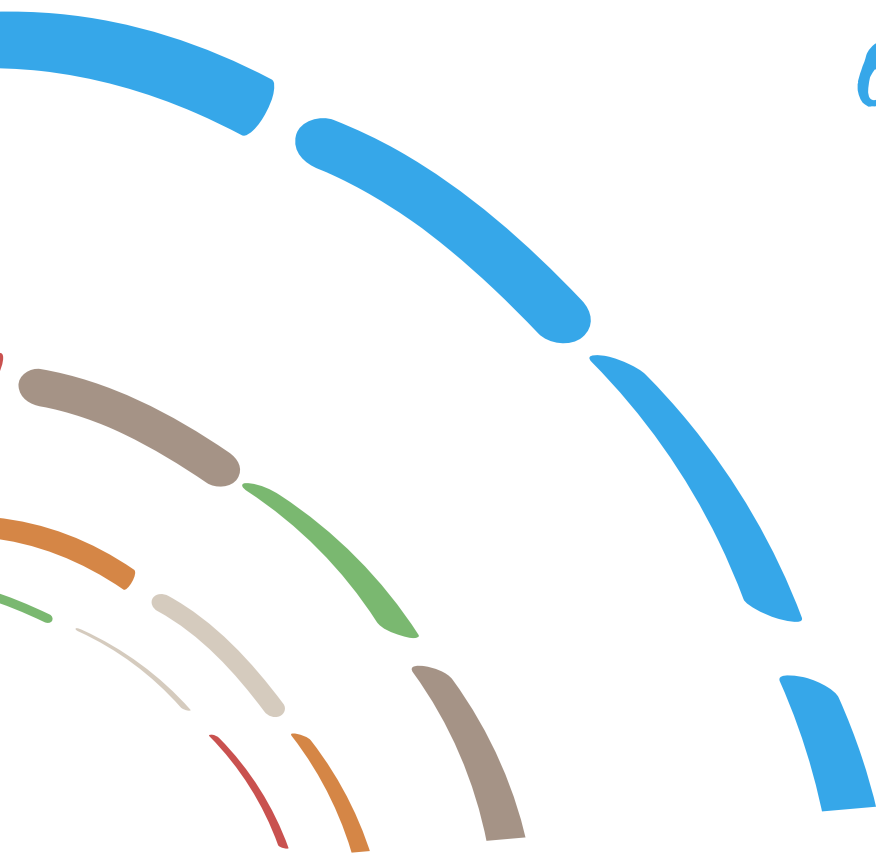
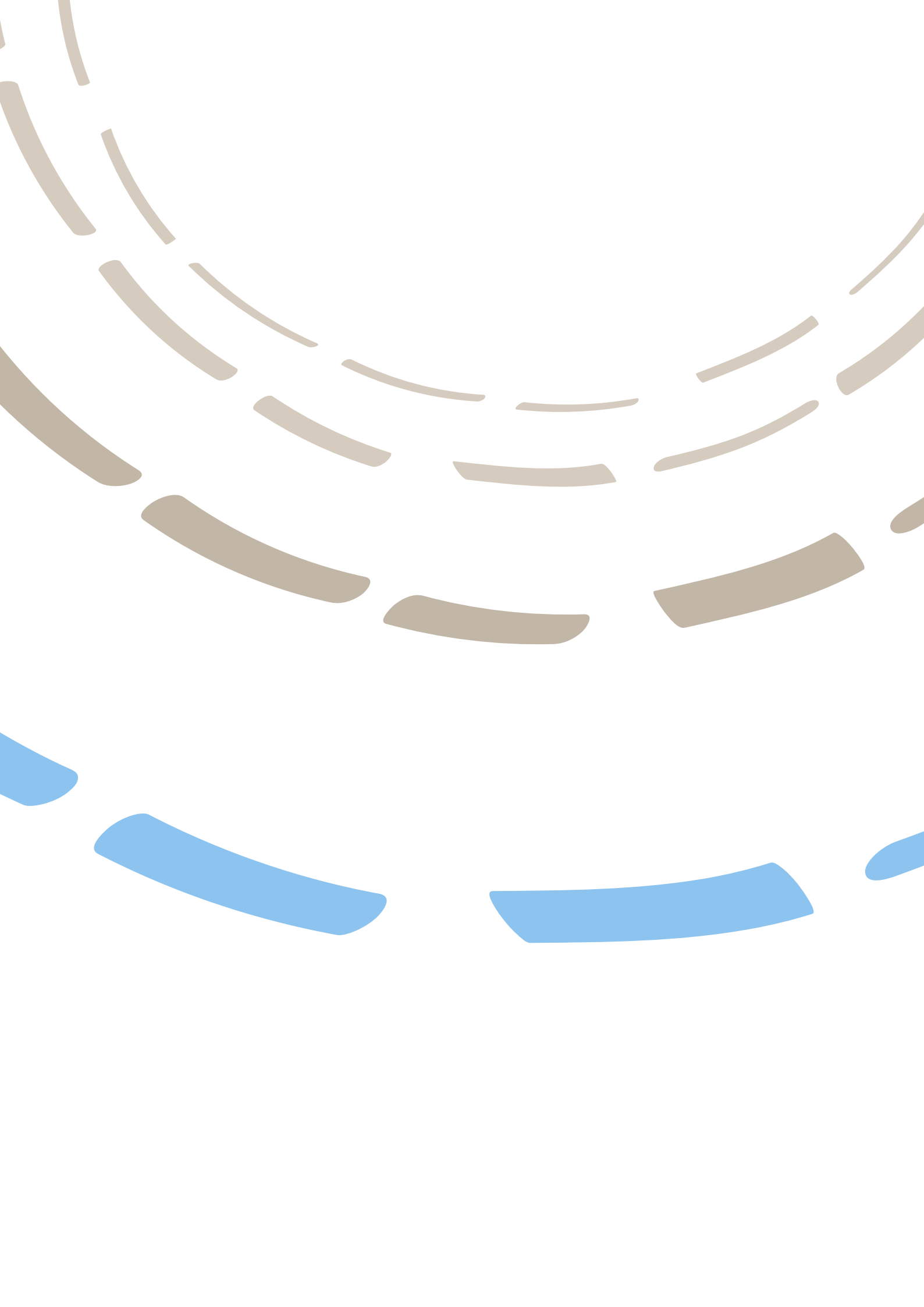


