "Not sure". Anyways, when comparing who crossed this response variable, these respondents were the ones who were moderately satisfied with international environment in BAE faculty (also assumed from comments part) which makes sense. The same fact applies to those 14 students who crossed "No" as their answer about the will to increase number of foreign students. Here an assumption can be built that maybe part of students do not even want to think about this or they just simply have lack of understanding/information how this may positively affect/improve their future/career.

One respondent of 124, who answered, did not care about the subject of this question.

It is relevant to meet one's expectations from university in which student started its' studies. Therefore question 12 was made.

Outcome shows that students have evaluated this quite high – in 5 grade scale where 5 is the highest, respondents made up 3, 3 on average score so it means that they are satisfied, although there were 22 who gave grades 1

and 2. More constructive conclusion might be made if there would have been more respondents.

As mentioned in theory, crucial part of internationalization's improvement in higher education institutions depends on the use of English.

Question 13 main idea is to check how students perceive the amount of lectures held in English. As can notice in Figure 9, convincing dominance (56 or 44, 8% of 125 who answered to this question) is in an opinion that there are enough lectures held in English. 25, 6% or 32 students evaluated it as a middle way between yes and no and 37 persons indicated this amount of lectures as insufficient. One did not specify nothing and one person wrote that he has no interest in English lectures.

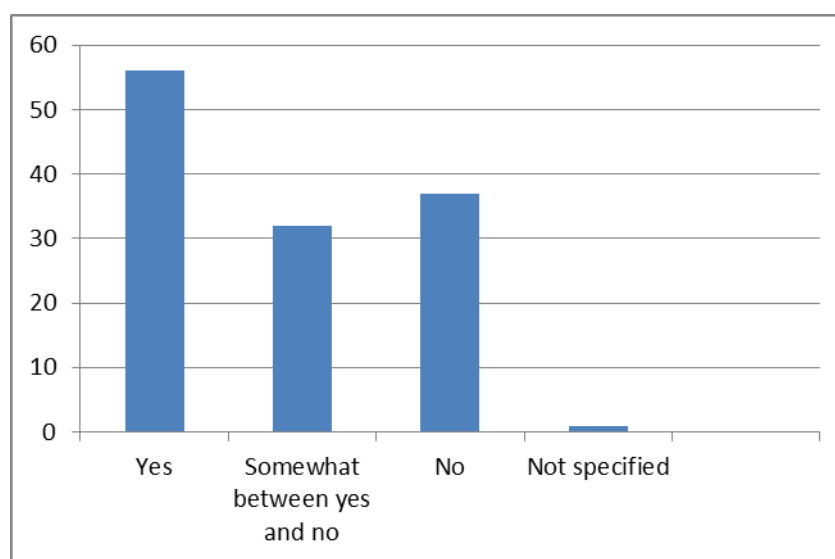


Figure 11 Student answers for assessing the amount of lectures held in English language

In logical order 14th question is about English language skills or professors and how students assess them.

Four variables were given – yes, somewhat between yes and no, no, it depends on topic.

53 (43, 4%) students admitted that these language skills are sufficient whilst 21 persons definitely denied it.

Still there are people with two other variables that are in between yes and no. 23 of 122 who answered to this question, states that professors' English language skills depend on the topic about which speaks – so not very convincing to students about their full English knowledge. The same with 25 other respondents, they think that these English language skills are somewhat between sufficient and insufficient.

The rest 5 (3, 9%) students did not have an opinion in this question and question was left with empty answer.

4.2.1 Summarized main findings

The participation in this survey by students has not been too successful, as only 4, 16% of all BAE faculty's students (3056) have taken a part.

Question 1. Response rate by genders were almost identical – 65 men and 62 women.

Question 2. Most of respondents were in the age group 24-30 from which 29 were bachelor students and 36 – master's degree.

Question 3. 116 of 127 who answered were full-time students and only 6 were exchange students, this is very low number.

