

notre future université prend vie

Un modèle pionnier et unique en France
Université Gustave Eiffel
1^{er} janvier 2020

FUTURE
INVENTING THE CITY OF TOMORROW

UNIVERSITÉ
PARIS-EST



École d'architecture
de la ville & des territoires
à Marne-la-Vallée



ENSG
Géomatique

ESIEE
PARIS



IFSTTAR

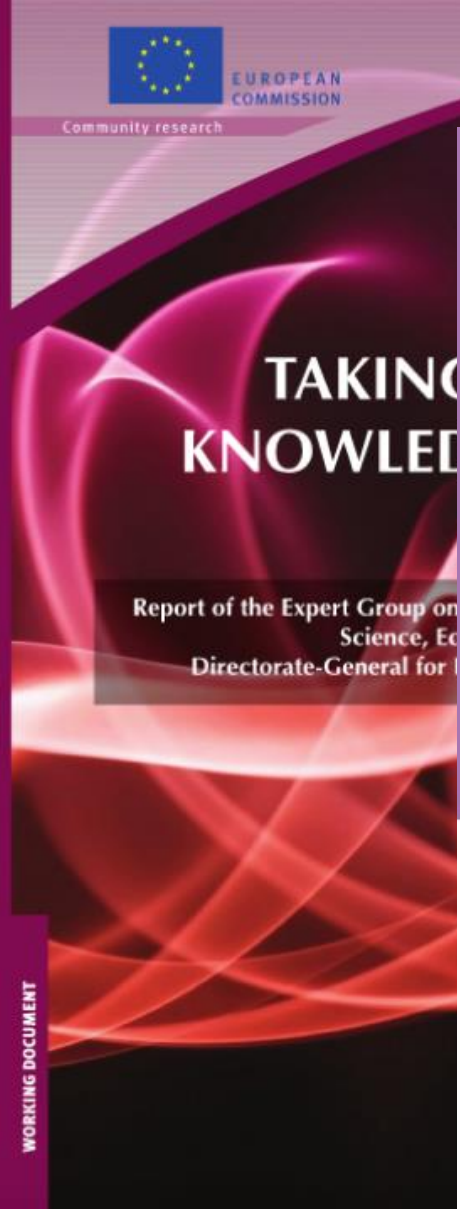
UP
EM
UNIVERSITÉ
PARIS-EST
MARNE-LA-VALLÉE

Université et enjeux sociétaux

Pierre-Benoit JOLY

Séminaire Université Gustave Eiffel

13 février 2019



Productive interactions: societal impact of academic research in the knowledge society

LERU position paper
March 2017

WORKING DOCUMENT



- University of Amsterdam • Universitat de Barcelona • University of Cambridge • Trinity College Dublin • University of Edinburgh • University of Freiburg • Université de Heidelberg • University of Helsinki • Universiteit Leiden • KU Leuven
- Imperial College London • University College London • Lund University • University of Ludwig-Maximilians-Universität München • University of Oxford • Pierre & Marie Curie • Université Paris-Sud • University of Strasbourg • Utrecht University • University of Zü



Science shared

Those who were once the subjects of scientific enquiry are increasingly in the driver's seat. A special issue explores the co-production of research.

From people with HIV selecting which trials of antiviral therapies get funded, to farmers of smallholdings guiding weather monitoring, the people affected by research are increasingly getting involved in it. They are shaping how projects are conceived, supported, done, assessed, disseminated and rated. They are partners in research production. This special issue looks at the promise and the pitfalls of co-production for the stakeholders, scientists and societies now working shoulder to shoulder. As one advocate describes it: "It's about getting everybody round the table so you're valuing the knowledge everybody has." A series of case studies on page 24 illustrates the many forms such research can take. They include a public-health researcher who has been working to curb childhood obesity with members of the Osage Nation, a Native American community in Oklahoma, and climate modellers embedded with city planners in nine southern African cities to help determine the research and infrastructure needed to adapt to climate change. The stories highlight common themes: co-production takes people out of their comfort zones, but the pay-off comes in the form of enhanced trust

and communication. Importantly, the research has a much better chance of making a difference to the people involved. Those who were previously outside the academic system are also becoming gatekeepers for research: helping to decide what gets funded, published and evaluated. A collection of Comment articles describes how patients and carers are invited to review manuscripts at *The BMJ* (see page 30) and grant applications at the California Institute for Regenerative Medicine (see page 31). In some cases, they encourage risk-taking, in others, they rein in false hope. Another article calls for the wider use of co-created evaluation tools to improve and incentivize research co-production (see page 32). So how do you join the revolution? Public-involvement manager Gary Hickey offers five principles for co-producing research on page 29. Chief among these is to share power. But, as he writes, co-production won't happen just because it is a good thing: research partners need to change their practices and cultures. Getting everybody around the table is worthwhile, but it takes work. ■



>> **Charte de l'ouverture à la société**
des organismes publics de recherche, d'expertise et d'évaluation de risques sanitaire et environnemental

Pour l'ANSES	Pour le BRDR	et l'INRAE	Pour l'INRAE
Ministère de l'Environnement	Ministère de la Santé	Ministère de l'Environnement	Ministère de l'Environnement
Pour l'INRAE	Pour l'INRAE	Pour l'INRAE	Pour l'INRAE
Ministère de l'Environnement	Ministère de la Santé	Ministère de l'Environnement	Ministère de l'Environnement

La Science participative en France
Etat des lieux, bonnes pratiques & recommandations

OBJECTIFS DE DÉVELOPPEMENT DURABLE, QUELLES CONTRIBUTIONS DES MÉTIERS DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE EN FRANCE ?

Le Collaboratoire - Unité de recherche-action, collaborative et participative



A propos

Recherche et société

Actualités & événements



Les domaines de recherche et d'expertise du **Collaboratoire** sont :

- la participation des publics et parties prenantes aux choix scientifiques ;
- l'intégration des besoins, compétences et savoirs des acteurs sociaux dans les activités de recherche;
- l'approche interdisciplinaire des relations entre santé, recherche biomédicale et société;
- l'approche interdisciplinaire des relations entre savoirs scientifiques, savoirs experts, savoirs expérimentiels et savoirs d'usage;
- l'intermédiation recherche-société;
- les méthodologies favorisant l'innovation sociale par la recherche et l'enquête.

La « Troisième Mission » des universités

The role of the *university* is not limited to teaching and research but includes a ***third mission***: to engage with society.

To address growing societal and economic challenges, *universities* everywhere face a growing demand to link their research and teaching knowledge to this *third* societal *mission*.

(Univ. WorldView)

Universities' Third Mission. To address the growing societal and economic challenges, there is an increasing demand for *universities* to use their knowledge from research and teaching to fulfil their so-called "*Third Mission*" in society and economy.