Environmental
and social
transitions

24
commitments







In a context of rapid, even dizzying acceleration of technological progress, social and cultural shifts, climate change and its impact, the role of the university is crucial, reaching

beyond the major public service missions entrusted to it. Because it educates today's youth to become tomorrow's citizens, because it transmits, questions and produces knowledge, the university is a key player in society and its transitions. It bears great responsibility in meeting present and future challenges.

This social responsibility comes with an obligation. It obliges us to be ever more demanding, while remaining mindful of the quality of life and that of our environment. It obliges us to safeguard solidarity at the heart of our action, to better include each and everyone while remaining open to the world. It obliges us to stay true to the founding values of the university: humanity, freedom and creativity.

In the framework of its strategic plan, we launched an initial collective reflection upon these issues, which resulted in the production of a report on the social responsibility of Bordeaux University. With the breeding ground which the numerous initiatives already under way constitute, this work has laid solid foundations for our policy relative to sustainable development and social responsibility.

The formalization of this roadmap, which sets our course for the coming five years, is a new and necessary step to accompany, prepare and boost the environmental and social transition of our institution. It forms part of our university's 2030 strategic plan (U30) and operates alongside priority projects for the institution on a national level (ACT project in the framework of the 'IDÉES' by PIA3) and internationally (ENLIGHT European university project).

This roadmap is the fruit of a participative effort involving some one hundred members of our community of colleagues, students and elected representatives. Our warm thanks to them for their commitment, their conviction, and their demanding and clear-sighted approach, and we hope, in return, to show the institution's ability and power to act by incorporating this roadmap into the core of its project.

The key priorities of this roadmap are accompanied by concrete actions; some to adapt and others to transform our models profoundly. They all require a global, collective approach, however, by sometimes inventing new ways of doing things, by shaking up our operating modes, by crossing perspectives and different methods.

It is up to us, together, to make our campus sustainable, just as it is up to us to contribute to making the world a place we can all live in.