Question 4. Almost half of respondents - 61 are enrolled in 3+4 semester of studies at the moment where majority are bachelor students. Least crossed variables were groups "9+10" and "10+..".

Question 5. Master students made up biggest group of those who responded - 77 and 46 bachelor students.

Question 6. Evaluation by students regarding help and information they received when started their studies was evaluated on average score of 2, 7.

Question 7. Assessment of international environment in BAE faculty is above average – making up 2, 8, although 42 students put the marks "1" and "2".

However, respondents from both "Professors" and "Students" groups' have graded this question identically – with the average number of 2,8.

Question 8. Questions 8, 9, 15 (a, b), 16 – individual comments from respondents and are attached as Appendixes 4 - 8.

Question 10. Bulk of students (71 or 56, 8%) do not involve in outside-the-classroom activities with exchange/full time students and only 21 mentioned that they do, whilst not so bad that 33 do that sometimes.

Question 11. Almost half – 60 respondents would like to see more international students in BAE faculty. Meanwhile, 49 are not sure and 14 just crossed that they do not want to increase this number of international students.

Question 12. Expectations from university/faculty have quite successfully met majority of students by assessing it with average score 3, 3 in 5 grade scale (5 highest).

Question 13. 56 or 44, 8% of 125 respondents mention that they feel satisfied with number of lectures held in English and 37 persons denied it. The rest 32 were in middle of these both.

Question 14. English language skills of professors were assessed as adequate by 53 students, whereas 21 are in opposite opinion. 23 students think that English knowledge of professors depends on the topic.

25 students were also balancing in between sufficient and insufficient professors' skills of English language.

5 RECOMMENDATIONS

This recommendation part will consist of suggestions that could be done according to observations and analysis made.

Recommendation described below are the flow of ideas and if are assessed as more serious and acceptable, they can be adjusted after deeper evaluation and analysis.

5.1 Achievable suggestions

5.1.1 For students and professors

– Motivating

Motivation and every individual's inner intentions are strong 'mechanisms' working as a core to success.

Motivation should be increased for both – lecturers and students. As professors have so much influence over many aspects of student's life, they should be the ones who are encouraging and motivating students for pushing themselves to become more aware of international orientation; to increase understanding of the importance of English language, awareness of different cultures and team-work.

Professors need more encouragement for changes and a deeper understanding why this internationalization itself is important for the faculty and its students, this should become as a common goal not only for few individuals of 48 members.

To reach such working towards one goal, these all professors should become a team. Team-building events should be organized and used as an option.

A way for convincing professors to involve more in international activities and strengthening international thinking might be related with very important aspect - money they receive. As more contribution to internationalization matters of BAE faculty is done, more money they could make based on their work done.

5.1.2 For university

– Developing campus

Although Mönchengladbach campus is very small but it is not a secret that this is rather one of the important things on every student's list when they are considering studies in university, either abroad or within borders of your own country. Regarding leisure activities (e.g. sports) the outsourcing has been done well and there are several opportunities from which students can chose according to their interests.

Small things make up big things. If the possibilities to expand campus are limited then there is still an option to make an environment friendlier for incoming students or visitors who do not speak any German so they have a feeling that they have been waited and are welcome in the faculty. In this case it would be to make direction and explanation signs in English language. Business Administration and Economics faculty has its' own building so it has an opportunity to make these things without any big obstacles.

Of course, due to the limited space for the faculty itself, the number of classrooms cannot be expanded.

However, if it turns out that somebody is interested in writing a project for expanding building/premises and can receive funding for that, this would be nice alternative. For example, at the moment there is a renovated building and nicely designed field in front of that. There are many students who are gathering and spending their free time there between lectures.

– Fostering student movement in Mönchengladbach campus and updating an information of GLOBUS

GLOBUS program should be of some kind of support structure for strengthening international orientation in campus in general. Although, it is not exactly meant for BAE Faculty's students but for all in Mönchengladbach campus, there might be added or transformed inner activities that would be suitable and interesting also for incoming students who do not speak German. As the basis for such student movement and actions must be the goal to unite the students and promote this idea in university/campus levels.

