

Univ. Grenoble Alpes



University of Innovation



International partnerships for community engagement

Pr Patrick Lévy, president of Université Grenoble Alpes, France

FAUBAI 2019 Second Annual Presidents' Day, Belem, 16th April 2019



**Global Community
Engagement**

**APRIL 13-17
BELÉM, BRAZIL**

<http://www.faubai.org.br/conf/2019>

April 16th, 2019

Values and principles

- Univ. Grenoble Alpes relies not only on high quality and innovation in research and education but also on the **strong international cooperation with Universities worldwide**
- International academic cooperation is vital in **a changing and complex world**
- International cooperation is based on **autonomy of the academic institutions**
- *This allows long-term cooperation independently of any national government policy change*

Context : paradox

- The paradox of a growing economic prosperity, but **increased inequalities**
- The paradox of a **growing knowledge base and easy access to information**, but **increased inability to evaluate information**
- The paradox of a **growing proportion of educated people**, which had traditionally been seen as the foundation of democracy, but **increased doubts** about the democratic process itself
- The paradox of growing ease of travel, but the **continuing rise of nationalism**; a growing attachment to national borders and the erections of walls in many countries.

Institutional challenges

- Challenges to institutional leadership are many, including the current chipping away at **institutional autonomy** and **academic freedom** in some countries or the erosion of the public trust in higher education in others.
- Institutional leaders must ensure that **public perceptions of higher education are realistic and accurate**.
- They must also be adept at **initiating social and cultural change** both within their institution and in its relationships with its local communities and the State.

Global challenges regarding High Education and Research

- Some universities may have lost their focus on serving the public interest and their local community as they strive to become “world-class universities”
 - Is it evitable? Can we pursue both excellence and serving the public interest?
- The reduced public funding that resulted in many countries in the aftermath of the 2008 financial crisis has meant that the financial tie to locality is being lost, particularly for research-intensive universities.
 - Global versus local? Can we deal with that?

A European perspective

- Added challenges include Brexit, the situation in Turkey, direct threats to the freedom of speech of university leaders, declining funding, increased accountability requirements, with little understanding of the distinction between immediate and long-term impacts.
- *Nevertheless, based on available evidence, and apart from a few countries, the public seems to trust both higher education and academic research, which are considered as essential.*

University as the civic institution

“Rankings are interesting for reputation but in many ways are meaningless. If we want to counter anti-intellectualism and anti-elite views and demonstrate ways in which we connect to community, we need to do something more” A Canadian Rector Nov 2018

Viewing university as a civic institution and capture an institutional culture that promotes, expects and values social responsibility and societal engagement.

University as the civic institution

Table 2 The dimensions of a civic university

Source: Goddard *et al.*, 2016

Actively engaged with the wider world as well as the local community of the place in which it is located.

Holistic approach to engagement, seeing it as an institution-wide activity and not confined to specific individuals or teams.

Strong sense of place, recognising the extent to which location helps to form its unique identity as an institution.

Sense of purpose, understanding not just what it is good *at*, but what it is good *for*.

Willing to invest (time, people and resources) in order to have impact beyond the academy.

Transparent and accountable to its stakeholders and the wider public.

Innovative methodologies such as social media and team building in its engagement activities with the world at large.



HIGHER EDUCATION AND ITS COMMUNITIES A Transatlantic View on
Openness, Democracy and Engagement. Nov 2018