Manuel Tunon de Lara
President

The University's *commitment*

Get set to face the challenges of transition *(page 6)*

- 1 The university is creating the conditions for the profound transformation of its operations and action, with experimentation as a key lever.
- 2 Staff are trained in the issues of environmental and social transition. They master the concepts and skills of these transitions.
- 3 The university draws on networks of local leaders who accompany transition within our entities and on campus.
- 4 The university fosters commitment to transitions.
- 5 A decentralized governance to incorporate the issues of environmental and social transition into all aspects and structures of the university.
- 6 The university ensures transparent monitoring and assessment of its transition policy through new methods of institutional organization.
- 7 The partnership policy integrates the issues of environmental and social transition.

Commit to the environment *(page 12)*

- 8 Promoting low carbon travel for staff and students is a priority for the university.
- 9 The university respects its engagements regarding energy transition, with a target of reducing greenhouse gas emissions by 40% by 2030.
- 10 Water is managed sustainably and responsibly at the university, with a target of reducing consumption by 10% by 2030 (2014 baseline).
- 11 The university real property master plan incorporates energy and environmental provisions.

- 12** The university works to preserve and develop biodiversity on its campuses.
- 13** The university encourages sustainable consumption through its purchasing policy and a change in the community's habits.
- 14** The university generalizes recycling and re-use of its waste and calls on the active participation of its communities to work towards the goal of zero waste.
- 15** The university steers the environmental relevance of its digital sphere and builds community awareness.

Foster a social policy *(page 20)*

- 16** The university rolls out a global and integrated policy for diversity and equality, which systematically prohibits all forms of discrimination and violence.
- 17** The university strengthens the detection and fight against the social insecurity of students and staff.
- 18** The university prepares its community and structures for the changes in work or the work and study environment.
- 19** The university promotes and fosters a genuine health campus, acting on all aspects and their availability (health care, nutrition, physical activity, active mobility, accommodation and welfare aid, etc.).
- 20** The university supports local projects for access to services, social links and inclusion.

Training, research & society: Rally around transition issues *(page 24)*

- 21** All the university's students are trained within their program, from initiation to certification, in the concepts and skills linked to environmental and social transition.
- 22** Transition issues are integrated into training steering tools.
- 23** Transition issues are integrated into the steering and organization of research and innovation.
- 24** Science is increasingly geared towards sustainable development aims with its partners and stakeholders from civil society.

Get set

to face

the challenges of
transition





Transformation of operations and action

.....

Openness and experimentation

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The university aims to provide everyone with the possibility to work towards the transformation of the institution in response to environmental and social challenges.

To reach this goal, it fosters experimentation as a fundamental tool: **the experimentation of new institutional operating modes** which enable and organize transversality and cooperation between the various stakeholders of the campus - teachers, students, teacher-researchers and administrative staff - whether for research-action projects, awareness raising or the sharing of good practices; the experimentation of **new, open and participative decision-making and action methods**; the experimentation of **innovative educational programs** based on research and the intermingling of teaching and research communities; the experimentation, lastly, of **innovations for and with regional stakeholders**.

In order to encourage students and staff to play an active role on their campus, the university will develop, promote and support transverse, seamless projects open to the campus and based on the experimentation of solutions in response to the global challenges of the environmental and social transitions.

**The university is
creating the conditions
for a profound transformation
of its operations and action,
with experimentation
as a key driver.**



As a center for the production and exploration of knowledge, the university must be able not only to offer solutions to transition issues, but also to **embrace their complexity and allow time**, however long, for the development of studies and the invention of novel solutions.

A place for debate

The university is a **place for enlightened debate** on sensitive social topics, thus placing it in a position to overcome social mistrust. Spaces will thus be opened to enable consultation on a certain number of topics, which must not be set aside under the pretext that reaching a consensus is difficult. To guarantee the place of the university in society, special care will also be taken to **involve the public in these debates**.

Events

To develop and support the creation of vibrant and creative communities within the university, means will be provided for cultural actions linked to major environmental and social issues, grassroots science initiatives, events, awareness, networking and the sharing of good practices. A communication plan will be drafted to provide increased visibility to actions rolled out on the various campuses and to **promote initiatives** in favor of environmental and social transition within the institution. Furthermore, to ensure that transition issues form a part of all programs and events on our campuses, training in eco-responsible events will become mandatory in order to avail of certain funds, such as the Solidarity and Development Fund for Student Initiatives (FSDIE).

