



Work package XXX

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International Strategy 2022–2025

Why Have a Strategy?

In 2017, the institution adopted an international strategy, revised based on the evaluation carried out in 2018. This updated strategy was reviewed by university governing bodies in early 2020. These successive reviews demonstrated the value of such an approach, but also revealed persistent gaps and weaknesses. This is why the university governance proposes a revised strategy to meet a dual need: **stability**, which ensures the continuity of actions taken and reinforces our visibility and coherence in the eyes of numerous institutional partners, and **adaptability**, to allow us to respond to a rapidly changing environment.

This strategy aims to be comprehensive and cross-cutting across all university missions: **research**, **teaching**, and **knowledge dissemination**. It is based on themes and principles rooted in the university's institutional project. It emphasizes the importance of strong and lasting partnerships, focuses on **quality over quantity**, and places **students at the center**. Finally, it balances the stability of long-standing objectives with the innovation required to pursue new ones.

The strategy supports a set of ambitions, summarized as follows:

- Provide all students with an international experience, supporting all forms of mobility and fostering pedagogical innovation;
- Better support international students, especially to reduce the success rate gap between international and local students;
- Further internationalize our research, particularly by integrating our labs, areas of specialization, and chairs into international networks;
- Continue internationalizing our academic programs by promoting diverse pedagogical practices and degree formats, and by increasing intercultural exchange in the classroom;
- Always prioritize quality over quantity, and stability over speed;
- Generate resources to support new initiatives;
- Maintain Lyon 2's role as a driver of internationalization at the Lyon-Saint-Étienne site and nationally.

Challenges and Context

This reflection takes place in a context where international issues are more shaken than ever before due to the pandemic. Our working habits have changed, as have students' expectations and their approach to mobility—possibly permanently. The **climate crisis** and the urgent need to reduce our **carbon footprint** present another major challenge—how can we pursue vital internationalization activities while honoring our ecological commitments?

Other external changes, such as **Brexit**, also require our attention. The new **Erasmus+** program, launched in September 2021, brings new features that require us to realign certain activities. Whether it's through “greening” or digitizing the program, introducing a new “international” component, or supporting short-term mobility, the program offers new formats that were still in early stages before COVID-19. We must be ready to seize these opportunities.

Institutional changes also make a new strategy urgent. The failure of the **Université Cible** initiative and the site's loss of the **IDEX** label in October 2020 have significantly affected international efforts, particularly in terms of the role currently played by **COMUE UdL** (University of Lyon Community of Universities and Institutions) and how the site will coordinate the international strategies of its members in the coming years. Thanks to its real international visibility and constant involvement in site-wide projects, **Lyon 2** is in a position to lead during this new phase—especially if it can rely on a global, long-term, and coherent strategy.

A Renewed Partnership Strategy

All university activities are affected to varying degrees by external factors, but this is especially true for international efforts. Whether it's geopolitical or economic shifts, Brexit, or COVID-19, many factors are beyond our control. However, international activities require **long-term planning** and need **stability and predictability**. Our strategy must protect us as much as possible from systemic shocks and aim for this stability. Therefore, we propose a **more partnership-driven approach**.

Until now, we have focused primarily on **geographic strategies**, targeting specific countries or regions. Now we need to build on this by creating **privileged partnerships** with academic institutions in those same regions—and beyond. With these partners, we can build joint degrees, research networks, exchange best practices, and foster innovation—**in short, go further**. But going further requires **trust-based relationships**, and as a university, we must build those with **other universities**, not countries, provinces, or regions.

This is the foundation of our **strategic partnership model**.

That said, an international strategy is not set in stone. It must evolve, encourage innovation, foster new projects—and let go of others. A dynamic strategy should not simply be accumulative. It must also balance between **top-down guidance** from leadership and **grassroots initiatives** from faculty. Too much top-down control risks stifling innovation; too little coordination can make our actions incoherent. No strategy can fully resolve this tension, but it must acknowledge and work with it.

This is why our institutional strategy draws significantly from the strategies developed within individual **departments and units**, especially in terms of joint degrees, student mobility, and European projects. While the institutional strategy is not just a sum of its parts, it **draws strength and coherence from them**. The partners highlighted in this strategy are almost always the result of long-standing work by our departments.

For example:

- We value joint degrees because units like **ICOM, Law, Languages, and Temps et Territoires** have developed and maintained them.
- Our strong ties with **Francophone Canada** are thanks to longstanding connections in **Law** and the many student exchanges organized by **ICOM**.
- Our confidence in short programs comes from the pioneering work of the **IUT, CIEF**, and specialized pathways in **ASSP** and **LESLA**.

In short, there's no contradiction between **unit-level strategies** and an **institutional strategy**—they **mutually reinforce each other**.

Lastly, this partnership strategy must be backed financially. Part of the **International Relations Office budget** will be allocated to these partnerships, through seed funding and other joint initiatives.