<http://www.faubai.org.br/conf/2019>

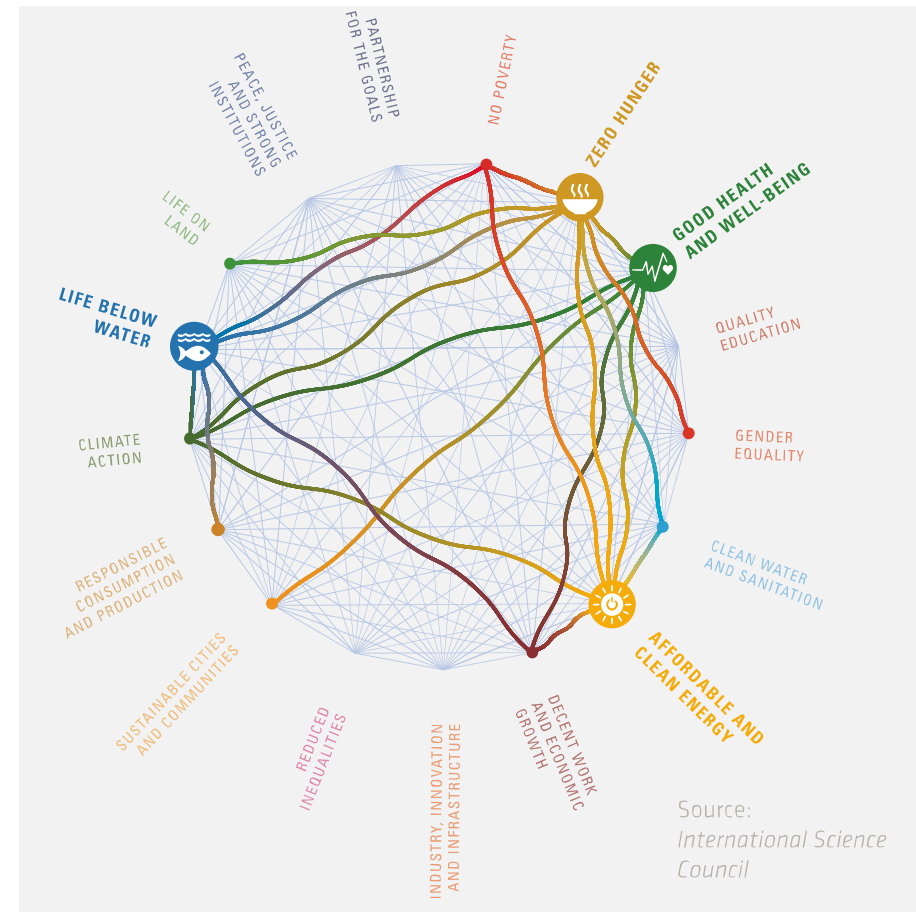
Universities and Global Community engagement

Key elements of engagement

- Be inclusive
- Train ethical and socially responsible graduates and ensure the ethical behaviour of staff and of the institution itself.
- Focus on graduates' soft-skills, including critical thinking and out-of-the-box thinking skills
- Promote social engagement in the community: provide opportunities for experiential learning, traineeships and internships, lifelong learning and upskilling.
- Consider the purposes and objectives of internationalisation in line with social engagement in the community
- Engage in socially-relevant research and promote curiosity-driven research.
- Persist in providing scientific evidence for policy makers and the public.
- Align promotion criteria with the high purpose of being a responsible, sustainable and engaged institution
- Ensure that the institution is environmentally sustainable
- Come up with quality indicators that promote integrity and trust

University and Sustainable Development Goals (SDGs)

The SDGs can be grouped into three broad areas: well-being, the environment and the economy. Universities play a central role in all three.



A European Network as an example



- Vrije Universiteit Amsterdam (VUA)
- University of East Anglia (UEA)
- University of Aberdeen
- University of Antwerp
- University of Bergen
- University of Duisburg-Essen
- University of Gothenburg
- Université Grenoble Alpes (UGA)
- University of Iceland



Open-Minded



UNIVERSITY OF GOTHENBURG



UNIVERSITY OF ICELAND

COMMUNITY OF EUROPEAN UNIVERSITIES, WHO SHARE A MISSION TO ADVANCE SOCIAL GOOD AND SOLVE GLOBAL CHALLENGES – AND SO DO THE STUDENTS.

- Share collective best practice in being relevant, socially inclusive and diverse institutions. *Access to education is at the core of our institutional missions and our commitment to inclusion and diversity.*
- Ensure we learn from each other in how we respond to an increasingly digitized world. *Through our research, education and engagement, we will combine our expertise in how to remain relevant and resilient in the digital landscape.*
- Commit to delivering research which provides *solutions to societal issues – locally, nationally and internationally.*
- Make our university experience a lasting and meaningful one for our students. *While providing an education which other universities aspire to, encourage our alumni to make a real impact in the world as truly global citizens.*

Aurora has a clear focus:

- Diversity & Inclusion
- Societal Impact & Relevance of Research
- Student Engagement
- Innovation of Teaching & Learning.