Lastly, all artistic, **cultural or scientific mediation programs** promoting intellectual and cultural wealth and well-being will be encouraged. They must provide everyone with the keys to make their way in a complex world, to know their rights, discover others, forge their opinions, explore the richness and complexity of the eco-system and become an active player in responsible science, etc.

New ways of assessing the environmental and social trajectory

Addressing the issues of transition fully implies **designing new means of evaluation**, whether in terms of assessing the skills acquired by students through participation in projects or transverse course modules, the assessment of research and innovation actions, or career appraisal for recruitment.

Strengthening the social responsibility of the university implies adopting new, research-based methods to **assess the societal effects and impacts**. Supporting responsible research and innovation implies incorporating social impact criteria into project selection methods and steering of the innovation process.

This will require a host of new assessment methods which the university must define and experiment with.

Staff training

The university is fundamentally a place for the production and transmission of knowledge. More broadly, it is the university's duty to provide all its stakeholders, and thus all its staff, **with the keys to act and shape the pathways towards the transition of the institution.** If transition issues are to permeate the workings of the university as a whole, each individual must be able to contribute to its transformation.

Training **programs covering all aspects of environmental and social transition** will be provided in the framework of the staff training program: they will play a key role in placing these issues at the heart of the

Staff are trained in the issues of environmental and social transition. They master the concepts and the skills of these transitions.

2

institution and providing everyone with the power to act. Training programs will be designed primarily for the academic community, Transitions Officers and the university's management community, but will rapidly be made available to all staff.

Action network

The effective adoption of transition issues by the entire university community cannot be achieved without a local network.

The university will offer **legitimacy and status** to those individuals who engage or are already engaged in the **promotion of transition issues** within their entity or campus. A **network of student ambassadors** will also be created; their mission will be to promote good practices and means for engagement, to transmit these across the campuses and lead communities on social media.

various levels. From relaying information through to providing active support for the effective transition of these entities thanks to the production of surveys and action plans, these Transitions Officers will play a crucial role in the integration of transition issues and aims within the university, in addition to the spread of good practices and the setting up of pooled tools.

These students or staff in charge of leading action, will be able to communicate needs and will be trained in environmental transition issues, such as carbon footprint, the circular economy and the global approach to climate change, or in social issues such as mental health promotion and prevention or inclusion and diversity issues, to strengthen in particular the actions of the master plans for equality, handicap and quality of work life.

3

The university draws on networks of local leaders who accompany transition within our entities and on campus.

Likewise, a network of environmental and social transition representatives ('Transitions Officers') will be rolled out across all the university's entities, on

Rewarding commitment

Promoting the emergence and development of initiatives on the campuses implies that the university enables everyone to act. A series of measures to highlight commitment will be provided by the university, with a view to intensifying existing actions or experimenting new ones. They should enable the allocation of time and a decompartmentalization between fields and the academic, scientific and administrative departments, as well as boosting cooperation between students and various categories of staff. A specific status, accompanied by a mission statement, will be provided to Transitions Officers and student ambassadors. Highlighting the commitment of students with regard to the environmental and social transition will be generalized in curricula

The university
fosters commitment
to transitions.

4

and its roll-out supported by transversal coordination, in association with the Student Life Office and training units. The commitment of doctoral students will also be highlighted within their doctorate program. The experience and skills related to environmental and social transition acquired by the students will be rewarded in the framework of measures, such as open badges. Lastly, for staff, activities led in the context of transition projects will be integrated, subject to approval, in the work time of the employee in question.

Governance

If transition issues are to permeate the global workings of the university, each decision made and each action conducted, all entities and stakeholders must embrace them. In accordance with the principle of subsidiarity, the university will organize **transversal steering, dialog and cooperation** around transition issues, interfacing various tasks and professions, on target themes, such as mobility, waste, plastic, health, social stability or the fight against violence, etc., alongside existing bodies. To this end, the university will acquire updated tools for shared steering.

Environmental and social transition issues will thus feature on the agenda of all **steering and discussion committees at all levels of the institution**: performance, resource and service agreements (COMS), service projects, the establishment's master plans, partnership charters, research and training unit management.

A decentralized governance
to incorporate the issues
of environmental
and social transition
into all aspects and
structures of the university.

5

In order to fully integrate transition issues in all the university's missions, the new methods of transversal organization will be implemented based on existing structures. **A coordination task force** will support the steering and operational roll-out of transition measures in addition to events and communication actions.