(Univ. of Vienna)

International Networks

GLOBAL ALLIANCE FOR COMMUNITY ENGAGED RESEARCH



The Canadian CED Network
Strengthening Canada's Communities

Global Alliance for Community Engaged Research

Civil Society and University Alliance to
Strengthen Community Engagement for
Sustainable Development.

Declaration May 2008, Victoria, Canada.
Regional Institutes Canada, Senegal, India,
Malaysia....

Policy Paper and Case Studies to UNESCO
World Conference on Higher Education, July
2009.

International meeting at Living Knowledge
Conference, Belfast, August 2009.

www.communityresearchcanada.ca



GACER was founded by representatives of universities, networks and civil society organizations at CUExpo 2008 in Victoria, B.C., Canada. A global networking meeting, funded by the [International Development Research Centre](#), was held during the conference that saw representatives from 14 countries develop the [Declaration of the Global Alliance](#), which was then endorsed by many of the 600 delegates at the conference.

International Networks

GUNI SERIES ON THE SOCIAL COMMITMENT OF UNIVERSITIES 4

HIGHER EDUCATION IN THE WORLD 4

Higher Education's Commitment to Sustainability:
from Understanding to Action



The Big Tent Consortium, a global network of universities and their community partners, has issued the **Declaration on the role of Universities in the implementation of the United Nations Sustainable Development Goals**, as a call to action to its members on the role of universities in the implementation of the United Nations Sustainable Development Goals. We urge our partners, networks, colleagues and peers to express their solidarity with this declaration by endorsing the statement.



GUNI SERIES ON THE SOCIAL COMMITMENT OF UNIVERSITIES 5

HIGHER EDUCATION IN THE WORLD 5

Knowledge, Engagement & Higher Education:
Contributing to Social Change

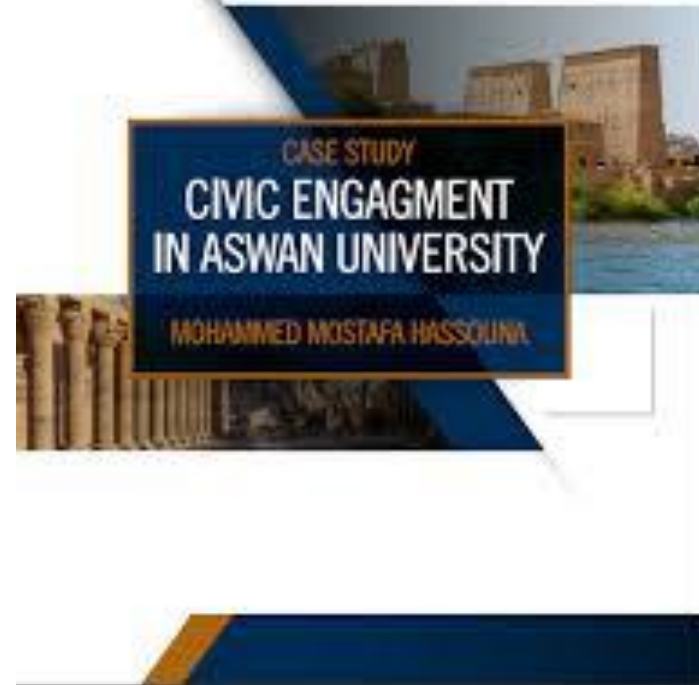


International Networks



THE AMERICAN
UNIVERSITY IN CAIRO
JOHN D. GIBBART CENTER

SCHOOL OF
BUSINESS



International Networks

University Social Responsibility Network

[Al-Farabi Kazakh National University, Kazakhstan](#)

[Beijing Normal University, China](#)

[Clare Hall, University of Cambridge, U.K.](#)

[Kyoto University, Japan](#)

[Peking University, China](#)

[Sichuan University, China](#)

[Simon Fraser University, Canada](#)

[The Hong Kong Polytechnic University, Hong Kong](#)

[The University of Manchester, U.K.](#)

[Tufts University, U.S.A.](#)

[University of Haifa, Israel](#)

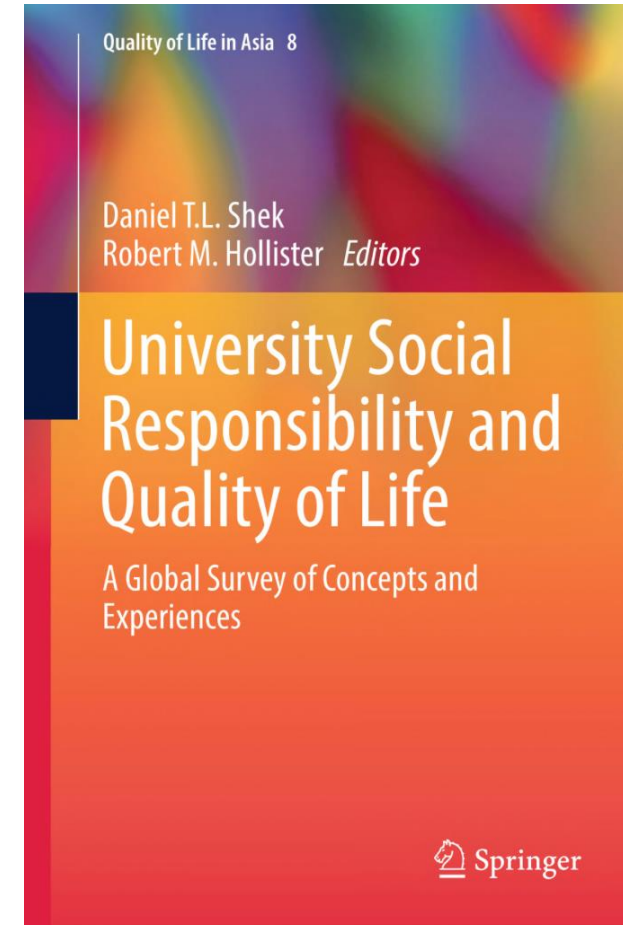
[University of New South Wales, Australia](#)

[University of Pretoria, South Africa](#)

[University of Sao Paulo, Brazil](#)

[Washington University in St. Louis, U.S.A.](#)

[Yonsei University, Korea](#)



Student exchange on Service-Learning

Continental Networks -EUROPE

1. Autonomous University of Madrid, *Spain*
2. National University of Ireland, Galway, *Ireland*
3. Erasmus University of Rotterdam, *Netherlands*
4. Ghent University, *Belgium*
5. ISPA – Instituto Universitário de Ciências
Psicológicas, Sociais e da Vida, *Portugal*
6. IMC Univ. of Applied Science-Krems GmbH, *Austria*
7. University of Bologna, *Italy*
8. University of Brighton, *United Kingdom*
9. University of Helsinki, *Finland*
10. University of Zagreb, *Croatia*
11. Vytautas Magnus University, *Lithuania*