Firstly, stronger English language must be adopted.

GLOBUS should come up with some plan how to make students become more familiar to each another. Either the plan can consist of organizing trips to some cities or any other places worth visiting, or making, for example, initiation parties at the beginning of each semester to give more opportunities for students to get knowing each other better. In this way both German students (who are interested) and foreigners could have real interaction and to build international network.

Free-time/leisure activities must be developed to attract new people. Sports activities like sport tournaments of Hochschule Niederrhein sports team (if not yet, to set up such).

Also, setting up student unions or different small clubs (arts, sports, theatre etc.), the group leaders are with self-initiative, organizing different kind competition between groups with award system.

One more option could be to make up a group that is based on the people who are willing to share intercultural experience and to learn more, maybe even languages from the participant of such a group. In this scenario, not only theoretical knowledge is gained how to interact with people from different cultures but such group would support, for example, a BAE faculty's course "Intercultural Competence" from practical point of view and of course some special reward system should appear to stimulate students and interest in them for joining such class (e.g. writing a report based on some thematic meeting and getting a credit for that). As GLOBUS is meant for every student of Hochschule Niederrhein, might be other and more nationalities involved as in Business Administration and Economics faculty there are not that many of them.

Quiz nights/evenings based on intercultural matters might become as interesting event.

Nevertheless, might be that some publicly available information of GLOBUS must be reviewed and refreshed in internet. For example, to make a list in the university's homepage of GLOBUS representatives' e-mail addresses. Also, need to mention from which faculty in campus the representative comes from. Then it would make easier and faster communication and finding the right person that you need.

5.1.3 For faculty

- Curriculum's improvement - studies and environment in English

English language is international language. This is very important aspect in order to go more international. This should be done even before looking for new partner universities.

Overall improvement could start with overviewing existing courses held in English of how they succeed, whether there are problems etc. Those courses which consist of 2 parts (German and English) should be transformed and become available fully in English.

Maybe some additional course taught in English should be designed as a supportive for other English courses to improve students' English knowledge.

When these courses in English are established, next possible step is to start thinking of offering more courses and eventually after years it would be possible to set up full bachelor and master studies in Business Administration and Economics faculty to attract international students.

However, about staff exchange (mentioned in 6.1.), guest professors would increase the level at which English is being used in daily activities in faculty for intercommunication. Also having native English speakers would be advantageous.

One step of becoming more internationally oriented, might be by implementing a compulsory study semester or year abroad.

- Strengthening Alumni culture

Alumni culture must be set as one more important tool for the faculty.

Graduates, who are working in international companies or are having customers from different parts of world, are a value for the faculty from which they graduate – experience and international spirit gained is at some point a motivation and inspiration for the others.

There should be arranged meetings with these professionals who find time and come to university premises for giving a lecture or presentation in English and explains the importance of “being international” in different contexts (English language and other languages, cross-cultural awareness, competence to interact in the right way with another nationalities both in business world and daily activities).

Also, the graduate does know the value of the cross-cultural training programs. It must be emphasized that this intercultural competence is very relevant tool already acquired while being in university and years spent among other cultures and it is quite highly valued by the potential employers.

This recommendation would exactly tie together with motivation discussed in 6.1.1.

- New partner universities, strengthening relationship with existing ones.

It is very relevant to develop linkage between global village's universities but not least important – to understand where you stand and at what you are aiming.

Business Administration and Economics faculty in Hochschule Niederrhein must acknowledge and then assess, analyse which partner universities still fit from 28 existing ones and to make sure whether they still provide qualitative courses taught in English/German (with which learning agreements have been set longer time ago). In evaluation and analysis the synergy between partner universities should be overviewed – how each relationship work for each and another's development/collaboration. This means improving communication and sustaining relationship.