Lastly, the university will assess the **environmental** and social impact of its actions and will produce an **annual report** stating the progress made in terms of transition on the scale of the establishment. This report will also provide visibility on the resources allocated to transition issues.

Assessment of the transition policy

Placing the transition policy at the heart of the university institution implies carrying out monitoring and assessment: this task is entrusted to a dedicated statutory body, the **Board of Environmental and Social Transition (CTES)**. In order to fulfill its role as a participative democracy body, students compose 50% of the CTES, and the body is granted the power of **self-referral**, enabling it to issue proposals on the major strategies of the university with regard to transition. The CTES also comments on the annual report published by the university. It

The university ensures transparent monitoring and assessment of its transition policy through new methods of institutional organization.

6

assesses projects in relation to the targets set, issues opinions and puts forward recommendations.

Partnership policy

The university will roll out a **partnership agenda** encouraging cooperation efforts in response to sustainable development aims, whether through institutional partnerships (research organizations, local authorities, NGOs, charities, economic partners, State agencies, etc.) or other forms of interaction **with society**. In its dealings,

The partnership policy integrates the issues of environmental and social transition.

7

the university will position itself as a resource serving actions led by its partners in favor of sustainable development aims. Environmental and social transition issues will be integrated into the **contracts for** all new partnerships via the systematic proposal of a partnership charter relevant to these issues. Lastly, the university will support the investment of all its communities in national and international networks aiming to respond to global environmental and social issues and will develop feedback and cooperation around these topics with partner universities.

Commit to the environment





Travel

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With around 57,000 students and 6,000 staff traveling to its sites, the University of Bordeaux is the source of numerous daily commutes. If we add the considerable amount of professional travel to home-work commutes and intra-campus travel, we realize that travel has a significant impact on the university's carbon footprint. It is the university's duty to strongly encourage its students and staff to make low-carbon travel a priority, in terms of both home-work commutes and professional trips.

Promote active or pooled mobility for home-work commuting

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A sustainable mobility subscription, which encourages university staff to travel by bicycle or car pool, already exists at the university. Nevertheless, encouraging the use of bicycles, other soft modes or public transport to reduce the use of private vehicles, implies, on a broader level and in consultation with local authorities, the development of a travel plan identifying needs and offering alternative solutions.

Therefore, in association with Bordeaux Métropole, authorities linked to off-campus sites, municipalities and partner institutions, the university will draw up a **cycle plan** to raise the modal share of cycling in home-work and intra-campus travel, in particular via an increase in bike parking spaces and the securing of cycle access routes.

Promoting low carbon travel for staff and students is a priority for the university



Other possibilities are to be explored to reduce solo car travel for home-work commuting and intra-campus travel, with a focus, for example, on public transport costs or the parking situation on campuses. In parallel, a **car-pooling application** will be implemented and promoted throughout the university.

With a view to continuous improvement, the university will organize the **monitoring** of walking/cycling/other soft modes/public transport/car-pooling/solo car travel in home-work and intra-campus commutes.

For the purposes of information and the fostering of good practices, the university will make these figures available to the whole of its community.

Reduce the share of polluting transport for professional travel

Professional travel, and more especially by plane, contributes hugely to the carbon footprint of activities, whether on a university level or for research laboratories in particular.

The university will thus encourage its in-house entities to reduce polluting travel through its Transitions Officers network and the roll-out of tools to report on their **carbon footprint**. The publication of these reports will **raise awareness** among all staff of their carbon footprint. The university will also work with its Transitions Officers to ensure that the entire community is informed on an annual basis of the CO₂ emissions.

The reduction in polluting travel will be bolstered by an initiative to adopt other modes. Gradually and according to the length of the journey, air travel will be prohibited when another mode is possible. Similarly, alternative solutions for professional travel will be promoted, in particular with the organization or participation in meetings, conferences or other events via video or audio-conference.

Lastly, the vehicle fleet will be renewed to replace polluting vehicles and a fleet of bicycles may also be made available to staff for intra-campus travel, to limit car use.

Energy transition

Energy transition is now a priority of the University of Bordeaux, initiated by the implementation, in association with its site partners, of a water-energy master plan (2012/2014, baseline year for the GHG reduction path). In order to reach, and where possible exceed, the targets set, the university draws on various levers: the intrinsic quality of buildings and facilities, the **operational efficiency** of its facilities, energy saving and an increase in the proportion of renewable sources in the energy mix.

