



**Survey
Noir sur Blanc**

**«The internationalization of teaching recruitment in
higher education»**

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Internationalisation of recruitment of higher education professors
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Introductory Remarks

The world of higher education and research has very rapidly and very intensely become international in these last few years. This internationalization of knowledge has developed in three principle ways:

- An internationalization of student's courses through the multiplication of exchanges between universities
- An internationalization of teaching contents and of teaching methods
- An internationalization of universities' "career paths"

The Noir sur Blanc agency has already addressed the first two trends in previous surveys: "The worlds universities and internationalization. The higher education market Strategies of development (in 1999)" and "E-learning in Europe (in 1999)".

To complete the comprehension of a "market" in full development (that of education) and of a "world" in profound transformation (that of the universities), Noir sur Blanc has now carried out a new survey, *The Internationalization of the Recruitment of Higher Education Professors*, guided by two principle objectives:

- The first objective is itself double edged. First one must understand the motivations of the principle protagonists in the recruitment market for higher education professors. There are two players at the present time: On the one hand, the universities themselves who recruit the professors, and within these same universities the departments responsible for initiating this recruitment, and on the other hand, the higher education professors who envisage an international career. By revealing the motivations of these protagonists who structure the higher education market, this survey also reveals their strategies. It allows to better identify the structure of the recruitment market for higher education professors, to understand its stakes and its mechanisms and to draw some prospective conclusions.
- The second objective is to understand the dynamics of this internationalization and in particular the larger trends. What are the disciplines for which the recruitment of professors is the most internationalized? Do differences in development exist between countries? And if so, how can one become aware of these differences?

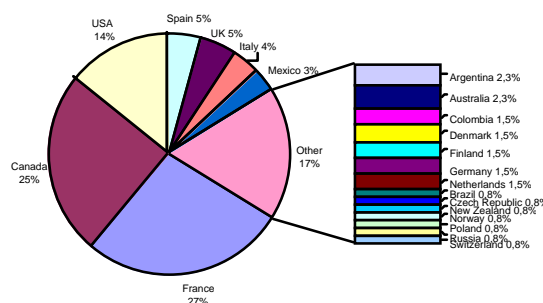
The Facts

The facts assembled are in response to a questionnaire sent by e-mail to those responsible for the recruitment of teachers in universities and to the professors themselves. Out of the 3,000 emails sent, 150 completed responses were received, representing a return rate of 5%.

The survey thus details two points of view, with on one side the demands of higher education and on the other side the offer of this same education.

This analysis must not however cloud the view of a certain number of factors which could slightly distort the recorded results:

- First, the questionnaire itself was written in English and the responses were sent in the same language, which could encourage a certain "self-selection" of professors who are the most involved in the internationalization of higher education. The professors who do not speak English at all, were thus unable to respond to the questions. It is necessary however to emphasize that these professors are less and less numerous and that the level of English required to respond to the survey was not especially high.
- Next, for reasons of the language used and the material constraints, the responses to the survey, although drawn from a vast number of countries principally originate from the two continents, Europe and America. (see graph below)



This survey therefore underlines the existing interactions between the American and European worlds of higher education.

The third point of the world "triangle", Asia, will therefore be left to one side in the pages that follow and will be the object of a future survey. This future survey will allow us to gauge whether Asian universities and Asian professors, are really less involved in the "internationalization of knowledge" than their American and European colleagues as is suggested by the present inquiry. In fact, even if a significant number of professors of Asian origin teach in American universities, it seems however that Asian universities are still less open internationally depending on the country (Japan, China...) than the universities on the American and European continents. The international recruitment of professors requires the university concerned to have already started on the path to internationalization.

The Ideas

The internationalization of the recruitment and of the careers of higher education professors is a real phenomenon but one which is not always positively perceived by its protagonists, who have a tendency to underestimate its potential. In this particular case the practices precede the representation.

For professors, the pursuit of a career abroad enters into the framework of a real movement of career management.

It consists, whether abroad for a few years or for a lifetime, of increasing not only one's capital, one's network of relations in the university world and beyond, but also, of obtaining the most significant resources to conduct research, to be more productive and to increase one's profile in the field in question.

Faced with this necessity of internationalizing the career path, different obstacles stand in the way of the professors: the obstacles of an emotional nature (expatriation is a difficult experience) but also of an administrative nature (certain countries restrict *de jure* or *de facto* the internationalization of their professors by a series of restrictive measures).

For the universities, the recruitment of foreign professors is above all a way to address the intensification of the competition between higher education establishments.