However, more concentration should be put on more than few constant/stable partner-universities like Universite de Haute Alsace (figure 6). Nevertheless, keeping tight relationship must be maintained and this relationship works what analysis' results show.

As the trend of students' chosen destinations show the increased interest of getting to know the cultures outside EU borders (United States) and therefore also excluding

The possibilities of thesis writing and common projects should be promoted among the partner universities – information exchange should be improved.

When looking for new partner universities and setting up learning agreement should consist of very important aspect – it should involve automatic ECTS transfer.

- Promotion of BAE faculty through mediation of staff members and students

There might be an option to offer possibility to the staff members to take care about international relations. In this case it is meant to find staff members who would be interested and have time to keep in touch with partner universities (e.g. 1 member for 1 university) and also, if possible,

to look for new ones. This way more close contact could be maintained and HN staff members could go to visit universities and promote HN's Business Administration and Economics faculty.

Faculty could consider a possibility of making a program/project that would cover marketing activities of the faculty abroad done by involving the students. The idea would be that project is announced where students are going, for example, to their home countries and promote Hochschule Niederrhein and BAE faculty as an option what to do and where to study after graduation from high school.

- Feedback session/Survey

The students are the ones who feel and see everything that happens, outcome of decisions in management on their skin.

It might be a wise step to implement a survey (but quite short) that is meant for the students and from which faculty could assess its' performance and how changes are perceived outside the management. To possibly increase the response rate, there could be a small prize for those who participate (e.g. one free lunch meal in university's cafeteria) or a lottery at the end with possibility to win some bigger prize (e.g. tablet). In order to get something from rather passive and busy people, some investment should be made too.

Survey could be done once or twice per academic year, or depending on circumstances and needs.

5.2 Possible implementation plans

5.2.1 For faculty

- Increasing number of staff and staff exchange

It is easy to understand that when there are so many students in the faculty and daily classes, human factor becomes more noticeable and it is hard to go beyond the one's moral and physical limits.

A wise step might be a consideration of decision for opening vacancies for new work force in a faculty and to make more common activity staff exchange. Foreign guest professors for experience exchange and relationship strengthening is a great opportunity for faculty from all aspects. By all means, it can be assumed that it might also not be so easy to find professors from Hochschule Niederrhein BAE faculty for an exchange for a longer period of time due to personal life reasons.

When talked of a new work force, it is more meant about assistants and also involving students (Studentische Hilfskraft). This would result as delighting employees' (professors') work and would increase faster communication pace between students and professors as students mentioned this as a problem. In this way work efficiency would be increased from both sides - student's and also help given from professors' sides. In this scenario, assistants or students assist to professors with, for example, answering e-mails with supervision. Before this, there should be designed general guidelines for competencies that the additional workforce should have like developed communication skills, intercultural competence, reliability, punctuality, sense of responsibility, language skills in both German and English.

For sure, this would support the idea of intermediaries and alienating apart from students but maybe it can also be as a positive change for higher efficiency.

Above mentioned might also lead to see students more from customer-perspective. In order to implement it, the number of staff must be increased as mentioned.

Eventually, this is rather important and is one of the keys for very powerful tool for marketing Business Administration and Economics faculty – word of mouth. Good news spread not so fast, but in long-term it pays-off.

– Online classes

This type of learning is quite commonly are used as a part of studying method in different universities.

Referring to 5.5.4., online classes/distance learning or at least some courses should be considered as important element of curriculum as students have expressed a problem that they cannot go whenever they want and where they want on exchange because courses are a part of a very tight schedule and it is not that easy to make changes.

To show the support for students from university's side and encourage students to become more active with exchange matters, faculty should develop the idea of and implement online courses. Having these kinds of courses, would also offer students to choose the place, time and right method of studying on their own and professors would save their time by not having face-to-face classes and could more concentrate exactly on these face-to-face classes.

However, regarding above mentioned problem it can be solved personally by students and teachers by finding alternative like reading materials when being abroad and only coming to write an exam to Niederrhein University of Applied Sciences.