Europe

With the launch of the new **Erasmus+ program**, it's important to redefine our European partnership strategy. Our European approach must balance three goals:

1. Strengthening key strategic partnerships;
2. Supporting and developing others, especially in countries where departments have created many joint degrees or strong research ties;
3. Continuing to offer a wide and diverse mobility portfolio for our students.

Operationally, this strategic discussion will serve as the foundation for reassessing existing agreements, which over time have become too numerous, underutilized, and insufficiently targeted. Currently, we have **445 Erasmus+ agreements with 220 partner universities**, for **324 outgoing** and **356 incoming students annually**—an average of **1.5 students per agreement per year**. On average, only **two disciplines per partner university** are involved.

While it's important to note that the value of an agreement isn't determined solely by mobility numbers—and some low-mobility agreements may still be worthwhile—we must acknowledge that overall, we have **too many agreements**. We need **clear criteria** for reducing their number, without limiting mobility opportunities or diminishing our institution's reputation.

Thus, under the new Erasmus+ program, we **will not renew agreements** that have had **near-zero mobility rates** in recent years and no longer offer value in terms of research or potential projects. Similarly, any new Erasmus+ agreements must meet the same **quality standards**.

Strategic Partners

To be effective, the number of strategic partners must be limited. There are two ways to consider these partnerships:

- It may involve creating a **comprehensive agreement** that complements traditional Erasmus+ agreements, resulting from open negotiations with the partner and followed by communication.
- Alternatively, it may simply be an **internal designation within Lyon 2**, serving our own purposes, without requiring a formal agreement.

While the first option should be preferred, it should not be exclusive.

Initially, we can target the following partners. This list is **not meant to be final or fixed**. Over time, this strategy should allow us, in line with the priorities defined by departments, institutional changes, and the success or failure of ongoing initiatives, to modify the list.

Region	Target Institutions	Notes
Nordic countries with English potential	Göteborg	Existing agreements must be maintained; seize new opportunities when they arise.
Germany	Frankfurt, Leipzig	Other potential partners: Weimar (due to shared programs), Freiburg (advantage of location).
Italy	Bergamo	Other possible partners: Turin, La Sapienza, Roma Tre.
Spain	Complutense Madrid	Important to have a Spanish strategic partner, but no clear standout. Barcelona universities are strong candidates.
Central & Eastern Europe	Łódź, Bucharest	Long history of educational and research ties. Bucharest signed a framework agreement in 2019.
Ireland	Maynooth	Strategic importance of an English-speaking partner in Europe. Builds on existing joint degree with the Dublin campus of NUI.

Priority Areas

The proposed strategic partners reflect **historical strengths** and past strategies. Germany, Italy, and Spain must remain **priority targets**. Generally, we should favor **broad, multidisciplinary agreements** over those with minimal mobility. It may seem counterintuitive, but we aim to **reduce the number of agreements** in favored countries to focus on **stronger, more impactful partnerships**.

This consolidation enables the development of **joint degrees, short-term mobility programs, and project consortia**.

The same logic applies to other European regions, especially **Sweden, Greece, and Ireland**.

We will also balance the need to offer a **wide range of destinations** with avoiding inactive or obsolete agreements. As a guiding principle, we might aim to have at least one agreement per country covering multiple disciplines, **but never more agreements than the number of students applying yearly**.

Key Considerations – In Europe and Beyond

The new **Erasmus+ program** marks a shift towards integrating **environmental concerns** in international activities, aligning with our institutional ecological transition goals.

For example:

- Additional grants may be available to students choosing **train travel over flights**.
- We will favor **nearby destinations** accessible by train, especially for **short-term mobility projects**.

Blended Intensive Programs (BIP) and short-term mobilities will be better supported, although **semester or year-long exchanges remain the priority**, both for ecological and educational reasons.

This strategy aligns with our **training policy**, particularly supporting:

- Network creation in rare disciplines
- Thematic specialization poles
- Joint programs

The **"inclusion" component** of Erasmus+ is still unclear but will significantly impact how we **allocate scholarships**, especially with the risk of **creating inequalities** due to overlapping funding systems (DRI, BRMI, AMI, UFA, etc.). We will adopt **inclusive policies** to support students whose circumstances might otherwise prevent mobility.

Our aim is **not merely to increase mobility numbers**, but to **open access to a wider audience**, supporting **programs with compulsory mobility and educational goals**.

Francophonie and Language Strategy

Our focus on **Francophonie** remains strong. Internationalization goes hand-in-hand with language policy.

- While fluency in English is essential, its **absence must not be a barrier** to mobility.
- Lyon 2 stands out by offering **the widest range of languages** and supporting **French-language instruction** for incoming students.
- We support projects like **MINERVE**, the **International Center for French Studies**, and promote **linguistic diversity**.

Promoting Francophonie in partnerships (e.g., with Bucharest, Greek, Portuguese, or Polish institutions) is a **strategic European choice**.

Global Partnerships

Lyon 2 currently holds **202 global agreements** in **40 countries**—a testament to our dynamic international collaboration.