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2021 AURORA NETWORK INITIATIVES
**DIVERSITY AND
EQUALITY AWARD**

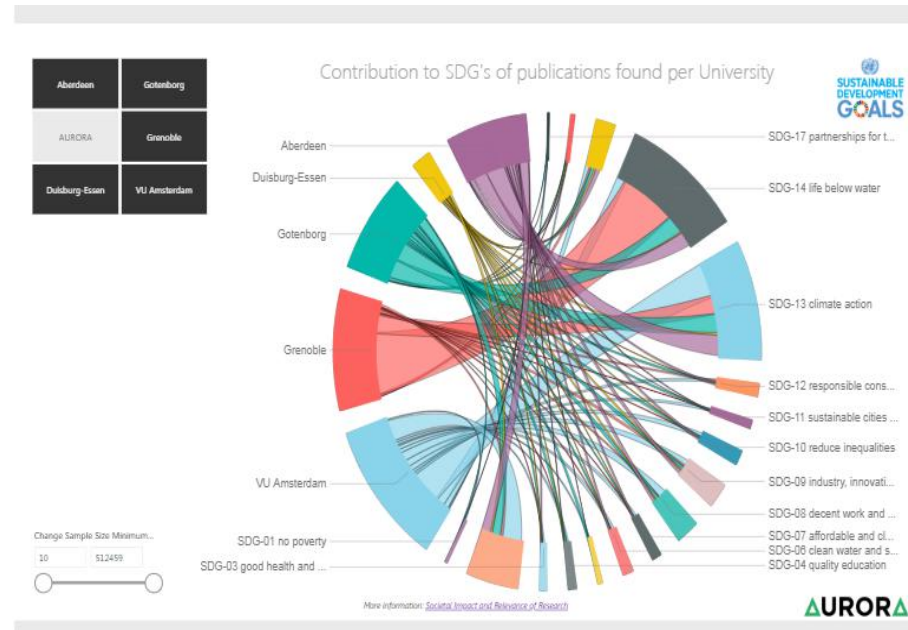


Home > News > Second edition of the Aurora Equality and Diversity Award

SECOND EDITION OF THE AURORA EQUALITY AND DIVERSITY AWARD

Open for Aurora member initiatives only – at this stage

Aurora SDG bibliometric analysis



The Grenoble Initiative of Excellence as an example



The hypotheses we made:

- *Excellence and inclusiveness can be combined*
- *As well as local needs, international visibility and attractivity*