Developing a culture
of civic engagement
within higher
education in Europe

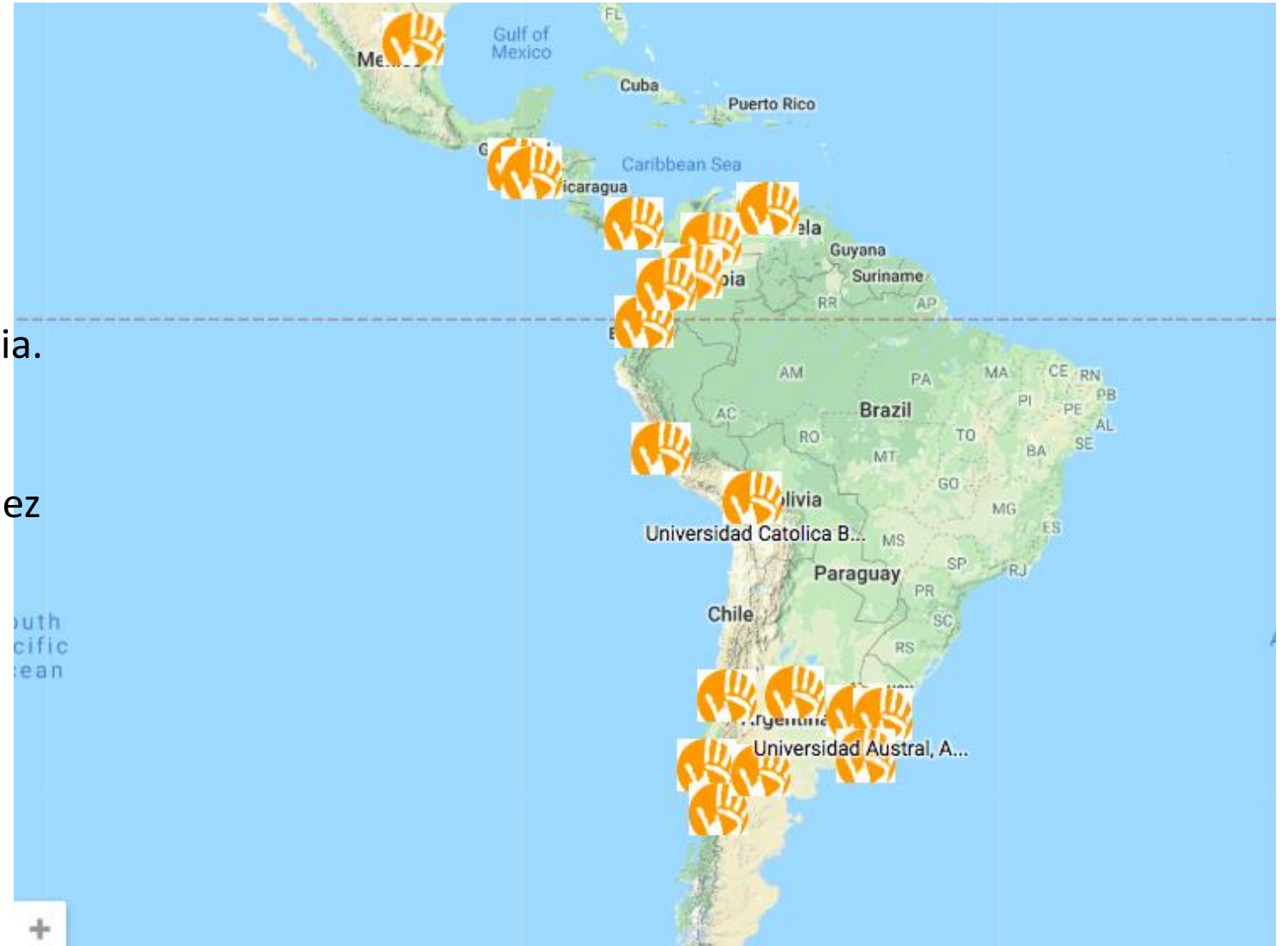


Continental Networks – LATIN AMERICA

Centro Latinoamericano de Aprendizaje y Servicio Solidario

UNIVERSIDADES SOLIDARIAS

- Pontificia Universidad Católica del Ecuador
- Pontificia Universidad Javeriana Cali
- Universidad Antonio Ruiz de Montoya
- Universidad Austral, Argentina
- Universidad Católica Boliviana "San Pablo", Bolivia.
- Universidad Católica Andrés Bello
- Universidad Católica Argentina
- Universidad Católica Cardenal Raúl Silva Henríquez
- Universidad Católica Santa María La Antigua
- Universidad Católica de Colombia
- Universidad Católica de Temuco, Chile
- Universidad Católica del Táchira, Venezuela
- Universidad Católica del Uruguay, Uruguay
- Universidad Central de Chile, Chile
- Universidad De Monterrey, México
- Universidad Francisco Gavidia





Continental Networks - ASIA



THE 4th ASIAENGAGE REGIONAL CONFERENCE 2018

“Rising to the Challenge of SDGs in Asia through University-Community Engagement”

26 – 28 NOVEMBER 2018
THE EMPRESS HOTEL, CHIANG MAI, THAILAND



Azerbaijan (1)
Bangladesh (2)
Brunei (1)
Cambodia (4)
Hong Kong (5)
India (1)
Indonesia (7)

Japan (1)
Kazakhstan (2)
Korea (2)
Kyrgyzstan (1)
Laos People's Democratic Republic
(1)
Malaysia (28)
Pakistan (3)

Philippines (7)
Singapore (3)
Sri Lanka (1)
Taiwan (1)
Thailand (11)
Vietnam (5)

Continental Networks -AUSTRALIA

Australian College of Applied Psychology
Australian Catholic University
Charles Darwin University
Charles Sturt University
CQ University, Australia
Federation University-Australia
Flinders University
Griffith University
La Trobe University
Southern University
University of Canterbury
University of New England
University of Southern Queensland
University of the Sunshine Coast
University of Sydney
University of Technology, Sydney
Victoria University
Western Sydney University



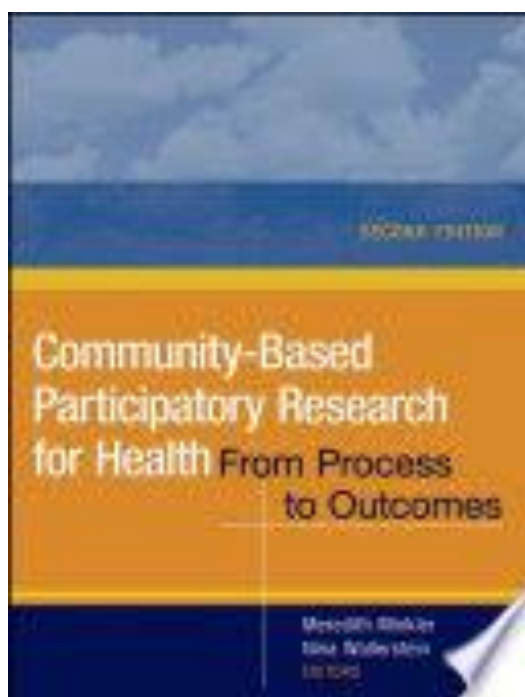
Engagement Australia is the peak alliance of Australian and New Zealand universities focused on developing the community engagement agenda in higher education. Formed in 2003 with a vision to cultivate understanding and awareness of engagement as a strategic methodology for individual and institutional achievement in unison with societal improvement and impact.