However, there's a paradox:

- Average outgoing students: **275/year**
- Average incoming students: **288/year**

This invites reflection: we need to **strengthen some partnerships, phase out others**, and apply a **strategic lens**, rather than focusing solely on ease of management. Erasmus+ now allows up to **20% of budget** for **non-European actions**, encouraging **targeted global engagement**.

Strategic Global Partners (proposed):

Region	Partner Institution	Notes
Francophone Canada	All institutions	Resourceful partnerships (Montreal, UQAC, Laval, Ottawa, Sherbrooke). UQAM stands out for its diversity and "third mission" focus.
Anglophone Canada	University of British Columbia (UBC)	Complex field with many Ontario partners. UBC proposed for geographic variety and future potential .
USA	University of Pittsburgh	Strong past relationships (UC, UVA, Brown). Pittsburgh highlighted for funding potential via the AURA–Pennsylvania link.
Brazil	University of São Paulo	Strong ties in Law, Psychology, Languages, and Literature. In alignment with other institutions' strategies.

Future Global Development

We aim to **expand this list** to include more regions:

- **China** (esp. through ISPEF)
- **Post-Soviet region**
- **Japan & South Korea**
- **Spanish-speaking Latin America**
- **Western Balkans** (longstanding tradition)
- **Egypt & Lebanon**
- **North Africa** (historical ties)
- **Francophone Africa** (for Francophonie and university growth)

Seizing Opportunities & Diversifying Partnerships

Though we have agreements in 40 countries, we maintain informal relations in many more. We must aim to develop in **underrepresented areas**:

- Central America
- Southeast Asia
- Anglophone & Southern Africa
- Indian subcontinent
- Central Asia

This **diversification complements** the focus on strategic partnerships. **But it depends on consolidating current partnerships first.** Thus, **except in rare cases, we will not seek new agreements before Fall 2024.**

Mobility Agreements with the United Kingdom

Mobility agreements with the United Kingdom have always been important for French universities, as demand is particularly high and the supply is limited. As a reminder, before 2020, France was the country that sent the most students to the UK, and was the second host country for British students (after Spain), reflecting an imbalance. Indeed, while just over 5,000 students came from the UK to France each year, around 12,000 went the other way. Even before Brexit, we observed some reluctance from our British partners to maintain existing mobility flows, and new partnerships based on the current model were not being considered on their side.

Brexit has further destabilized an already fragile situation, firstly because new immigration and language certification rules pose barriers to students wishing to study or intern in the UK, and secondly—and more importantly—because the UK's decision to withdraw from the Erasmus+ programme has undermined all the previous cooperation frameworks. The Turing Scheme, introduced by the UK government, is only a partial replacement. It only funds mobility for British students, who can go anywhere in the world, with a budget roughly equivalent to the UK's previous Erasmus+ contribution. While it is reasonable to believe that France will remain a popular destination for British students—if only because Brexit has not altered geographical realities—it is clear that we must adopt a specific strategy for the UK, based on two pillars: **preferred partnerships** and **attractiveness**.

Realistically, it will be difficult to maintain each of the 31 existing agreements with UK universities. This is not due to a lack of willingness on our part—we will respond positively to any such requests from our partners—but because, in a post-Erasmus+ context, a UK university has little interest in maintaining a bilateral agreement with a French university for just one exchange slot. That is why we propose to identify a **core group** of partners to whom we will offer global agreements that include

reciprocal mobility in all disciplines, and lay the groundwork for specific initiatives such as thematic schools or research projects.

Such a **preferred partnership strategy** offers multiple advantages. It aligns with the idea—outlined earlier—that we need to better target our actions. It's not feasible to collaborate closely on joint projects with 31 partners, but it is achievable with five strategic partners. It would also allow us to allocate our Erasmus+ resources more effectively—particularly the international mobility component—as well as enable the partner institution to earmark Turing funds in our direction. Moreover, it would allow for a critical mass of mobility flows to/from a single partner, moving away from a transactional view of mobility, which is no longer appropriate. Hosting 20 students from a single partner allows for better reception, better support, and better adaptation to their needs—and the same applies for our students going to the UK.

Finally, such a strategy would act as a **catalyst** for joint training, research collaborations, and project partnerships.

This work has already begun, as the situation is urgent. The International Relations Office is currently negotiating such a partnership with Newcastle University, but work must be conducted on several fronts simultaneously, since this approach needs to be jointly embraced by all stakeholders. Initially, we propose to work with the following universities under this new model—selected based on the volume and diversity of existing mobility flows, as well as real or potential joint projects:

- Heriot-Watt University
- Royal Holloway, University of London
- University of Manchester
- University of Portsmouth

A Student-Centered Strategy

Non-exchange International Students

The previous term saw considerable improvements in the reception of non-exchange international students, particularly with the creation of an **International Student Office (BEI)** on the Porte des Alpes campus, grouping together support and integration services. For the years to come, we must set ourselves several goals, centered around one core principle: **our cornerstone is the quality of the support we offer these students.**

We do not necessarily seek to increase the number of international students, but rather to ensure that their experience at Lyon 2 is successful—and in particular, that their **success rate improves**. We cannot accept that the gap between national and international student cohorts remains so wide—the better we support international students toward academic success, the more attractive we become.