The Grenoble Initiative of Excellence as an example

Excellence and inclusiveness can be combined

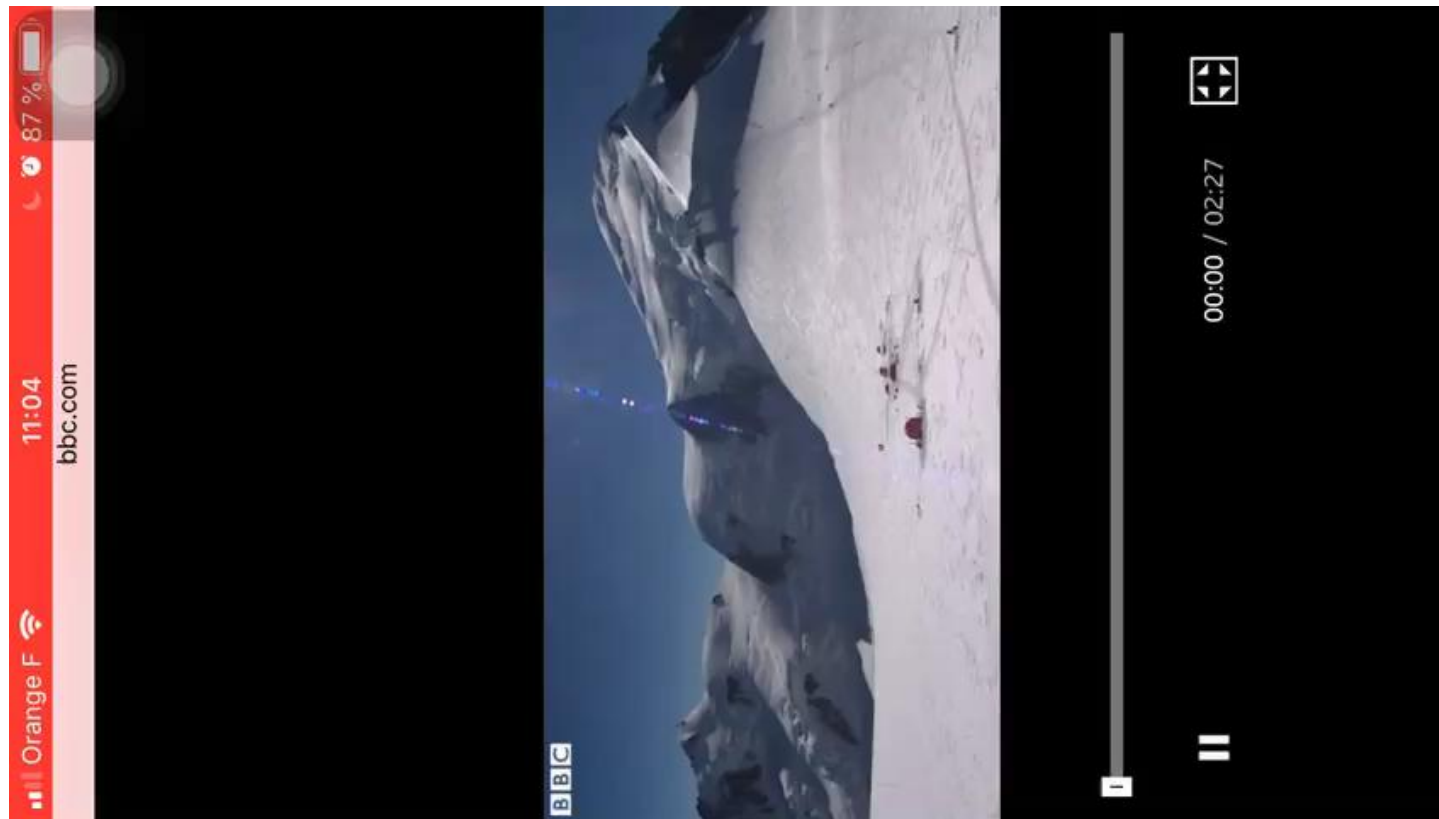
- Grenoble-Alpes, like all French public universities, charges extremely low tuition fees
 - One of our principal strategies for creating an inclusive environment
- French law prohibits collecting data about the race and ethnicity of our students
- Widening and improving access for groups of young people who are currently underrepresented in our education programmes, including underprivileged and disabled students an important focus at UGA
 - National School for Higher Vocational Education (ENEPS)

Univ Grenoble Alpes

- **National School for Higher Vocational Education (ÉNEPS)** offers further education to students who have passed their vocational baccalaureate. Experimental program developed in Grenoble since 2011
- As part of this adapted curriculum, students benefit from
 - ▶ *special guidance aimed at helping them to continue studying by taking up a vocational Bachelor's degree, a Master's cycle or an engineering school*
 - ▶ *Civil engineering, electrical engineering and industrial data processing and networks and telecommunications.*
- To be developed as a network of French universities
- Sweden: **expansion of Higher Vocational Education by 45% in 2022 (from 50,000 to 70,000 students)!!**

The Grenoble Initiative of Excellence as an example

Global Research for Global Challenges



CROSS DISCIPLINARY PROGRAMS

Sustainable planet and society



Information and computing



Wellness, health, technology



Innovation and organisation



Humanities





■ Trajectories for alpine socio-ecosystems in a changing world

- ▶ Three French alpine valleys will **be analyzed to demonstrate the types of past and present relationships** between environmental changes and social and economic dynamics.
- ▶ This analysis will produce an **understanding of a socio-ecological dynamics** and support the co-building of future trajectories with the stakeholders of the valleys, taking into account **critical ongoing global changes**.