PURSuing OPPORTUNITIES THROUGH PARTNERSHIPS: HIGHER EDUCATION AND COMMUNITIES



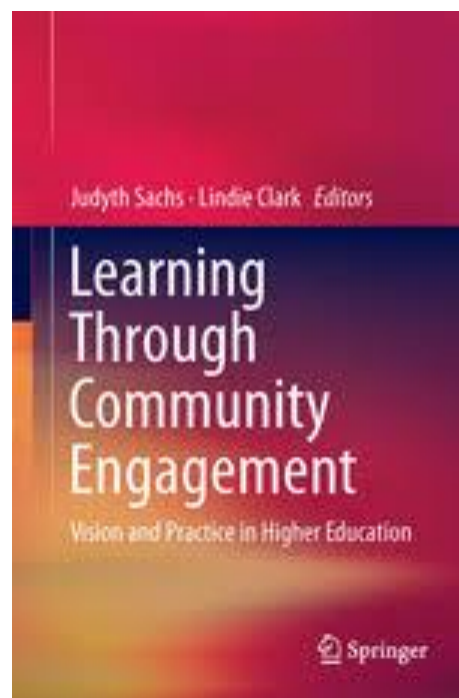
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HOWARD HOFFSTEIN, JAMES W. HUNTER,
JILL KEMNER, & GREGG E. LANE

BRUCE A. BISHOP, BOB C. BULL, HOWARD HOFFSTEIN, JAMES W. HUNTER, JILL KEMNER, & GREGG E. LANE



Community-Based Participatory Research for Health From Process to Outcomes

Method
Time
Style
1000

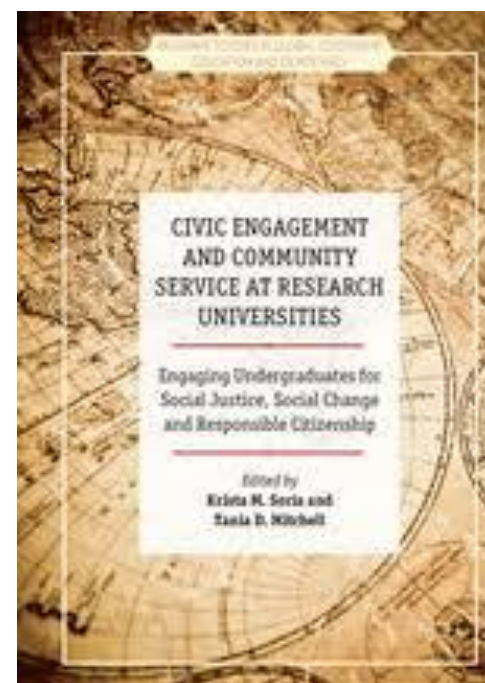


Judyth Sachs · Lindie Clark, Editors

Learning Through Community Engagement

Vision and Practice in Higher Education

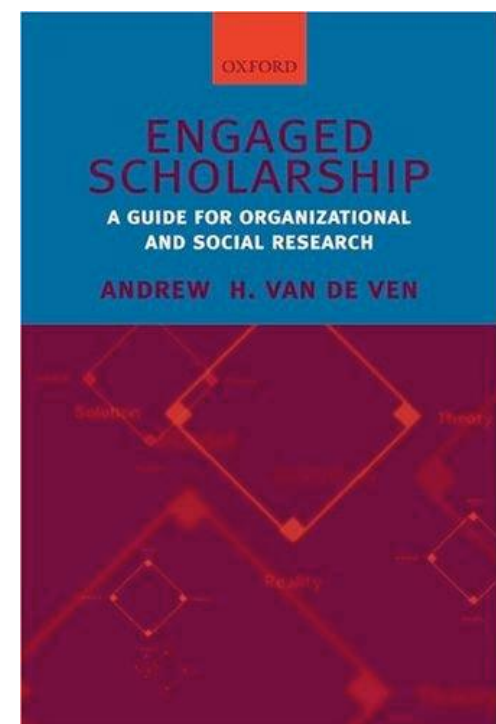
Springer



CIVIC ENGAGEMENT AND COMMUNITY SERVICE AT RESEARCH UNIVERSITIES

Engaging Undergraduates for Social Justice, Social Change and Responsible Citizenship