To achieve this, we must **rethink our support system** as a comprehensive chain. The BEI will work more closely with the SCUIO-IP and other services within the DFVE to guide students even before

their arrival in France, at the stage of application consideration. It will also improve support for students' arrival, particularly with regard to housing, administrative procedures, social security, and healthcare, in collaboration with services and initiatives offered by UdL and the Métropole.

We will also improve **social and cultural integration**, notably through the expansion of the **Alter Ego** buddy programme, in collaboration with other university departments. Finally, we will strengthen the core of our support policy: **linguistic and methodological support**, delivered via the **International Mentoring Centre**.

Another essential piece is the "**exit**" phase, and in the coming years we will build an **alumni network** for international graduates of Lumière Lyon 2. The BEI will work in collaboration with all academic departments, and especially with the CIEF, to ensure consistency and coordination among the various long-standing welcome services offered by this component.

These same services will be extended to the **Berges du Rhône campus**. It was essential for the International Student Office—and more specifically, the BEI—to finally be established on the Porte des Alpes campus, in line with the President's strategic vision for the site. But just as the university plans to extend the **University Health Service** to the Quais campus and open a new **daycare center** to balance service offerings, we must also deploy the BEI at Berges du Rhône—starting by the end of 2021.

Toward a Global Recruitment Strategy

This overall improvement project cannot succeed without a global strategy for the recruitment of international students. The more coherent our recruitment, the better we can adapt to their needs. We will work with departments and programme directors to collectively build this strategy. The university's international policy should support the faculty members in charge of academic selection committees and help them define their own **geographical priorities**.

This approach will be **needs-driven**, based on staff input, but must also be viewed **holistically**, as policies such as differentiated tuition fees can only be decided at the institutional level. This need for a unified strategy also leads us to **deprioritize participation in international recruitment fairs**—including those organized by Campus France. We propose to stop funding such events for the next few years, except when an external partner covers the costs.

Additionally, from autumn 2021, we will work with departments and student representatives on a **clear and transparent tuition fee strategy**. Our university had strongly opposed the reform introducing differentiated fees and continues to oppose the principle. Therefore, any implementation will be conducted transparently, through consultation, and accompanied by **targeted support measures** for international students.

Incoming and Outgoing Mobility

Our commitment to quality reception for visiting students must extend to **incoming mobility**, as it is central to our attractiveness. No marketing campaign is more powerful than **word-of-mouth** from students returning from Lyon 2 and speaking about their experience. That is why the support mechanisms mentioned above should be designed to include exchange students wherever possible.

However, this is not sufficient on its own. The university will continue to invest heavily in programmes created in recent years **specifically for incoming students**.

The “**specific courses**” programme must continue. These are courses offered **outside the regular curriculum**, designed to meet the particular needs of incoming students, and can be taken in parallel with regular courses. Except in special cases, we will maintain the principle of offering these courses in **French**. While we acknowledge the importance of English-language courses (see below), we are committed to preserving a distinctive aspect of Lyon 2: not treating English as a necessary or sufficient condition for attractiveness.

Alongside the “specific courses” but without duplicating them, we will continue a project that was halted due to the pandemic: the **Certificate of Language and Culture Studies (CELC Lumière)**. These are course “tracks” based on existing modules, tailored to the needs of students from specific partner institutions, where special communication efforts are needed.

In connection with broader changes proposed under the new accreditation framework—and facilitated by Erasmus+—we will also **show flexibility in our teaching models**. We will work with academic departments to develop **intensive programmes, summer schools, and other short-stay group programmes** on our campuses. Priority will be given to **joint international degrees**, following the example of the **CREOLE Master's degree**, which already organizes intensive weeks. We will also collaborate with the CIEF to develop **partner-led thematic schools**.

Scaling up these initiatives will require **coordination among the International Student Office, the CIEF, the DRED** (for doctoral-level programme development), and the **Science and Society Directorate**.

Outgoing Mobility

Outgoing mobility, in both traditional formats (semester/year abroad) and newer models (short stays, internships, hybrid/virtual formats), must continue to be encouraged. That said, **long-term physical mobility remains our priority**. No other form offers the academic, cultural, and personal enrichment that students should experience. Put simply, returning students often say their mobility changed their lives—something no one says about an online class or one-week intensive abroad.

Our aim is not necessarily to **increase the number** of students taking part in long-term mobility, but rather to **make it more accessible**, by preparing students for it and supporting them through every step.

The **second application window** for mobility will be continued. Even though the crisis has made it difficult to measure its full impact, it is important to provide students with more opportunities to apply for long-term stays.

Departments wanting to **integrate mandatory mobility** into their curricula will be supported—while acknowledging the challenges of this choice, which is best suited to **language programmes**.