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The Internationalization of Recruitment Develops

The internationalization of recruitment: A reality... and a pressing necessity for universities

Acknowledged both by professors and by those responsible for recruitment at universities, the international recruitment of professors and their expatriation are already rapidly developing phenomena. In this way, only 20% of respondents consider that these phenomena are not already "fixed" in practices and representations. For the rest, these phenomena are already a reality (57%) or are on the way to becoming one (23%).

If one is more interested in the practices of recruitment in higher education than in the subjective perception of those concerned, one notes that internationalization is in reality a well-developed phenomenon. In fact, 71.2% of professors who responded to the survey have practiced or are in the process of practicing their profession abroad.

To understand the interests that foreign professors and researchers represent for universities, it is necessary to first understand the current priorities of these universities.

The elements that the universities currently consider to be the most important in their strategy are, in descending order, to improve the quality of teaching (45.5%), to face international competition (43.2%), and to internationalize teaching (36.4%).

For these same universities, the appeal of foreign professors responds to these three strategic preoccupations. Therefore, seeking foreign professors allows the universities to internationalize teaching (50%), to improve the quality of teaching (45.5%), and to face international competition (33.3%).

As certain recruiters have remarked, the employment of foreign professors also allows universities to find skills that are not available locally and to enrich the academic network of the university in the international sector.

A Strong Desire for Expatriation

The two most valued destinations for higher education professors are the United States and Europe. It has already been noted that Asia is not one of the preferred destinations for European and American professors.

Professors' desire for expatriation varies noticeably depending on their country of origin. Therefore, this desire is extremely pronounced in France where almost 97% of higher education professors wish to teach abroad. It is also extremely evident in North America, but to a lesser extent than in France: 90% for Canada and 82% for the United States. For other European countries, there are too few responses to draw a conclusive result. Out of all of the observed samples, only 10% of professors do not wish to practice their profession abroad...

The Motivations of Professors

The Priority of the Means of Research

The desire for expatriation among higher education professors is therefore becoming a more and more tangible reality.

Nevertheless, noting the great importance of the international element in the careers of professors is not enough to explain transformations within different academic fields. It is also necessary, above all else, to understand the motivations of the researchers and the professors and the reasons for which time spent abroad is becoming an inevitable step in an academic career.

The introductory remarks of this survey allow for a better understanding of these motivations.

For the professors, the principle reason that can prompt them to envisage an internationally oriented career, rather than remaining in their country of origin, is the significant aid to research provided thanks to time spent abroad

Thus, 81.3% of professors consider the fact that they will have important means for their research at their disposal to be an important or very important motivation for going to teach abroad. There then follows, in descending order, the attraction of the country (77.7%), the influence of the establishment (75.7%), and its reputation (74.1%).

In all cases, it is necessary to make clear that the principle motivation for expatriation of professors is to improve their own position in the academic field of which they are a part.

In fact, first and foremost, having more significant means to help with their research aids productivity and thus leads to more work being published. The quality and the quantity of publications are a major preoccupation of these professors.

Next, the attraction of the country can be purely "touristic" but it can also exert an attraction to a different academic world. For a professor, to understand a different academic world constitutes a "rare resource" of great value in a national academic field.

Finally, for the professors, help with their research and teaching in an influent and reputable establishment, are ways of spreading their own academic influence and multiplying the opportunities to communicate the results of their research and to publish them.

The direct financial motivations (salaries) remain secondary since 50.4% of the professors questioned declared that they were motivations of little importance.... This result is interesting and is extremely revealing of the preoccupations of academics. When all is said and done, direct material success is only secondary as a measure of success in an academic world where the influence of ideas is considered more important.

It is necessary to note nevertheless, that the salary of higher education professors of an international stature with different profiles and ages, vary for North America between 40,000 and 80,000 dollars for the majority with the figure the most often cited being 50,000/60,000 dollars, a large range...and high.

For those who "run" the world's universities, it is not the salary that is important, but the possibility to communicate ideas.

Again, it is necessary to qualify this appreciation according to the country of origin of the professors. In fact, although 44.4% of the French consider that salary might be an important motivation, only 37.8% of Americans have that opinion. In this way, the lure of a more comfortable salary through expatriation is a weaker motivation for North Americans than for Europeans...

How to explain this difference? Is it safe to conclude that Americans are satisfied with their salaries and Europeans are not? It is necessary to bring closer this question of professional desire for expatriation which varies according to countries, as has already been noted. This desire for expatriation is less marked in North America than in Europe; currently the salary of professors and researchers is on average higher in North America than in Europe. The question must be asked if this existence of lower salaries in Europe does not discourage American researchers to come to Europe and is not therefore their principle reason for wanting to work abroad.