- EU internationalization strategy.

It might be a wise step to consider adopting/designing EU internationalization's strategy for European Higher Education Institution also in Niederrhein University of Applied Sciences in Business Administration and Economics faculty.

5.3 Matrix based on summary of recommendations

Matrix with the variables below are made for a purpose to show easier way to see how each of recommended activity of above mentioned are tied with functional levels – to what extent each of activity relates with functional levels.

Activities/Functional levels	University	Faculty	Professors	Students
Increasing motivation	Unlikely	Very likely	Very likely	Likely
Development of campus	Very likely	Very likely	Unlikely	Likely
Activating student movement, GLOBUS	Very likely	Very likely	Unlikely	Very likely
Curriculum's improvement	Unlikely	Very likely	Likely	Unlikely
Strengthening Alumni culture	Unlikely	Very likely	Unlikely	Unlikely
Partner-universities	Unlikely	Very likely	Likely	Unlikely
Promotion of the faculty	Likely	Very likely	Likely	Unlikely
Feedback sessions	Unlikely	Very likely	Likely	Likely
Increasing number of staff and staff exchange	Unlikely	Very likely	Unlikely	Unlikely
Distance learning	Unlikely	Very likely	Likely	Unlikely
EU internationalization strategy	Likely	Very likely	Likely	Unlikely
Unlikely				
Likely				
Very likely				

Figure 12 Matrix based on summary of recommendations

Figure shows which of functional levels might likely be responsible for carrying out certain actions.

It can be seen, majority of activities must be done especially by the faculty.

6 CONCLUSIONS

It should be emphasized that Niederrhein University of Applied Sciences is rather large-scale institution to implement changes in development. As a fact, in Business Administration and Economics faculty there are enrolled already 3056 students.

There are not confidential findings whether there are communication problems or very slow information flow on institutional levels. It is time-consuming to exchange information with office from Krefeld.

Observations are made and impression is left that in Hochschule Niederrhein exists quite high hierarchical system that affects various aspects in different institutional levels of university.

In this research when starting exploring one problem, it continues for discovering others that needs to be examined and researched deeper.

GLOBUS should become more attractive by promoting their activities and each person who belongs to university has a possibility to be in touch with them. This program should be available for everybody as it is established for supporting international students and multi-cultural environment.

During this research, it came noticeable that people focus more on their own interests and work, not co-operating together for some common goal. It is called individualism and it can also be related to cultural differences. However, it can also be linked to the large-scale organizations where people do not know each other well, as mentioned above.

Due to the more passive nature than active, it has straight reflected to this research outcome. This is meant in a sense, that if more respondents had been taken a part of this survey and answered, it would be possible to make more concrete and constructive findings, recommendations and solutions for answering thesis research question.

However, objective and subjective factors remain why everybody does not want to be involved and respond to survey.

While developing thesis topic, confidentiality is gained to strengthen international orientation of BAE faculty, everybody's contribution to the common goal should be put as very crucial part for getting closer to the success. Each person's investment towards accomplishing faculty's objectives must be analysed and recognized. However, it cannot be forced.

In research stages, very explicit data security became evidential and is highly valued by everybody in Niederrhein University of Applied Sciences and Germany in overall.

There still exist possibilities to discover potential partner universities and new international projects. Therefore, building and developing relation-

ships to become more attractive in the eyes of other potential partners; courses taught in English language should be developed.

To sum up, faculty itself should analyse and evaluate all pros and cons in its management system; see and define obstacles (external and internal), realize how possible it is to reach set goals and to make an action plan.

Every organization should think of sustainable development and underneath this term there also is a 'sustainable way' of thinking that ensures and stimulates the internationalization's process. As everything in the world becomes more interconnected, strategy for sustainability – how to develop international dimension in higher education - shall be taken into consideration as it is in the name of the future.

However, this case and research results show that theory does not really support and fit exactly with a real-time situation and recommendation's part. This is a reason why general information/theory cannot be applied for this certain case but would work fine in other situations under different conditions.