Digitization of procedures will also continue, for **greater simplification**. Additionally, we are witnessing a shift in student behavior: more and more students prefer internships over study abroad, or seek our support for organizing **a gap year**. We must respond to this change by working with SCUIO-IP and partner universities to **mutually develop internship networks and resources**.

Internationalization at the Core of Our Programs

The upcoming five-year contract will provide an opportunity to further embed internationalization at the heart of our academic programs. The MINERVE program, whose importance to the institution has been highlighted on numerous occasions, will be redesigned to strengthen it. The strong policy of supporting it through the invitation of guest professors for MINERVE will be maintained. The network of partnerships surrounding MINERVE has already proven its value: national visibility, Frankfurt's presence in the TruMotion consortium, the creation of several dual degrees with Bergamo, a Master's program with Barcelona, etc. In this sense, MINERVE serves as a true driver—a kind of laboratory for many other potential projects.

The language policy under the accreditation framework has also been conceived, among other things, to support mobility preparation. By enabling all interested students to study two modern languages, we aim to encourage mobility projects toward the Russian- and Portuguese-speaking worlds, for example. We hope this linguistic openness will continue during mobility periods by strongly encouraging academic staff to offer students the opportunity to earn credits through introductory language courses, such as in Korea or Japan, or in other European countries. Moreover, this period should be used to successfully offer, likely in cooperation with our on-site partners, courses in Japanese and Korean to support our intention to prioritize these regions.

Accreditation is also an opportunity to advance two other issues that have already been discussed in working groups and now need to be fully realized: the inclusion of English-language courses in our programs, and the role of guest professors. Offering English-taught courses is a powerful tool for attracting students, particularly those participating in short-term exchanges. More importantly, it provides an enriching pedagogical experience for our own students. Therefore, as part of the accreditation process, we will strongly encourage colleagues who wish to teach one or more of their courses in English and will provide a general framework for doing so.

Similarly, program structures should be made flexible enough to accommodate courses taught by guest professors, who bring great value to our teaching and research. The proactive recruitment policy of such faculty should continue. It will also be beneficial to work more closely with departments so that the invitations they issue align more clearly with a broader partnership strategy, especially concerning dual-degree programs.

To support all these initiatives and give them visibility, we propose creating an **International Certificate**, which, much like a diploma supplement, would formally recognize a student's internationally-oriented academic trajectory. Any student who has, for example, undertaken a study-abroad period, earned credits in internationally designated courses, completed coursework in a foreign language, and begun learning a new language would be eligible for this certificate. It will be important to promote this credential within the socio-economic sector. In this way, we can offer every Lyon 2 student a pathway to internationalize their education.

Finally, we will actively encourage **COIL projects** (Collaborative Online International Learning), under the guidance of the Higher Education Pedagogy Service. This includes supporting emerging projects and offering training to faculty and researchers interested in this innovative approach. These involve shared online courses with faculty at partner institutions abroad, either as one-off collaborations or recurring ones. This is an opportunity for the university to embrace new pedagogical practices—undeniably influenced by the pandemic experience—in a thoughtful way that benefits our students.

International Joint Degree Programs - Dual Degrees

Our internationalization strategy through structured academic partnerships will continue to strengthen, as this is not only a hallmark of Lyon 2 but also encompasses initiatives that lie at the crossroads of several key objectives outlined in this strategy:

- **The Partnership Dimension.** It is through joint degrees that the strongest and most resilient relationships are built — ones that often withstand crises. This calls for a multi-layered reflection. First, new dual degree programs should primarily be developed with existing partners, and creating such a program with a new partner should remain the exception. Second, dual degrees must include genuine reciprocity. We currently have a number of programs with unnecessarily complex structures, whose benefits for students enrolled at Lyon 2 are not always obvious. We need to clarify what constitutes a dual degree on the one hand, and what falls under the category of an offshore program on the other (discussed below). Third, following from this, is the issue of funding these programs. Their reciprocal nature should naturally lead us to pay close attention to how they are financed. We must recognize that, with few exceptions, they cannot be developed as separate tracks within our programs, given the implications for resource allocation. Dual degrees should always be based on existing academic tracks. Fourth: since international partnerships are long-term by nature, there is no need to rush. A partnership is not stronger for having been established quickly. We must resist the temptation of haste and build these partnerships step by step. As with other agreements mentioned earlier and to ensure consolidation of what already exists, there will be a pause in the development of new dual degree programs.
- **The Recruitment Dimension.** While the number of individual applications to our programs — and the associated challenges — will never be drastically reduced (nor should that be the

goal), one solution lies in structuring the recruitment of international students into our programs through formal agreements.

- **The Research Dimension.** Our joint Master’s programs are clear springboards for research projects, whether involving doctoral students through co-supervision arrangements (where the structuring of partnerships is also essential) or through academic collaborations that arise from shared teaching initiatives.