⇒ 1.7M Euro budget
over 4 years





■ Better air quality for better life

- ▶ Atmospheric pollution in cities is **a major challenge for public health**, with an estimated 48,000 deaths/year and annual induced costs of 100 billion Euros in France alone.
- ▶ Drawing on the considerable pluridisciplinary diversity of Univ. Grenoble Alpes, the MobilAir project aims to **identify precise measures to significantly reduce atmospheric pollution** in cities and its impacts.

⇒ 1.45M Euro budget



■ Investigating crucial factors to optimize health trajectories

- ▶ Half of middle-aged adults suffer from at least two chronic diseases (“**multimorbidity**”).
- ▶ The progressive aggregation of such diseases creates distinctive health trajectories, **heavily influenced by environmental and socio-economic factors**, that lead to cancer.
- ▶ The LIFE project uses an innovative mixed-ability approach to understand the transition from multimorbidity to cancer.



⇒ 1.7M Euro budget
over 4 years

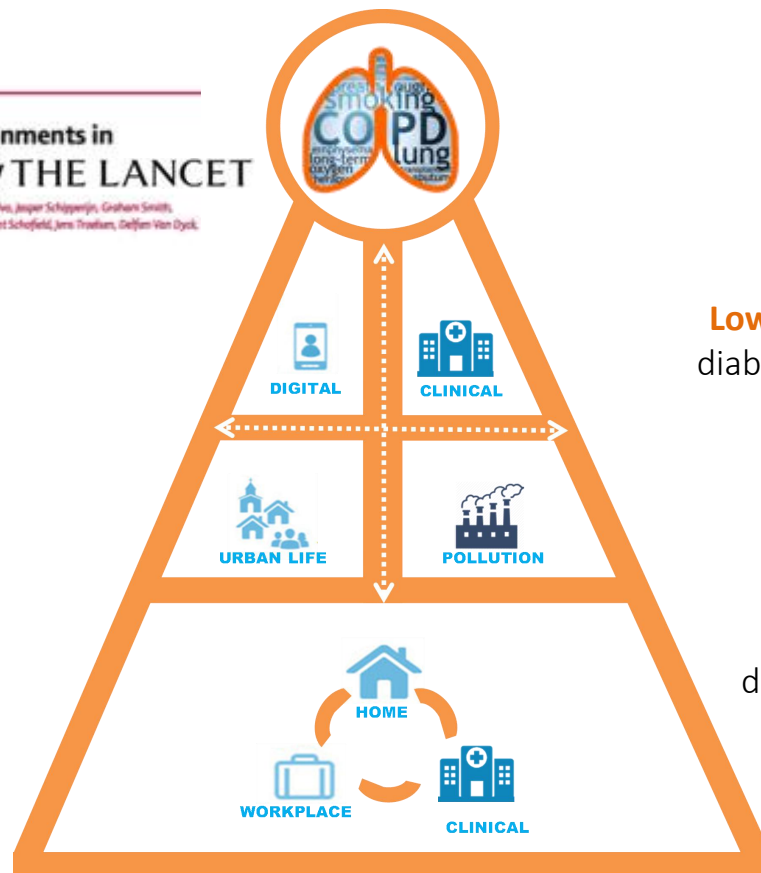
Trajectories of multimorbidity: scientific and socio-economic issues

Physical activity in relation to urban environments in 14 cities worldwide: a cross-sectional study THE LANCET

James P. Sallis, Ester Cerin, Terry L. Conway, Marc A. Adams, Lawrence D. Frank, Michael Pratt, Deborah Salvo, Jasper Schipperijn, Graham Smith, Kelli L. Cain, Rachel Davey, Jacqueline Kerr, Poh-Chin Lai, Josef Mada, Rodrigo Reis, Olga L. Sarmiento, Grant Schofield, Jens Toftum, Delfien Van Dyck, Rie De Bourdeaudoux, Neville Owen

Population living in cities is predicted **to rise to 60%** by 2030

Urban environmental design contributes to up to **90 min/week of physical activity**



Low air quality increases the risks of diabetes, hypertension, cardiovascular disease, obesity, and cancer

People living in **less favorable/marginalized communities** experience a doubling of risk of multimorbidity

Aim: to capture crucial contributing factors including access to care, urban design, exposure to pollution, and social inequalities