A 3% reduction in energy use per year

In line with the water-energy master plan, the establishment undertook in 2019 to reduce its energy use by at least 3% per year over 10 years.

To reach this target, the university will work on operational efficiency through the implementation of global performance contracts. A multi-annual works program will enable us to act on the intrinsic quality of buildings and facilities, with the optimization of facilities (addition of presence detectors and faucet flow

The university respects
its engagements regarding
energy transition, with a target of
reducing greenhouse gas
emissions by 40% by 2030
(baseline 012/2014)

9

regulators, etc.) and the renewal of aging equipment (lights and machines, etc.). Another lever to reduce energy use takes the form of **energy saving**, through the continuity and development of awareness actions on behavior and use (Powerzee, CUBE2020). To distill energy saving throughout the university's culture and practices, an **in-house partnership for energy saving** (PISE) will be expanded to all structures, with a view to encouraging participation through the demonstration of positive results. These actions should gradually enable the elimination of multiple superfluous and energy-intensive devices (such as portable electric radiators) which are not necessarily in use. Communication and exchange will also be organized between departments and local Transitions Officers, with information on the university's general carbon footprint or the promotion of tools such as the 'GHG Labos1point5' and the setting up of data sharing.

More generally, reports on the university's energy use, its carbon footprint and greenhouse gas emissions will be made available to everyone, with a view to sharing open data.

Increase in the proportion of renewable energy sources

The reduction in greenhouse gases implies an improvement in the energy mix and increased production of renewable energy. The university will pursue its project to install **solar panels** on campus.

The development and implementation of **heat networks** on campus, in partnership with Bordeaux Métropole and between the university hospital and the university, with at least 80% renewable energy, in addition to projects to develop **geothermal energy** will also contribute to enhancing the energy mix.

Management of water resources

The optimization of water resource management is an integral part of property and development projects for public spaces and the water-energy master plan enables enhanced control of the university's water use. To take things further, the university will carry out a study, drawing on its in-house research & development expertise, to **cease the use of drinking water in toilet facilities** across the Talence-Pessac-Gradignan campus. At the same time, the question of **rainwater recovery** and its potential uses on campus will be examined. Sustainable water management also involves the accountability of users. The university will extend and intensify the campaign to **install water meters**, enabling global monitoring of water consumption. Water consumption figures, like energy use, will be transmitted to the entire university community.

Water is managed sustainably and responsibly at the university with a target of reducing consumption by 10% by 2030 (baseline 2014)

10

In addition to the reduction in water use, the university aims to promote the use of faucet water and thus limit the use of single-use plastic (water fountains and bottles) across the campus. It will provide users with **water supply points** other than toilet facilities.

Real property master plan

The university will include **environmental provisions in 100% of works contracts** (building or renovation), based on thermal regulatory standards and the protection of biodiversity. Staff will be trained on the integration of environmental provisions

and the taking into account of the carbon footprint of the university's property development projects. A real and forecast **carbon footprint** of all new or renovation building projects will be carried out.

Multi-annual plans will integrate the launch of ground and building de-waterproofing measures and pilot schemes will be initiated to experiment the recovery **of artificial spaces for planting**. Rooftop planting will also be developed.

11

The university real property master plan incorporates energy and environmental provisions

Biodiversity

With 140ha of green spaces, the university aims to foster biodiversity on its campuses, while enhancing quality of life for its users. As a first step towards the definition of aims to preserve and develop biodiversity, the university will carry out **an environmental survey** on its campuses. At the same time, the preservation of biodiversity will be ensured by the establishment of **zoning** to identify **areas reserved for sustainable development and management**. **Sustainable and late mowing, flowered meadows and the development of eco-pastures** will be systematized. The **tree management plan** will be updated in collaboration with researchers and a prior inspection procedure will be set up to avoid the felling of trees and large plants.

The **biodiversity discovery trail on the campus** will be updated, working in collaboration with researchers and relevant student groups, and will contribute to building awareness among communities of the wealth of local biodiversity and the need to protect it.

The university works to preserve and develop biodiversity on its campuses

12

In general, the university will support and **promote participative projects around biodiversity**, such as shared gardens, nesting boxes or educational beehives, in addition to the development of 'biodiversity platforms' to connect species preservation issues, research and education.