To support the continued development of these programs, we will need to rethink their management — between the International Relations Office, with a dedicated team, and the academic departments — all while maintaining a consistent partnership approach. It is crucial to ensure that the desired increase in the number of such programs does not negatively impact the services responsible for managing them. The diversity of programs is a strength, but diversity in calendars, procedures, processes, and stakeholders could undermine this development strategy. For this reason, the creation of new degrees must primarily involve existing partners, especially strategic ones.

Offshore Programs

As we have seen, there is a need to clarify the issue of offshore programs within our institution and to consider that their future development is conditioned on respecting a certain number of principles that have been insufficiently expressed until now. An offshore program should in no case constitute a separate track, under penalty of Lyon 2 effectively funding a program that meets external needs. Special attention should be paid to the financial model of the degree — here, the continuing education model, without being a closed horizon, can serve as an interesting analogy. It is by adhering to this principle that we will be able to maintain current programs and develop new ones, as these projects are highly valuable for our institutional influence. However, these programs will not be prioritized compared to dual degrees with genuine reciprocity and should always be viewed as tools for outreach and cooperation rather than goals in themselves.

A program is not considered an offshore program here if it bears only the partner’s seal but where we have contributed in some way to the design of the curriculum. Examples include the Translation Master’s at the University of Burundi or the Tourism Master’s in Benin. In discussions around new projects of this kind, this type of involvement — closer to a ‘capacity-building’ approach — will systematically be preferred over offshore training.

Mobility of Teaching and Research Staff

As the previous strategies stated, it is important to encourage the mobility of our teaching staff and teaching-research staff. This benefits both the experiences they can then share with our students and the creation or strengthening of training and research partnerships. However, it is clear that encouragement through improved communication about the STA scheme has reached its limits, and we will need to go further. One of the obstacles to the scheme is that it is currently not possible for a colleague to have this investment officially recognized. Therefore, an experiment will be proposed to allow STA hours to be counted as part of a statutory workload, under certain conditions. The CORI will need to issue opinions regarding the conditions to be imposed, but we can already imagine

conditions such as reciprocity of mobility, participation in a double degree, or mobility carried out with one of our preferred partners.

Similarly, to encourage mobility among administrative staff, the ongoing work on how such mobilities can be recognized as training or any other form of career recognition within the university staff will need to continue and be deepened.

Funded Projects

Independently of ‘simple’ degree projects and mobility in various forms, there has been for several years a growing number of projects, sometimes called ‘European projects,’ that lie on the continuum between training and research and allow the institution to cooperate with our partners, for example, in producing educational materials, strengthening capacities in university governance, or professionalizing recent graduates. It is crucial for the institution that we continue the efforts already undertaken in this direction, again linked to the partnership strategy. To do so, we will first strengthen our policy of supporting the initiation of such projects. We have already created a seed fund within the International Relations Office budget and will implement, in coordination with the DRED and the DFVE, a policy of project levies wherever possible. This will enable us, importantly, to support the leaders of such projects by financing the reference hours to which they should be entitled, thus truly initiating a virtuous circle where obtained projects help to trigger future projects.

A particular example of funded projects: International Credit Mobilities (MIC). Here again, the aim is to move away from viewing these funds as short-term project envelopes and instead use them to support the overall strategy in two ways. First, the MICs should serve the development and support of certain multifaceted International Partnership Diplomas (DPI), notably to ensure genuine reciprocity in exchanges. For example, diploma projects with USP in Brazil or in Cambodia — the MICs here would not merely support the existing situation but would have a transformative effect, which must be our priority. Another aspect of the MIC strategy is supporting the development of non-degree cooperation projects in countries identified as essential targets, but where the standard of living makes mobility to France impossible, and where issues of Francophonie are central concerns. Africa, including North Africa, should continue to be prioritized in this regard.

To support this activity, the coordination of project preparation between DRED and International Relations Office, which has been established, will be extended to the DFVE as part of the 2021 service reorganization. Indeed, a project preparation unit will be created within the Training Directorate to embody the transversal nature of such projects.

Research

There can be no international policy without research, just as there is no research without international engagement. Previous strategic documents have laid the groundwork for this essential integration of international policy and research policy, while taking into account the specificities of the latter.

Indeed, it is difficult, if not impossible, to propose a geographic strategy in research—our teaching-research staff must have complete freedom to conduct their research and establish the collaborations they wish. Consequently, our international research policy will be a continuation and deepening of the mechanisms already in place to encourage and facilitate the internationalization of research, as well as the introduction of new mechanisms aimed at the same goal.

Doctoral Mobility

While doctoral students were the “poor relations” of the last Erasmus+ program, this will no longer be the case for the program beginning in 2021. Therefore, we must resolutely seize this opportunity. All new Erasmus+ agreements we sign must include provisions for doctoral mobility, and part of our annual budget will be reserved for this purpose. Priority will be given to students in joint supervision or international co-direction arrangements, and then to students needing to travel to Europe to conduct fieldwork. We will thus encourage the development of joint supervision agreements as well as European or comparative research themes conducted by our doctoral students.