One can then put forward the hypothesis that if the search for a more attractive salary is a less important motivation for Americans, it is simply because they know that to come to Europe they must limit their pretensions... In fact it is necessary to emphasize that the question posed in the survey addresses the motivations of

expatriation, not the motivations of professors in general. The survey does not give a response to this specific question.

Thus, one can deduce that the desire for expatriation among American professors and researchers is founded less on the search for an attractive salary simply because they know that this desire is unrealistic... They must find other motivations and accept the sacrifice of the purely financial dimension.

Finally, the preferences of professors revealed through this survey define two principle implications for the universities:

- Firstly, professors give the utmost importance to the conditions that can help their research. Teaching, and the conditions in which it takes place, appear as secondary in relation to research. This makes it necessary for the universities to agree to important material investments, in particular to those that concern "pure" sciences, but also for human and social sciences (libraries, computing, software licenses...). In some situations, the professors agree to moderate their salary claims in exchange for important investments in infrastructures on the part of the universities.
- Secondly, professors give a particular importance to the influence and to the reputation of the establishment being considered. This implies that universities must not only be effective in terms of research but also make this known. A good but little known establishment is going to have a difficult time attracting the best researchers and professors in the face of competition from other establishments, a situation which can ruin all the efforts and investments agreed for research. Thus, politics of investment in the means of research are only going to pay off if assisted by efficient communication with the world of the discipline involved.

The Emotional and Administrative Barriers

When one asks higher education professors about the reasons which can prevent them from going to teach or to carry out their research abroad, three come to mind:

- First of all, family reasons
- Then, satisfaction with their current institution
- Finally, administrative reasons

Family reasons appear to be the most important: 78.1% of professors responding to this question rated this reason 'rather important' or 'very important'. The extra comments of professors responding to the survey permitted a better understanding of the "family reasons", and as a result we propose to widen this category to "emotional reasons".

One professor wrote: "I am the mother of three children. I will enjoy teaching sometime abroad when they have left home. But changing my way of life, losing contact with my friends could represent a difficulty."

This example shows us the importance of emotional ties bonding individuals to their country of origin; expatriation signifies concrete difficulties in family order (to find a job for the spouse, for example) but can also signify the end, or at least the weakening, of relationships with friends and family who remain in the country of origin.

After these emotional reasons, the professors underline (48.1%) the quality of the establishments in which they already teach. This prompts the thought that internationalization in itself is not a central motivation for professors. Internationalization only has any sense for this group of teaching professionals when it permits the enhancement of the means of research put at their disposition.

The third reason given is the existence of administrative barriers (43%). These "administrative reasons" can be better understood if one examines the written commentaries by the questioned professors. There are two types: they concern the countries of origin and the destination countries. Concerning the countries of origin, the barriers come especially from the administration or the institutions who govern their researchers and from the candidate's professional status.

These sorts of comments come primarily from the French. For example, "My country, i.e. France, lacks information about potential careers abroad. We are absolutely not informed about the possibility of exercising our skills in other countries, according to foreign working systems. That is to say, nothing is done to encourage exchange once you are ready to work in France. I wonder whether there are means (at an international level, maybe) to be informed on careers abroad in higher education."

Or again, "In France, to pass regularly a year abroad throughout the course of one's teaching career (every 5-6 years for example) is neither common nor valued, compared to certain northern European countries. The Socrates European program

for the mobility of teaching staff which covers short periods (one or two weeks), or the European Commission's Marie Curie program for the mobility of young researchers both give a taste of exchange opportunities and enrichment from a time spent abroad. As the person responsible for European Affairs at my university, it is clear to me that these programs do not always encourage professors to participate in other academic systems."

Concerning the destination countries, there are legal immigration barriers. For example, this quote is from an English researcher: "I think that outdated immigration laws and the impossibility of free movement are big obstacles for the international recruitment of HE people (teachers and researchers)".

These barriers to the internationalization of professors' careers encourage the universities to adopt a certain number of measures: to aid the integration of foreign professors and their families and to facilitate the administrative procedures for the invited professors by offering them counseling and help.

These barriers, which may discourage professors from internationalizing their careers, can represent a major handicap for the universities by preventing the internationalization of their teaching bodies and of their research. Frustratingly, this internationalization is a pressing necessity for them.