Purchasing policy

Purchases for the University of Bordeaux represent around €82 million across three major areas with approximately 500 active orders. In 2019, 20% of purchases included an environmental clause and around 30% a social clause. The university aims to build on a responsible purchasing policy and incite users to go beyond the regulation.

Increase the proportion of orders comprising a social and environmental clause

The university will bolster **the environmental responsibility of purchasing** to move towards **zero single-use plastic** and encourage short circuits. These criteria are included in the identified needs of the relevant purchasing segments.

Therefore, a **short-circuit, organic package, aimed at zero single-use plastic**, will be offered for **catering orders**. Lastly, to boost the use of the social and inclusive economy and to further social integration via our orders, the university will target potentially relevant purchasing segments and will set up **orders reserved for the social and inclusive economy sector**.

Consume better and eliminate unnecessary purchasing

One of the challenges is to **provide visibility** for users of the possibilities offered by orders to adopt a responsible consumption approach and raise staff awareness of the **environmental impact of consumables**. An **information guide** will therefore be produced, with details on the life cycle and environmental impact of the main consumption areas.

The university encourages sustainable consumption through its purchasing policy and a change in its community's habits

13

The reduction and gradual elimination of unnecessary purchases will entail carrying out inventories of the university's equipment in order to pool and better allocate available resources. Certain forms of equipment can then be pooled between staff and departments. Finally, the university will explore ways to improve the durability of the publicity items it distributes (*goodies*), providing additional proof its eco-responsible engagement.

Sustainable waste management

Treatment and recycling procedures are currently in place at the university for all types of waste. Nevertheless, the development of responsible waste management implies both **a generalization of separate collection**, enabling users to sort their waste, and working together to **reduce the amount of waste** produced on campus.

Waste re-use and recycling

In order to make advanced waste sorting effective, **waste containers** with a clear visual identity will be installed in any site currently lacking such facilities, and individual waste bins will be replaced by communal containers to enable users to sort their waste.

For organic waste recycling, composters will be set up in strategic areas around the campus.

As user awareness is a key lever in responsible waste management, the university will produce an **assessment of the environmental 'performance' of its waste management**. This document will enable the creation of quantitative assessments of generated / recycled / re-used waste, an identification of the forms of re-use per waste flow / type, and an estimation of environmental 'gains' according to the figures. It will also contribute to continuous improvement in this area through the widespread transmission of such information.

Reduction in waste production

Lastly, given that recycling and re-use cannot replace the matter of **actively reducing waste production**, the university undertakes to work towards zero waste, across all its sectors and with every stakeholder. The **purchasing policy** will thus be adapted so as to **eliminate packaging and single-use plastic as much as possible**, by ceasing, for example, the purchase of plastic water fountains and water bottles.

The university
generalizes recycling
and re-use of its waste
and calls on the active
participation of its communities
to work towards zero waste

14

Similarly, **equipment** (photocopiers, coffee machines, scientific equipment or administrative supplies etc.) will be **pooled increasingly** and **re-use will be encouraged and facilitated**. Inventories of IT and platform equipment will also be carried out to enable its reuse.

In order to test and transmit good practices, zero-waste challenges will be organized on campus on the scale of a building and based on the model of the CUBE2020 contest.

A responsible community

To reduce the environmental impact of its digital use, the university will act on one hand to inform and build awareness among users, and on the other hand, on the infrastructures and equipment it provides to users.

A **guide to digital use**, highlighting good practices (limiting the number of emails and more particularly attachments and their deletion, etc.) with key data and assessment tools will be distributed throughout the community. Training sessions at the **Fresque du Numérique** workshop may be provided to Transitions Officers. With the support of these officers, the carbon footprint of IT equipment can be assessed within an entity.

15

The university steers
the environmental
relevance of its
digital sphere and builds
community awareness

In terms of infrastructures, the university will work towards the generalized use of **shared servers**. To this end, a **server room audit** will be rolled out across the establishment, with a view to the transfer of servers to more energy-efficient centralized rooms. In an endeavor to **pool**

resources and avoid needless duplication of digital services or individual purchases, major technological structures will be implemented to optimize and pool a considerable amount of IT uses. Certain requirements can therefore be fulfilled via virtualization and thus avoid the purchasing of new equipment.