Project Development

Both the DRED and the International Relations Office have gradually developed shared expertise through their respective project development services. Collaboration between these services will be further strengthened, as well as with similar services in other universities on the campus. Indeed, while some calls for projects clearly concern ‘research,’ there is a growing number of complex projects involving training, research, capacity building in governance, and knowledge dissemination. For example, the ANR Netcher project, which one might have assumed was primarily research-based, involved non-academic partners and aimed in part to create an international Master’s program. The recent call regarding the establishment of the WHO Academy in Lyon is another example. Our strategy must aim at a gradual loss of the habit of labeling actions as either research or training. Without necessarily involving structural changes, we are working towards better acknowledging the necessary cross-disciplinary nature of international activities in research.

Better Knowledge of Our Activities – Mapping

The implementation of an international activity management tool, MoveOn, must be the occasion to complete a project that the institution desperately lacks but which is essential to managing its international activities, especially in research: a true mapping. This term can cover a number of realities that need to be made explicit here. We need a publication tool that allows services and governance to access up-to-date information on training activities (number of mobilities, number of international students, number of teaching mobilities, etc.) and research (projects submitted, long-term scientific stays, networks, co-publications, etc.) by country and by theme. This information is essential for networking our researchers, structuring our specialty centers, and supporting our current and potential partnerships. This joint work between DRED and International Relations Office has already begun and must be carried through to completion.

Internationalization of Research Units

For such a mapping tool to be useful, it must be highly adaptable and constantly up to date. To encourage research units to internationalize their activities, it will be proposed to evolve the funding model to include an internationalization criterion, which will be quantified based on the information entered into the mapping tool. This criterion will be composed of elements such as stays by foreign researchers in the unit, the number of international co-publications relative to the size of the unit, the organization of international scientific events, and so on.

A Strategy Designed at the Heart of Networks

The strategy outlined in this document is an internal tool for the institution, as we have seen. But it is also important for our external partners to understand “who we are.” Over the past few years, our institution has gained real visibility in numerous networks, and this work must continue, with even greater determination.

First, with regard to our local authorities. It is not unreasonable to align a number of our actions with the strategies implemented by the City, the Metropolis, or the Region. To cite a few examples among others, our university chose to become a partner again of the Jacques Cartier Center in 2017 and has participated in all academic activities organized by the CJC since then, enabling many colleagues to establish collaborations with Quebec universities. By participating in missions organized by the Region and the Metropolis and maintaining strong ties with decision-makers, our university is now solicited by these local authorities to support certain initiatives. We will continue this momentum by adapting our choices where necessary to align them with those, for example, of the Region. For instance, the decision to consider Pittsburgh as a potential privileged partner must be seen in the light of the partnership between the AURA Region and the State of Pennsylvania. We will also stand alongside the Metropolis in the project to build an International House or in projects advanced by ADERLY.

Lyon 2 must continue to play a leading role at the campus level. We are coordinators, on behalf of consortia, of many mobility projects: the Oregon, California, and Penn programs are hosted by us. We also lead the ORA consortium and do everything possible to maintain it. Our institution was the first to take up the coordination of international activities on the campus after the failure of the IDEX initiative, and we must continue to play this central role so that the strategy we develop here remains consistent with those of other institutions. Similarly, our university was a pioneer in organizing meetings between administrative services on the campus, and we must continue this approach.

Throughout this mandate, Lyon 2 will remain closely engaged alongside our institutional and cultural partners. Regular meetings will continue to be organized with the consulates in Lyon, with the Goethe Institute, the Instituto Cervantes, the New Franco-Chinese Institute, etc., because it is here that we develop new opportunities for our students and teaching-research staff.

Finally, Lyon 2 must remain involved in national networks as well. Coordination of the network of Vice-Presidents for International Relations (VPRI) at the national level currently falls to our institution, and we will continue in this role as a regular interlocutor of Campus France, the Erasmus+ Agency, the Ministry for Europe and Foreign Affairs (MEAE), and the SCAC network. We are, and will remain, active in the RISUP network, the European Commission users' working group on digitalization of higher education, the MENS network, and internationally in the European Universities Association, the Science and Society network led by UQAM, and fellowship projects alongside the Universities of Frankfurt and Cambridge, for example.

This role as a driving force within networks guarantees the visibility of our institution. This visibility is real. It is the result of our history, the work of successive generations of teaching-research staff and administrative personnel. It is the result of the recognized quality of our programs and research. It is the result of the ambition we have set for ourselves and the expertise we have developed together, which this strategy seeks to make coherent to better consolidate it. This strategy involves both the institution's governance and the International Relations Office staff member who assists a student, prepares an agreement, or manages a mobility or enrollment file for an incoming student. Everyone works toward this visibility, within the framework set by this document.