As mentioned in 1.2., the university internationalization's improvement would be a question to consider as a support for local economy in international dimensions to provide skilled work-force. That is necessary as this region of Germany faces big external - foreign investments.

Thesis' results have shown that by investigating this topic, there are explored many issues regarding internationalization matters in Business Administration and Economics faculty and this case became wider than expected initially. 3 months for developing thesis is short and more time, like at least 6 months would be needed (physically impossible to have an access to information). To make it very clear, each of specific aspects mentioned in recommendation part should be considered and analysed separately, not as a whole, in order to improve and reach realistic target. There is a lack of certain strategy goals for improving internationalization which should be identified, analysed and developed. It could also be a wise step to introduce problems that might transform into thesis topics for further constructive research.

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SURVEY FOR PROFESSORS

1. Gender Male Female

2. Age ..-30 31-40 41-50 51-60 61-..

3. How long have you been working for HN? _____ years

4. Do you know what the mission statement of Hochschule Niederrhein is? If yes, can you please write it down?
 Yes _____

 No

5. Do you think it is important to give lectures in English or it is sufficient with German language?
 Important It is enough with German Both are important
 Other _____ opinion

6. Would you like to increase the number of foreign students in Business Administration and Economics (BAE) faculty to make the environment more cross-cultural?
 Yes No I have not thought about it
 Other _____ opinion

7. How would you assess the current international orientation in BAE faculty in scale from 1-5 (5 – highest)?

Very weak 1 2 3 4 5 Very strong

8. Do you think this number of international students is sufficient at the moment?
 Yes No Not sure

9. What would be a suggestion/comment from your side to improve the international orientation of the BAE faculty?

10. How often are you involved in different international affairs (e.g. taking part in international trainings, conferences, visiting other universities abroad etc.?)

- Very often
- Often
- Rather rare
- Very rare
- I would like to involve myself more

11. How do you evaluate the success (in scale from 1 – 5, 5 – highest) of Hochschule Niederrhein in fields like:

advancing the internationalization of studies.

1 2 3 4 5

making students and staff internationally more mobile.

1 2 3 4 5

maintaining intensive contacts with its partners worldwide to deliver international experience in teaching, research or internships.

1 2 3 4 5

extending the international network of partnership universities.

1 2 3 4 5

Thank you!

SURVEY FOR STUDENTS

1. Gender Male Female
2. Age ..-23 24-30 31-..
3. Are you bachelor's or master's student? Bachelor Master
4. Are you a full-time or an exchange student?
 Full-time Exchange
5. In which semester are you studying now?
 1+2 7+8
 3+4 9+10
 5+6 10+..
6. How would you assess (in scale from 1 – 5, 5 – highest) the help and information you got from university when you started your studies (tutoring etc.)?

1 2 3 4 5
7. How do you assess the international environment here at Hochschule Niederrhein? (in scale from 1 – 5, 5 – highest) at Hochschule Niederrhein?

1 2 3 4 5
8. What succeeds, what is great in this international environment?

9. What is failing in this international environment (what problems you have or had etc.)?

10. Do you have/get involved into outside-the-classroom activities also with full-time* / exchange students** (team-building, parties, different cultures' presentations etc.)?

**full-time (quest. for exchange students) **exchange (quest. for full-time students)*



Yes

No

Sometimes

11. Would you like to increase the number of international students in Business and Administration Faculty at Hochschule Niederrhein?

Yes

No

Not sure

12. Did you get what you expected when you started studies here ?

Not at all 1 2 3 4 5 Completely

13. Are there enough lectures held in English?

Yes

No

Somewhat between yes and no

14. Are the English language skills of teachers who give lectures in English sufficient?

Yes

No

Somewhat between yes and no

It depends on topic

15. In your opinion...

a. what should be implemented or improved in order to attract more international students?

b. How to strengthen international orientation of Business Administration and Economics faculty of HN in overall?