For the universities, this implies a better development of the necessary structures for arriving professors and, eventually, for their families. Furthermore in certain countries, universities must seek to influence the public powers who define the administrative and legal framework in which higher education teaching staff evolve.

Four Types of Careers

After the introductory remarks of our survey, one can group higher education professors dependant on the place that internationalization occupies in their "career plan."

The notion of "career plan" needs to be defined before continuing our analysis. The internationalization of academic fields offers professors, and researchers, unexpected opportunities in terms of exchanges and the sharing of knowledge.

These opportunities have a *destabilizing effect* on the traditional structures of the evolution of academic careers throughout the world. Internationalization changes the nature of these effects and obliges the universities who wish to internationalize to adapt to a large number of constraints present in the different academic systems.

To leave any given system is to fly in the face of the long-term, set rules and thus be exposed to the risk of neither being totally integrated into one's original system nor into the new 'welcoming' system.

Conversely, a presence within two different academic systems can provide a rare resource for allowing rapid success in one of the two systems.

Therefore, the internationalization of academic careers presents professors who wish to work abroad with an extremely important choice, very difficult to anticipate, and on which they have little information at their disposal.

In this perspective, it is necessary to understand that the change in the international sector does not represent a simple passing whim for the professors. Neither is it based on some vagabond desire profoundly buried in the collective professorial consciousness. It is more a step in the structure of a career, the management of which becomes more and more complex.

Therefore, it is not insignificant to note that for 87% of professors wishing to expatriate, the time spent abroad forms a complete or partial part of a pre-established career plan. Far from stating the obvious, this finding shows that expatriation is more than a simple vacation for professors.

One can thus identify four types of international relationships among university professors, whether they have or have not already had an experience abroad and whether or not they wish "to expatriate".

Our "typology" is therefore composed of four types of professors. Our classification does not aim to produce an ideal vision of the "international" professor or to stigmatize those who prefer to pursue a local career. These "value judgements" have a very limited analytic interest.

It should also be noted, that the international character or otherwise of academic careers does not presuppose in anyway the quality of academic ideas. An academic who has a purely local career can easily develop work that has an international influence.

One can thus identify:

- Professors who have a purely local career. These professors have never had a teaching or research experience abroad and do not wish to expatriate either in the short or long term. This does not necessarily signify that they do not periodically participate with their colleagues or with work groups in a foreign country; but they are always "sedentary", living only in their country of origin. These professors represent 6% of our sample.
- Professors who have an international career but with a local bias. These are professors who taught abroad and who, once back in their country of origin, did not attempt a new international experience. The time spent abroad was a means of enriching their skills with regard to their national academic field. These are the "travelers" who, even if they have practiced their profession abroad, wish before all else to pursue their careers in their own country. These professors represent 6% of the sample.
- Professors who have a potentially international career. These professors have never taught outside of their own country but nevertheless would like to try it either in the short term or long term. These professors represent 24% of the sample. One cannot judge the motivations of these professors by the results of this survey: at the end of their time abroad, will they become totally "internationalized" professors or will they concentrate on their "local" careers? Since their "orientation" is not fully defined, they are "aspiring travelers".
- Professors who have a purely international career. They have worked abroad and would like to continue working abroad. One can consider that frequent expatriation signifies for these professors a membership to many national systems and so justifies their "international" qualification. They represent 64% of the sample. Since they are not attached to a particular country, they can be called "nomads".

		International Experience	
		<i>Important</i>	<i>Not important</i>
Wish to expatriate	<i>Important</i>	<i>Nomads</i> Purely international career 64%	<i>Aspiring travelers</i> Potentially international career 24%
	<i>Not important</i>	<i>Travelers</i> Potentially international career with a local bias 6%	<i>Sedentary</i> Purely local career 6%

Table 1 Academic careers in relation to internationalization: a typology of professors (4 types)

The predominance of the "purely international" profile is perhaps cause for surprise.

We cannot deny, as we have already underlined, the risk of bias concerning the representation of this international profile due to the methodology of the survey (the use of English, exclusive use of the Internet, concentration on North American and occidental European countries...)

What is interesting here is not the absolute values or the type of academic career and their relationship with the international sector, but the structure of the typology itself.

In fact, the ranking of profiles that the inquiry allowed to establish cannot logically be contested: the profile of the entirely international professor is now largely predominant among all of the profiles that we have identified.

The Strategy of Universities Explained

Recruitment procedures

To understand the strategy of universities faced with the development of international competition in the domain of higher education, it is necessary to understand recruitment procedures.