Edited by
Erleta M. Serio and
Tania D. Kitchell

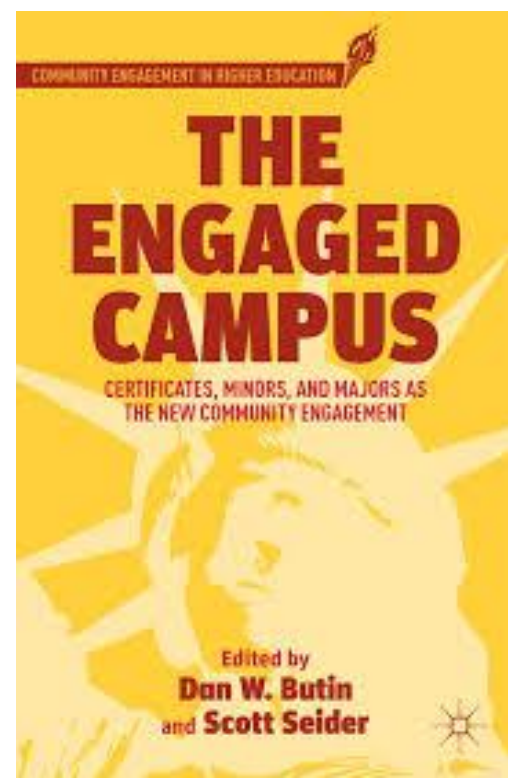


OXFORD

ENGAGED SCHOLARSHIP

A GUIDE FOR ORGANIZATIONAL AND SOCIAL RESEARCH

ANDREW H. VAN DE VEN

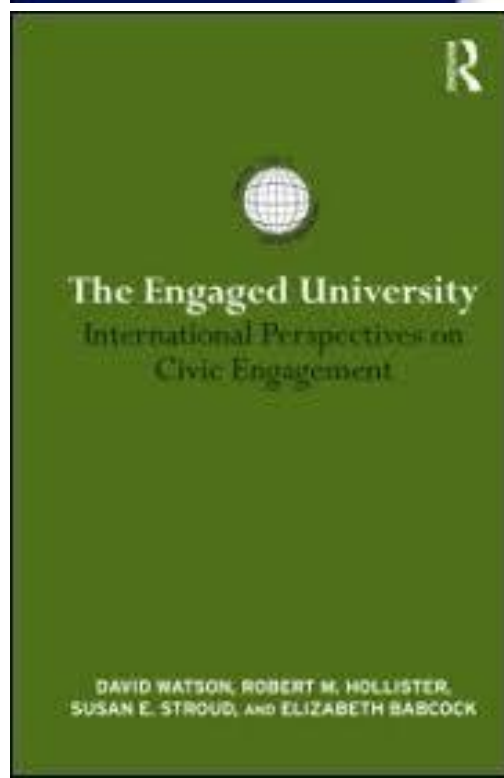


COMMUNITY ENGAGEMENT IN HIGHER EDUCATION

THE ENGAGED CAMPUS

CERTIFICATES, MINORS, AND MAJORS AS THE NEW COMMUNITY ENGAGEMENT

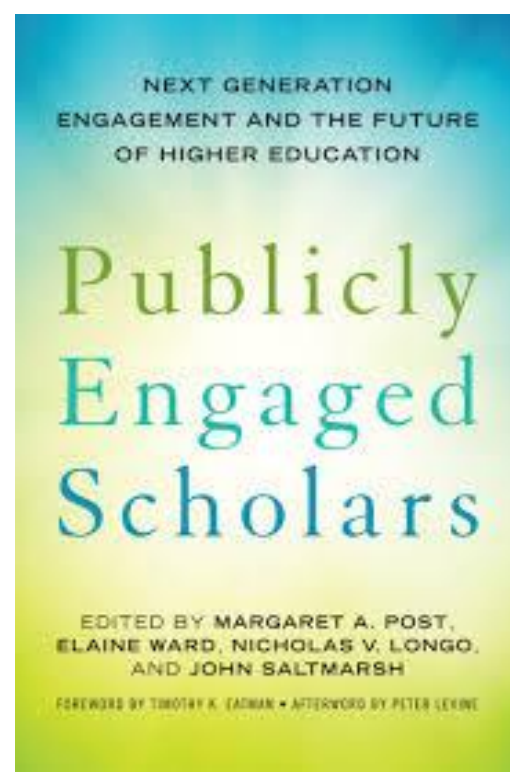
Edited by
Dan W. Butin
and **Scott Seider**



The Engaged University

International Perspectives on Civic Engagement

DAVID WATSON, ROBERT M. HOLLISTER,
SUSAN E. STROUD, AND ELIZABETH BARCOCK



NEXT GENERATION
ENGAGEMENT AND THE FUTURE
OF HIGHER EDUCATION

Publicly Engaged Scholars

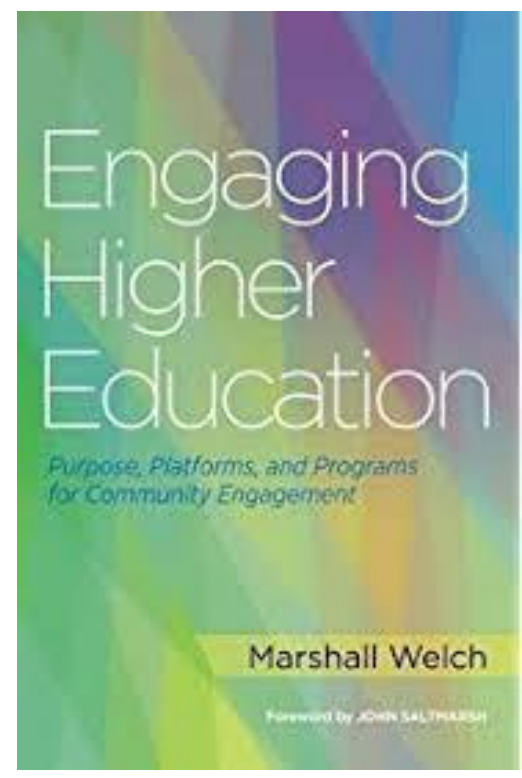
EDITED BY MARGARET A. POST,
ELAINE WARD, NICHOLAS V. LONGO,
AND JOHN SALTMARSH

FOREWORD BY TIMOTHY K. EADMAN • AFTERWORD BY PETER LEYNI



Higher Education and Civic Engagement: International Perspectives

EDITED BY
Lorraine McIvra
and Iain Mac Laggairn

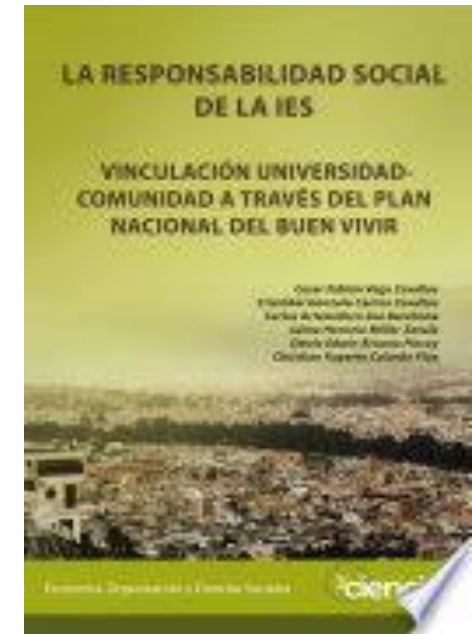
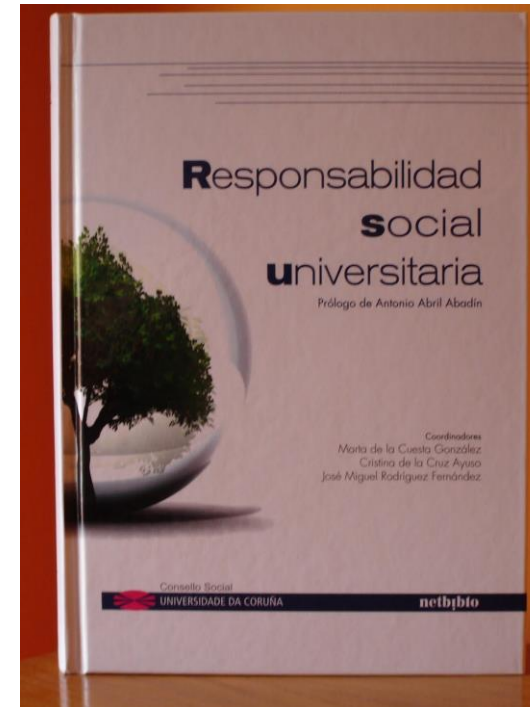
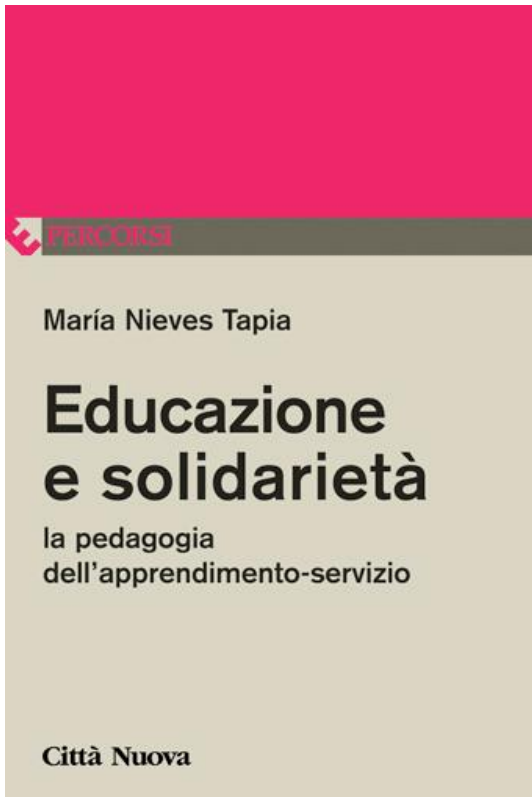
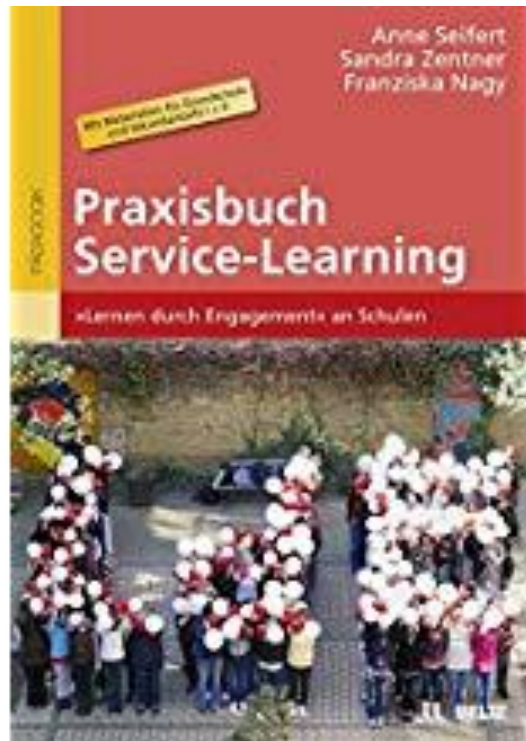