16. Any other comments/ideas etc.:

Thank you!

Appendix 3

PROFESSORS' SUGGESTIONS FOR IMPROVEMENT

“Common projects/thesis with partner universities.”



“Improvements in building up the international course of studies - just begun.”

“To offer full BA/MA in English.”

“Invite international guest lecturers.”

“It's not a question about faculty alone; rather we would need to further internationalize our curriculum, intensify international university partnerships - especially direct student exchange without tuition payments.”

“More lectures in English, setting up an international study program; acquiring int'l students; promoting sabbatical leaves abroad for professors; inviting guest professors from overseas.”

“To find partner universities that really have a high interest in exchange with BAE faculty.”

“To have more double degrees.”

“To foster exchange of teaching staff - they can make contacts and care for them. “

„More international classes.“

“Ideally students would be under less the pressure, allowing them to approach issues such as internationalization in more depth. More emphasis in curriculum on improving language skills 2 modules insufficient for most students.”

“More English speaking staff (some native speakers), more encouragement from the German staff in general.”

“Books in both languages - German/English script.”

“Establish lectures in English.”

Appendix 4

ELEMENTS THAT SUCCEED AT HOCHSCHULE NIEDERRHEIN; student comments about success of HN's international environment in BAE faculty.

“Getting to know people from different culture backgrounds.”

“To learn more about other cultures and countries.” (2x)

“Nordplus Intensive Week!”

„The different international projects.“

“International day with information.“

„Possibility of exchange, easy to integrate exchange in studies, you can learn a lot of languages for free at the university.“

“There is an event each year that informs about the different possibilities to go abroad during the time of studying.”

“Acknowledgement of international courses.“

„Lectures in English.“ (3x)

„Building an international network.“

“The possibility of participating in the double degree program.”

“There is no international environment at Hochschule Niederrhein.” (3x)

“Experiences with other languages and cultures, knowledge of them.“ (6x)

„I do not know anything about international environment.“

“Possibilities of learning different languages in higher and in lower levels, depending on previous knowledge.”

“To improve multicultural language.“

„A lot of books in library.“

“People from all over the world.” (2x)

“Good courses, good programmes, Hochschule is very near to the international business sector.”

“The cooperation with other universities and the double degree.”

“I would say opening doors for international students from abroad and students from Germany.”

“Exchange programmes, opportunities, international modules like macroeconomics, corporate finance, intensive week.”

“International students are involved in our courses and culture.”

“I would give some credit to tutor work in the university, they did a good job during the first days of studies.”

“International Management course.”

Appendix 5

ACTIONS THAT ABORT AT HOCHSCHULE NIEDERRHEIN; student comments about failures of HN BAE faculty's international environment.

“Contact between students and exchange students.” (3x)

“Poor English skills of Professors.” (2x)

“Small number of classes in English Language. Small Number of international/Foreign students.”

“Probably everything.”

“I did not take part in any international activities yet. There are no or just little information given for any activities with exchange students.”

“No answers to e-mail, waiting a long time for dates with the person who is responsible for semester abroad, no good information at HSNR website, no structure, "international day" is only once a year, in my opinion it has to take place once or twice in one semester, that you get the chance to talk to the persons.”

“Not enough partner Universities outside of Europe.”

“Almost no help from the person in charge of going abroad, very poor help at organizing anything related to going abroad. I failed going abroad to study a semester because the professors never answered my mails, I had to organize the trip I will do now all by myself, no help etc.”

“There could be more Information, e.g. Tutorial of the most important things to consider abroad.”

“Semester abroad is difficult to organize, due to a few partner universities (for master students).”

“Group building of students of the same culture/country. This obstructs an international atmosphere for every student.”

“I am not sure if international students are really integrated in the student life of regular students. I just saw some in class, but never at any parties of our university.”

“Corporation between HS Niederrhein and other institutions.”

“Problems with the organization, mess.” (2x)

„Only lower levels taught in some languages, variety of levels could be better.”