The first question to ask is: who recruits? In response to this question, the recruiters emphasized the importance of the "dean", often assisted or replaced by a commission of professors.

In 76.3% of the cases the "dean" is, "most of the time", involved in the recruitment. The professors, or at least some of them, are involved in 40.6% of the cases. The State is rarely involved in the recruitment since in 89.3% of cases it is never a part of the process. In 31% of the cases, there is a specific internal service that can be "sometimes" involved in the recruitment.

In conclusion, it is principally the dean and the professors who recruit. The comments from the recruiters can help us to understand the reality of the procedures.

The distinction between "formal" procedure and "informal" reality, familiar to the sociologists of organizations, can help us to better outline the reality of recruitment. A French recruiter from a public institution wrote in response to the question "In your establishment, who is responsible for recruitment?": "Informally, the dean; formally, the government (in a public institution, everything is controlled *a priori* by the financial controller)". The importance of the dean in recruitment comes from his informal power of decision and from the withdrawal of the "formally" designated recruiter, in this case the State.

As for private institutions, the power of decision is shared between the dean and the professors, according to various sources; one recruiter described the procedure of recruitment at a private French institution with the following statement: "The Dean has veto power; proposal is in the power of the Department".

This power of suggestion enjoyed by professors and the veto of the dean are also found in a private American institution: "The academic department presents a candidate to the dean for approval".

The second question that one must ask is: how to recruit? What are the means used for recruiting the most competent professors?

Our survey identified two cases: that of national recruitment and that of international recruitment.

In the case of national recruitment, three procedures were singled out among the six that were proposed:

- The most commonly used procedure is that of "networks" or of personal "contacts" between professors (it is used often or sometimes in 92.7% of cases)
- Next comes reputation of the professors which guides the recruiters (89.5% of cases).
- A third procedure used widely is advertisements (used often or sometimes in 70% of cases)

One of the most interesting points revealed by responses to the question concerning "the means for national recruitment" is the very limited use of both recruitment consultancies and formal recruitment tests. 84.2% of the recruiters questioned never called on recruitment consultancies and did not use formal recruitment tests in 86.8% of cases. Non-solicited applications are sometimes used.

The results concerning international recruitment procedures are not fundamentally different; note simply that advertisements are used less than in the case of national recruitment.

It is also necessary to point out that in the comments that accompany the responses to this question, the recruiters identified other modes of recruitment, such as the Internet (for finding a specialized professor in a particular discipline or sub-discipline) or in some cases contacts established thanks to involvement in a conference.

It is clear that the methods employed for the recruitment of professors and researchers do not correspond to those used for managerial staff and for other "intellectual" professions. One can imagine that with the advances made in the world recruitment market for higher education teaching staff, new methods, like the use of recruitment consultancies or specialized internet site are bound to develop.

Professor profiles sought by universities

What is the classic professor profile required for a purely international career?
Does such a profile actually exist?

Concerning qualification, all the recruiters are in agreement: obtaining a Ph.D. is a necessary prerequisite. In fact, 52.4% consider those lecturers with a Ph.D. to be indispensable, though only 16.7% said that getting a Ph.D. was an absolute necessity. The remaining 31.0% prefer to decide case by case (notably in the domain of languages where the origin of the candidate, and a sufficient pedagogical experience, can compensate for the absence of a Ph.D.).

Note that the "Ph.D." must here be understood in its specific meaning (obtaining an Anglo-Saxon diploma) but also in the broad meaning as a level of studies. An international career in higher education cannot then be envisioned without having acquired a validated "doctorate" in the country of origin, with all the problems of both recognition abroad and the establishment of an equivalent foreign qualification. National requirements (like the "agrégation" teaching standard in France) have only marginal importance.

As far as the nationalities sought are concerned, Americans and English are more in demand than others, particularly in non-English-speaking countries. There is not a comparable movement in favor of non-English-speakers on the part of English language institutions; command of the English language is absolutely necessary, regardless of the country concerned. As a recruiter for a Danish institution emphasized; "Nationality is not important per se, but native or fluent English speaking teachers are required"...

In terms of age, all the recruiters seem to be in agreement on the need to employ younger foreign professors (between 30 and 35 years old). The age limits that they give are nevertheless slightly superior, in the case of international recruitment, compared to those who insist on a "local" professor. Concerning the years of necessary experience prior to hiring a foreign professor, the expectations of recruiters vary between 0 and 10 years, with the years spent working towards a Ph.D. generally included. As the same Danish recruiter underlined "5 years of experience (employment as Senior lecturer requires a minimum of three years experience after Ph.D.)".