Engaging Higher Education

Purpose, Platforms, and Programs for Community Engagement

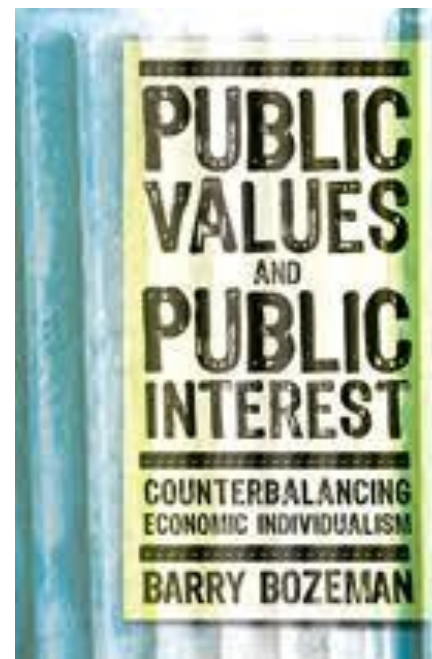
Marshall Welch

Foreword by JOHN SALTMARSH





ASU: le modèle de la « nouvelle université américaine »



THE NEW ATLANTIS
A JOURNAL OF TECHNOLOGY & SOCIETY

Saving Science

Science isn't self-correcting, it's self-destructing. To save the enterprise, argues Daniel Sarewitz, scientists must come out of the lab and into the real world.

ASU: le modèle de la « nouvelle université américaine »



Excellence (" faire progresser la recherche et la découverte de valeur publique ")

Impact (" assumer la responsabilité fondamentale de la santé économique, sociale, culturelle et globale des communautés que nous servons ")

Inclusion (" mesurée non pas par 'qui nous excluons', mais par 'qui nous intégrons et comment ils réussirent' ").

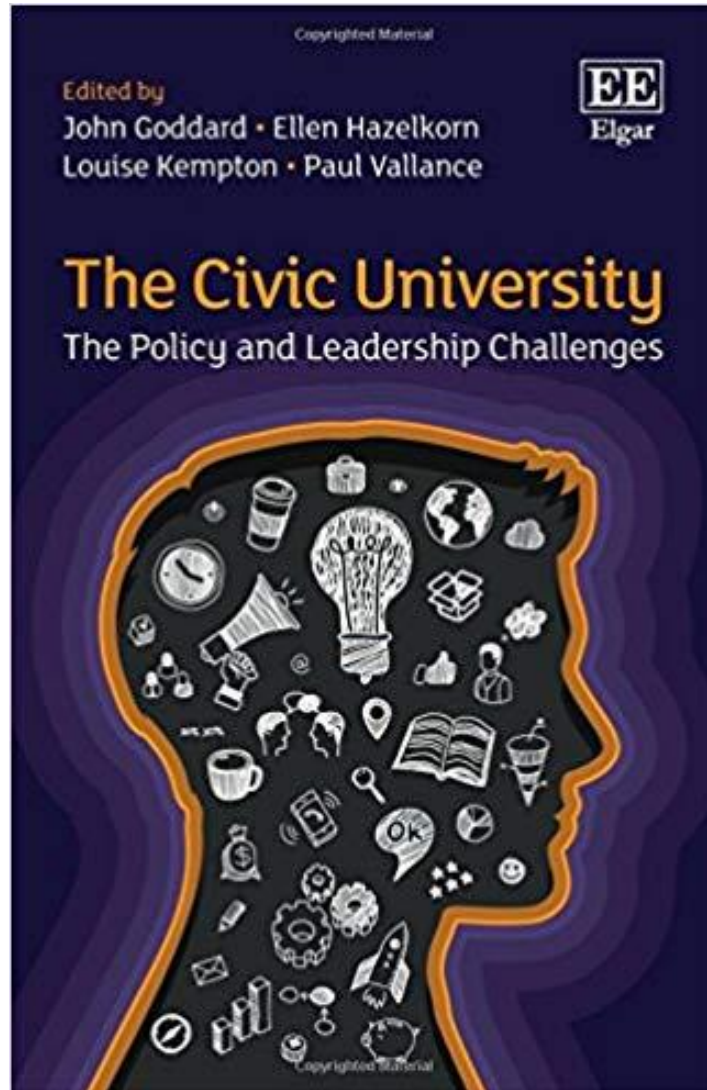
ASU : le modèle de la « nouvelle université américaine »



Cinq actions interdépendantes :

1. Renforcement des capacités communautaires (soutien, formation et accès aux ressources et à l'information).
2. Faire participer le corps professoral et les étudiants à la résolution des problèmes auxquels font face les communautés.
3. Développement économique - Répondre aux besoins de l'université et aux besoins des communautés alors que l'ASU poursuit son rôle de moteur économique.
4. Développement social - Répondre aux besoins de l'université et de l'Arizona en travaillant en étroite collaboration avec les institutions publiques et privées.
5. Recherche et découverte - Faire progresser les recherches pertinentes en valorisant l'apport, les connaissances et les besoins de la communauté.