“Sometimes the language.”

„Different kinds of cultures. Misunderstandings in languages because of accent.”

“To fast talking teacher, so cannot catch up.”

„Online exercises.“

„Hard to find rooms.“

„There should be more possibilities to learn different languages.”

“It is not easy to make an exchange because the courses are very full.”

“No field trips“ (2x)

„Number of participants in courses is limited.”

“The international environment is more a regional environment.”

“University staff speaks almost no English, courses which should be in English are conducted in German because it is easier for both students and teachers.”

“No support with study year abroad, professors do not help, English teachers are not native speakers!”

“Few lectures in English.” (2x)

“No contact to international companies, no exchanges.”

“Organizing a semester in another country is quite complicated + no courses at partner universities that could be used for ECTS.”

“The international coordinators, some English teachers are not so well in speaking English.”

“Wanted to do a double degree during master - it was not possible because I started in summer semester instead of winter semester.”

STUDENTS' SUGGESTIONS FOR ATTRACTING MORE INT'L STUDENTS

„More lectures in English.“ (15x)

“Better communication that Mönchengladbach is near to Düsseldorf and Cologne (attractive area, business/companies).”

„More foreign tutors.“

„To expand the list with partner universities.” (2x)

“More lectures in other languages.” (2x)

“More exchange/double degree programs with other countries than France.”

“More publicity for the double degree programs.”

“Full-time study courses taught in English.”

“Integration Projects for Exchange students.”

“More activities which force to meet international students.”

“More English speaking courses for everybody, exchange and fulltime students, did not know any of courses which are taught in English besides Business English.”

“Better student social life.“

„More possibilities for part-time students to get information on international business activities.”

“The HN has to become more modern – ‘old-school’ in many things.”

“Activities with exchange students and German students.” (2x)

“More international studies concerning economics.“

“Lectures on tax systems in UK, US.”

“More information.“

„A better campus.“ (2x)

“More teachers from abroad.” (2x)

“The organization must be improved! More information needed.“

“Better/more outside-the-classroom activities.”

“Main problem in this university is lack of English language in every aspect of studies, making it nearly hard to study if you don't speak German. If this problem will get fixed, then everything else will become much, much, much better.”

“More activities and programs, send more students from HSNR.”

“International advertising.“

„English language skills, more international activities/projects with international companies.”

“The cooperation with international universities.“

“Better language skills of teachers.“ (3x)

„Better chances to go abroad without ‘losing a semester’.”

“More and better, more international English classes.” (2x)

Appendix 7

STUDENTS’ SUGGESTIONS FOR STRENGTHENING INT’L ORIENTATION OF BAE FACULTY

“More lectures in English would attract people from abroad and as result the HN could start to build up an international network of partner universities.” (3x)

“More international topics within the lectures.”

“Semester abroad as mandatory part of study courses.” (2x)

„More international cooperations.“ (3x)

„More international projects with other universities.”

“Improve the possibility to get in contact with the right person directly, more Information (easy to find!) on the Website, get in contact with exchange students!”

“More classes in English, and an international view on things.” (3x)

“Co-operation with even more international universities all over Europe.”

“Exchange courses in UK, US.“

“Field trips.“

„More business dialogs, less theoretic parts.”

“Make English language more valuable in university, meaning that if you are exchange and you need information from dean’s office you don’t need to ask people for translating for you. Start more international courses for local students, so they would be able to speak English and know how to communicate (and be willing to).”

“Higher level of English classes.”

“Easier foreign exchange semester (also for master students).”

„More international topics.“

OTHER IDEAS OR COMMENTS

“I am full time German student and I don't know the international people. I think it would be good to introduce them more to the "normal" students.”

“Great idea to improve the international orientation at HSNR. The organization is sometimes horrible. Good luck!”

„Activities offered from HN to involve exchange students with full-time students who are interested.”

“Organization of the university is not able right now to handle more internationality, since they can barely handle student's needs. Rooms, lectures and organization in overall.”