As for the disciplines for which the internationalization of teaching staff and researchers is strongest, the results show a clear dominance of business-related subjects...

To gauge the "international potential" of a subject, we asked each recruiter to cite three disciplines that, in the structure of their institution, require the widest use of foreign professors. They responded in descending order engineering, finance, management, law and marketing. All other disciplines are nevertheless represented; internationalization touches each of them at different levels.

We can already form an identikit picture of the strongly internationalized professor. He is a young (between 30 and 35 years old), a professor of management or engineering, speaks perfect English, and possesses a doctorate.

Now that this profile has been determined and we know who is most likely to seek work abroad, we can now establish the logic employed by the universities who integrate the recruitment of foreign professors into their strategy.

For this, we are interested in two dimensions of the recruitment of foreign professors: the first of these is the prior recruitment of foreign professors whilst the second is the existence or otherwise of a short-term project centering on such recruitment.

We obtained four types of strategies present at universities for the recruitment of foreign professors:

- The predominant strategy is for the universities to be completely "integrated" into the world higher education market by recruiting foreign professors and researchers. This strategy represents 88% of universities.
- The second group in terms of importance is the universities who are in the process of integration. These "internationalist" universities are the integrated universities of tomorrow. They represent 8% of universities.
- The third group is "isolated" universities, who are not integrated in the world market and who do not wish to be. They principally recruit "local" professors. These institutions represent 4% of universities.
- The last group is universities in a state of "relocalization". They are not represented among the universities who have responded to the questionnaire...

This does not mean that these universities are non-existent and that, in times of economic crisis and withdrawal from the national market, the number of these universities will not increase. The interest of this group is thus more than simply theoretical: "isolationists" are always a reality in times of crisis...

The integrated universities represent, by far, the most important group. In a certain sense, the internationalization of recruitment of professors is a phenomenon that, at least in general, has already been achieved.

		Prior recruitment of higher education professors	
		<i>Existent</i>	<i>Non-existent</i>
Recruitment projects for foreign professors	<i>Existent</i>	<i>Integrated</i> Durable strategy for welcoming foreign professors 88%	<i>Internationalists</i> New strategy for welcoming foreign professors 8%
	<i>Non-existent</i>	<i>Isolationists</i> Ruptured strategy with foreign professors 0%	<i>Isolated</i> Strategy centered on local professors 4%

Table 2 Universities and the recruitment of foreign professors: university typologies (4 types)

The expectations of universities, the expectations of professors: a potential common ground

Universities must come to terms with a more intense competition at international level. It is necessary for them to attract the best students and to increase their funding. For these reasons, the recruitment of foreign professors is a central element to the strategy of international universities. The presence of foreign professors at a university is in some senses the evidence of an international influence, and thus a key element in attracting students who are more and more interested in acquiring an international profile...

In addition, by expanding the network of the university, foreign professors and researchers can also help to improve its reputation, and then attract better students and more funding, which will in turn aid the recruitment of better professors and bring the process full circle.

The international recruitment of professors is an essential element in the strategy of these universities' internationalization. This "wish" of universities to appeal to foreign professors must involve more significant investments in the means of research, in salaries and in the means of "welcoming" foreign professors to the institution.

Finally, the expectations of professors and of universities must converge... This concerns the forms of recruitment and the way that the offer meets the demand, which tends to be far from perfect: current recruitment is reliant on contacts and "hearsay"... One can be sure that such methods succeed in wasting numerous talented candidates and preventing the establishment of a common ground.

Conclusion

The response to this survey was extremely positive, as demonstrated by the return rate and by certain comments: "It seems to be a nice program. Keep working on it"...

This prompts us to think that this survey must be pursued, notably to better understand the motivations of professors and to refine our knowledge of universities' strategies in the context of internationalization.

In conclusion, universities are competing more and more for students, who are themselves becoming more mobile. Attracting the best students is important because it allows, in particular, a rise in resources thanks to student tuition fees but also an extension of the network of alumni and thus of the influence of the institution. With students' increased mobility, competition is very real.

In the same way, the competition is also very fierce when applying for the various public or private grants on offer.

For all of these reasons, the recruitment of better professors and researchers from around the world is becoming a priority for universities...

Despite this, the methods used up until now have tended to be somewhat "amateur": based on a fuzzy knowledge of professional and research skills, founded more on a rumor than on a systematic study of offer and demand. A revolution of recruitment methods is necessary, today more than ever.