Le concept de « civic university », John Goddard et al.



Higher Education in the World 6

Towards a Socially
Responsible University:
Balancing the Global with the Local

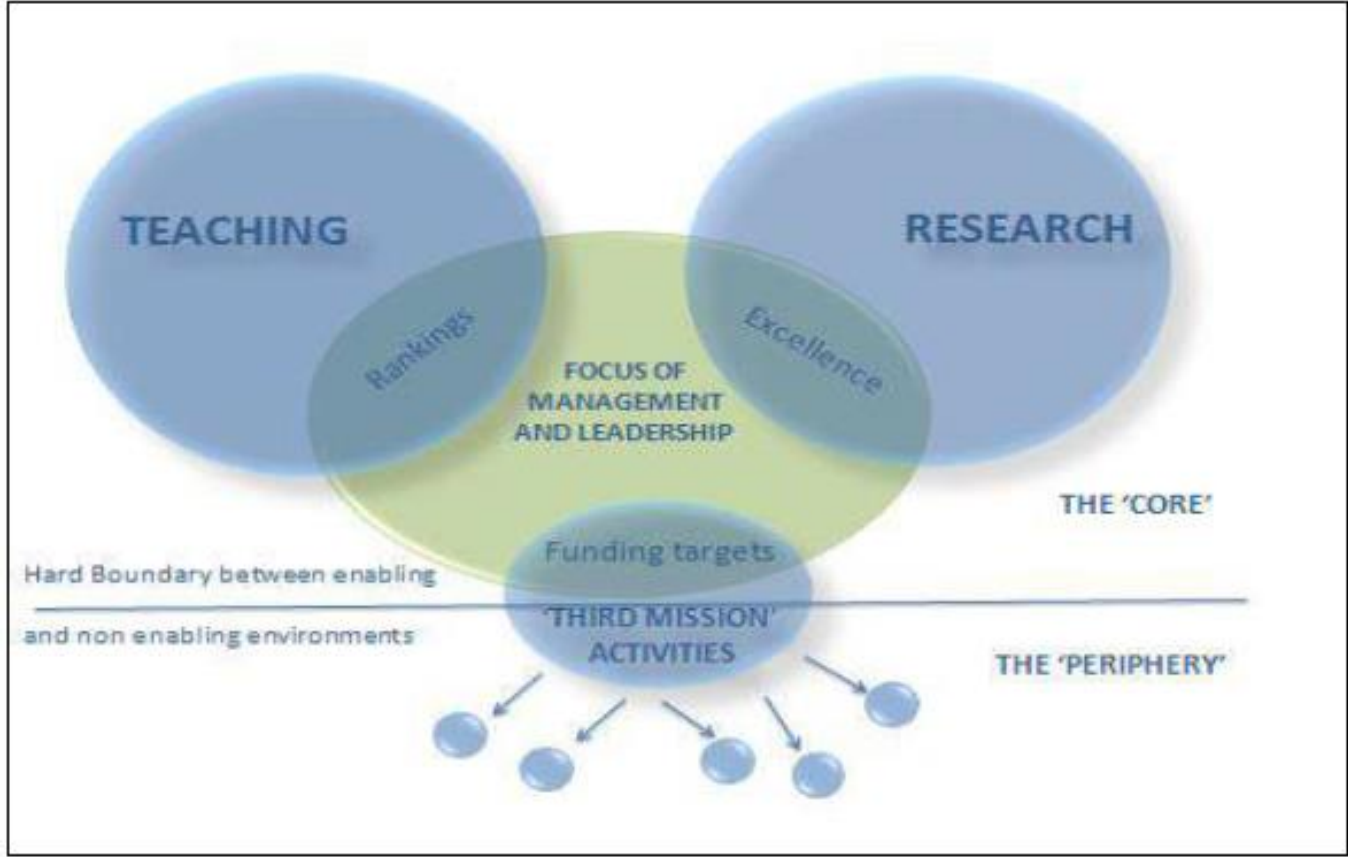


Figure 2: The 'un-civic' university (Source: Goddard, Hazelkorn, Vallance, 2016)