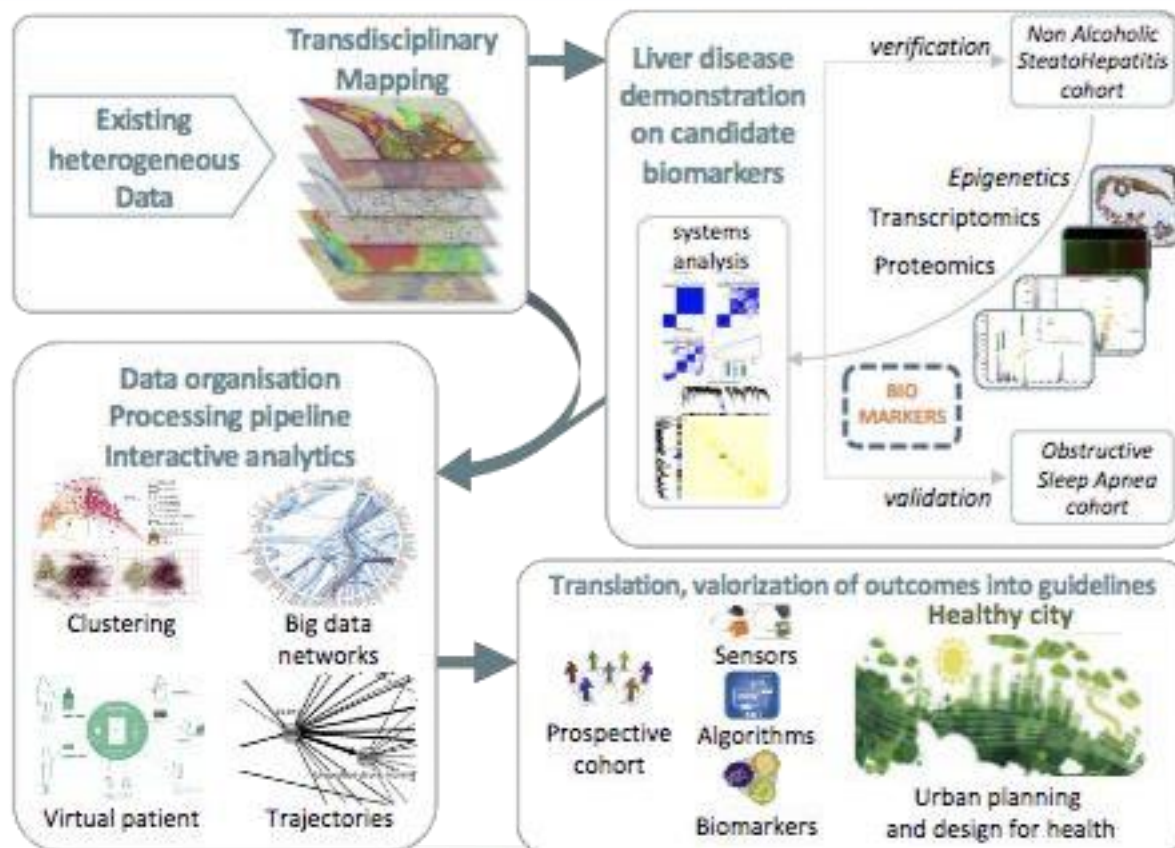


Integrating multi-dimensional information: environment, socio-economic factors, urban planning with clinical data and biomolecular mechanisms

Data fragmentation

Spatially integrate exposures of different nature

Scientific and technological barriers to data sharing and analysis



Lack of specific biomarkers of air quality and socioeconomic exposure

Translate knowledge gain from the project in public policies

Universities and Global Community engagement

Conclusions

- Excellence and inclusiveness may coexist
- Ensure that the institution is environmentally sustainable
- Come up with quality indicators that promote integrity and trust
- This may be one side of “local and global”: serving the community while promoting an international vision and perspective
- Focus on graduates’ soft-skills, including critical thinking prepare young people to face a complex world and to innovate
- Consider the purposes and objectives of internationalisation in line with social engagement in the community
- Engage in socially-relevant research and promote curiosity-driven research
- Persist in providing scientific evidence for policy makers and the public.