Implementation Roadmap for the International Strategy

The strategy for the term is based on six major axes, summarized as follows:

1. Base our international activities on a more partnership-oriented approach than before, a source of dynamism and innovation.
2. Offer an international experience to all our students by supporting mobility in all its forms and giving a large place to pedagogical innovation.
3. Better support our international students: academic success.
4. Further internationalize our research, notably through stronger inclusion of our laboratories, specialty centers, and chairs in international networks.
5. Generate resources to support new actions.
6. Continue to make Lyon 2 a driver of internationalization on the Lyon-Saint Etienne site and at the national level.

Action Plan 2022-2023

Axis 1

- Sign strategic framework partnership agreements with some partners identified in the strategy (4 by the end of 2023). Make this partnership strategy known to all our institutional partners.
- Continue modernizing our 'portfolio' of agreements, identifying less active agreements and rationalizing the offer (Europe and Brazil 2022; other areas 2023).
- Identify new partners in areas where the institution has few agreements – 4 MoUs signed by the end of 2023 with South Africa, Gulf countries, Southeast Asia.

- Develop a policy for using the ‘international’ component of the Erasmus+ budget, considering the overall partnership strategy – 2022.
- Present a report on this strategy to the governing bodies – Fall 2023.

Axis 2

Mobility:

- Establish the second wave of outbound mobility to maintain a strong level of outbound mobility.
- Enrich work on internship mobility and work-study programs.
- Strongly promote short-term mobility for our students, in projects hosted by our partners.
- Experimentally organize 3 off-site tutorials in 2022/2023 and 3 more in 2023/2024.
- Ensure integrated management of DPI (International Degree Programs) for greater coherence and development.
- Propose a green mobility policy, partly relying on schemes permitted by Erasmus+ and aligned with the institution’s ecological transition policy.
- Propose a more inclusive mobility policy.
- Propose an improved process for transferring grades of students who participated in mobility.

Internationalization at home:

- Develop intensive incoming weeks: 5 short programs in Lyon 2022/2023 and 8 in 2023/2024.
- International Certificate “Lumière Globale”: progressive implementation starting Fall 2022.
- Establish expertise at the SPS to support international pedagogical projects (COIL), 2023.
- Continue encouraging courses taught in foreign languages, with training for teaching staff for this purpose.

Communication:

- Promote international training offers (printed materials, web, social media, etc.).
- Create a "Welcome to Lyon 2" flyer.
- Develop a catalog of courses taught in foreign languages.
- Organize at least 2 meetings per year with each academic unit, including at least one with the Vice-President.

Axis 3

Physical and virtual reception:

- Create the International Student Office (BEI) on the BDR Campus: Fall 2022.
- Virtualize services: launch BEI on Discord for 2022/23; dedicated app in 2023; pre-arrival webinars 2023.
- Train teams for versatile reception - 2022-2023.

Academic support and peer assistance:

- Continue and develop the International Mentoring Center, opening it to DPI students (2023).
- Extend the specific course program with the addition of 10 tutorials in English.
- Deepen peer-to-peer schemes such as Tandem and conversation workshops, with more languages at the Language Center.

Cultural and social integration:

- Increase multicultural events with Lyon actors, new participation in the Young Ambassadors program – 2023.
- Develop links between BEI and the Lumière Incubator - 2023.
- Facilitate interaction between the MINERVE association and MINERVE program contacts to create multicultural activities - 2022.

Axis 4

- Achieve the first joint ‘research-training’ publication of international activities (called ‘mapping’) – 2023.
- Develop a policy in favor of doctoral mobility under Erasmus+ - 2023.
- Systematize doctoral mobility in new Erasmus+ agreements and in responses to International Mobility Credit Calls 2023/2024.
- Systematically involve research actors in the development of short programs.
- Propose meetings with each laboratory and each chair/center – 2022/23.

Axis 5

- Monitor calls for projects – one annual visit by the project team to our main funders.
- Respond at minimum to the following calls for proposals in 2022-2023: MIC, European diplomas – 2023, WHO Academy, capacity building, international ambition package, PREFALC, Jean Monnet modules, cooperation partnerships.
- Aim for a project acceptance rate (submitted/retained) close to 80% in 2023.
- Identify new funding sources and position on at least one call with a new funder in 2023.
- Respond to calls to develop actions meeting strategic institutional needs such as international pedagogical innovation, multidisciplinary training, rare disciplines, etc.
- Work closely with CIEF on short partnership programs (pop-up campuses) that can generate revenue (e.g., University of British Columbia program) – start 4 such programs in 2023.
- Extend the CELC spirit behind the partnership with Pittsburgh and the University of California to increase the number of partners in revenue-generating semester programs – start of Pitt in Lyon in 2023.

Axis 6

- Deepen our presence in regional and national university networks: presence at NAFSA and EAIE in 2022 and 2023; Campus France country days 2022; member of HCERES ‘international accreditation’ – 2022; biannual meetings with the Region and Metropolis – 2022-23, etc.
- Create a French network for managing Blended Intensive Programs 2023.



- Continue structuring the national network of VPRI, organizing the 2023 seminar in Lyon, and actively participating in the international commission of the University of Lyon.
- Conduct coordinated work on measures to ensure Franco-Ukrainian university relations post-conflict.