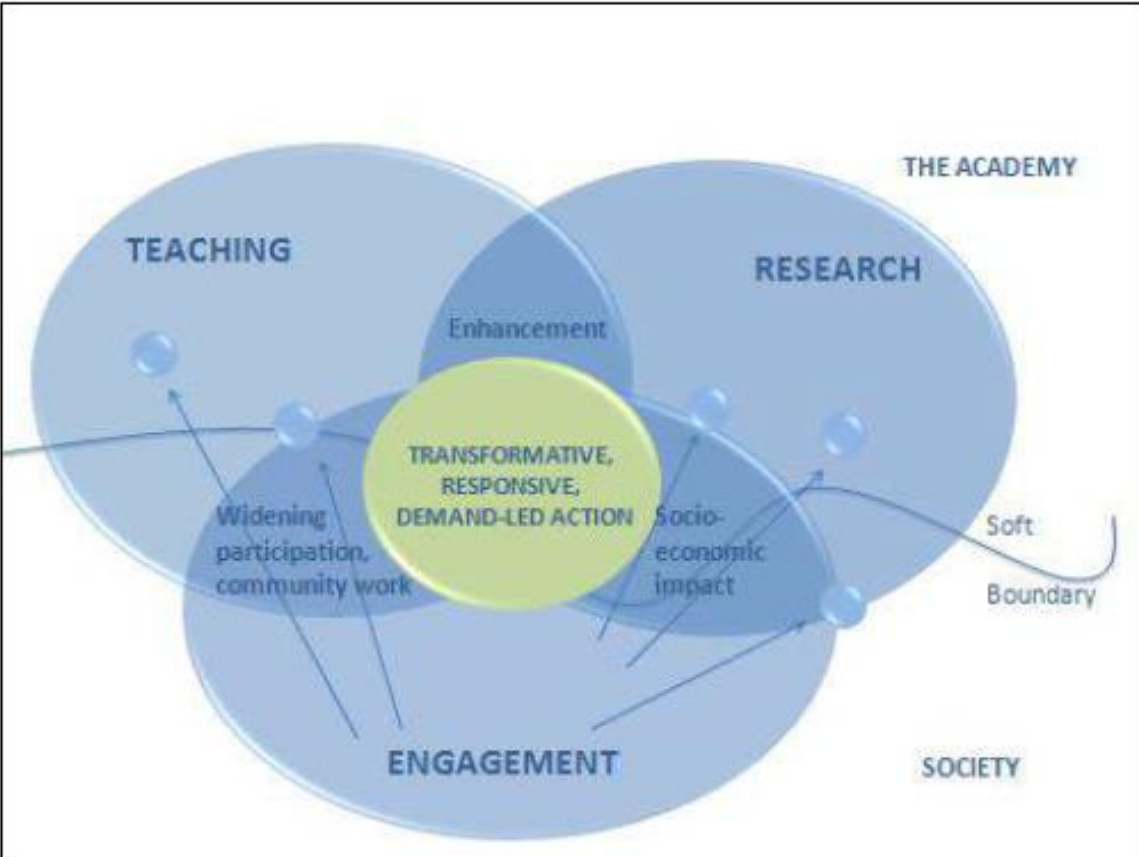
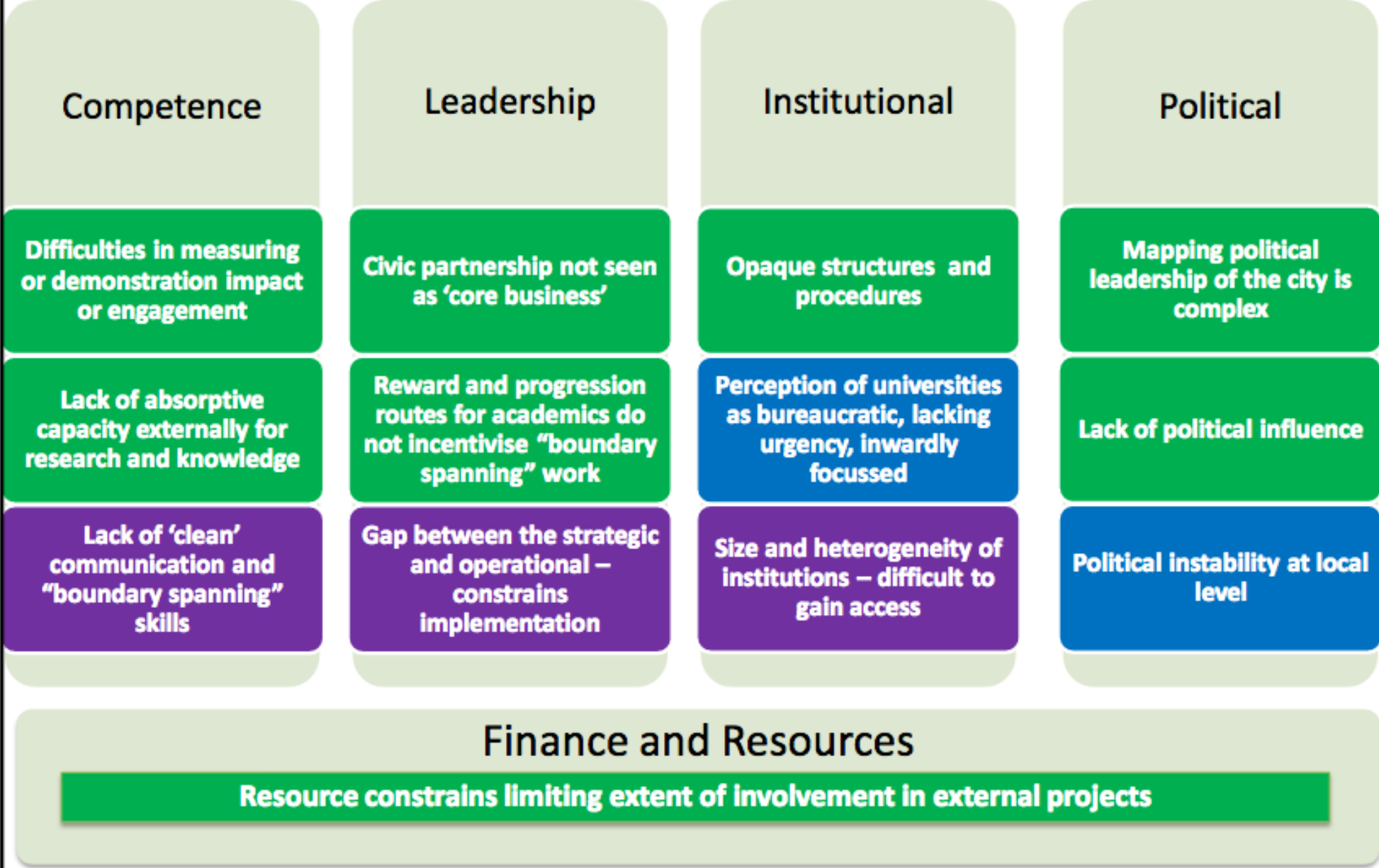


Figure 3: The Civic University (Source: Goddard, Hazelkorn, 2016)

Les sept dimensions de l'université civique :

1. Elle est activement engagée avec le monde extérieur ainsi qu'avec la communauté locale de l'endroit où elle est située.
2. Elle adopte une approche holistique de l'engagement, le considérant comme une activité à l'échelle de l'institution et ne se limitant pas à des individus ou à des équipes spécifiques.
3. Elle développe un fort sentiment d'appartenance - elle reconnaît la mesure dans laquelle sa localisation aide à la construction de sa propre identité en tant qu'institution.
4. Elle a un sens profond de sa mission - comprendre non seulement ce qu'elle sait bien faire, mais aussi pourquoi (ou pour qui) elle le fait.
5. Elle s'investit de façon à avoir un impact au-delà du monde académique.
6. Elle est transparente et responsable devant ses parties prenantes et le grand public.
7. Elle utilise des méthodologies innovantes telles que les médias sociaux et le teambuilding dans son programme activités d'engagement

Barriers



Ouverture

Des enjeux forts

De nombreuses initiatives, mais quelle stratégie ?

« Troisième Mission » ou une vision intégrative des Trois Missions ?

Quelles perspectives pour l'UGE, « Université atypique » ?

LE PROJET AU CŒUR DES ENJEUX INTERNATIONAUX

- Soutenir les travaux de recherche sur la ville sur des durées longues, **pour traiter des questions de durabilité, de résilience et faciliter l'interdisciplinarité**

- Les académiques doivent pouvoir jouer un **rôle d'experts**

- Diversité des « mondes » de la recherche sur la ville, fragmentation de la recherche urbaine
 - **poursuivre les approches croisées, l'interdisciplinarité**

- **Les Universités peuvent jouer un rôle de leader**
 - Production de la recherche et de la formation associant acteurs publics, privés et citoyens
 - Regroupement des acteurs internationaux autour d'enjeux bien identifiés pour partager les connaissances et les faire connaître



- Changer d'échelle spatiale et temporelle : lier petites et grandes échelles et travailler sur les temps longs (50 à 100 ans)
 - **gestion des données, lien entre passé et futur**

« Most urban scientists and resources are located in the global north and in large cities, but the most pressing urban challenges tend to be found in the global south and in small to medium sized cities. »

Merci de votre attention
Place aux échanges

Séminaire Université Gustave Eiffel
13 février 2019