To structure a strategy to **reduce digital impact**, a consultation will be set up to steer technological choices, infrastructure roll-outs and associated uses, in order to safeguard the essential contribution of digital technology and examine the roll-out of new services.

Finally, the university website, the showcase of the institution, will serve to raise user awareness of the energy cost of current digital use. The website will gradually become simpler and more energy-efficient.

Foster

a social
policy





The University of Bordeaux perceives the quality of life as a guiding principle of its strategies, aims and actions in terms of social policy. The present definition is that adopted by the World health Organization (WHO) in 1993: *'The quality of life is defined as an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns. It is thus a very broad concept which may be influenced in a complex way by the individual's physical health, their mental state and level of independence, their social relations and relation to essential elements of their environment.'*

The University of Bordeaux has created multi-annual action plans (handicap master plan, the equality and diversity plan, the master plan for the quality of work life and the master plan for social assistance) which have enabled it over the years to implement the necessary surveys and target experimental actions in these fields. Given that the attractiveness of the University of Bordeaux also depends on quality of life and the wealth of ensuing social relations, this engagement must be pursued and developed by taking into account the entire university community, i.e. staff and students. To this end, special attention will be given to the creativity and experimentation which form the basis of innovation and the building of good practice communities.

Diversity, equality

The university has rolled out and promotes the **single system for the detection, reporting and global handling of discrimination and violence**. A new organization and enhanced means will enable improved care in the event of any form of violence, regardless of the type of public, associated with University of Bordeaux campus life, including virtual spaces. Fully achieving its inclusion goals will also draw on the generalization, for the

whole university community, of **awareness and training, in order to act directly on representations and stereotypes**.

The university rolls out a global and integrated policy for diversity and equality which systematically prohibits all forms of discrimination and violence

16

Lastly, pilot schemes will be rolled out and adapted to the specific needs and expectations of students, research staff and administrative staff, and new procedures will be tested, such as the renewal of excellence project selection methods.

Research-action projects will be executed for a durable and proven assessment of the resulting effects.

The fight against social insecurity

The university, with around 6,000 employees, has already set up measures to fight against social insecurity among staff by intervening in the area of job security and with a career management strategy adapted to the profound changes in society. This takes the form of **campaigns for employment and status stability, a reduction in the use of part-time employment, career guidance and internal mobility. A personalized approach, focused on the 'beneficiary', tailored to each individual situation and combined with transversal actions should go further to responding to these issues. A complete overhaul is under way to modernize the present infrastructure, enhance the coordination of existing measures, enhance them and render them more visible, readable and coherent.** This is embodied in particular by the following focus points: ongoing vigilance in terms of the work and life balance, parent/agent mediation and support measures, and the fight against vocational exclusion.

The detection of insecurity among students, which is often less visible and more widespread, has become even more vital. Closer coordination with regional stakeholders, and primarily the CROUS, will enable the organization of **enhanced management of student insecurity** which will be coupled with greater support for actions led by solidarity partners.

The university strengthens the detection and fight against the social insecurity of students and staff

17

Along the lines of the model of the Escabelle Residence, a recent on-campus project which houses the student health center and provides mixed accommodation for students and staff, **major social innovation projects led by the university, which is now the owner of its property assets**, will contribute to the fight against precarious situations.

Lastly, to enable access to social welfare aids, communication campaigns will be launched to provide better information to the university community.

The transformation of work

In a context of profound societal change (the evolution of professions, careers and work or study environments), students and staff will receive guidance in the form of **training programs**, coaching or individual or collective **support** for enhanced quality of work life. Given that all such transformations can represent a benefit or a risk, such as the changes linked to the digitalization of activities (e.g. remote working), these support measures will be backed by a **comprehensive range of psycho-social risk prevention units**.

The university prepares its community
and structures for changes
in work or in the study and
work environment

18

Entry into university, the gateways required at certain stages of education, mobility and vocational inclusion are steps along the student path which may lead to heightened fragility. The university will devote particular upstream/downstream attention and **care to these moments of juncture, transition and passage which punctuate the life of a student**.

Health campus

While fostering a **global campus culture of 'health and quality of life'** has been an ongoing initiative for the last few years at the University of Bordeaux, increased attention must be given primarily to the development of access to **student and/or staff accommodation** (via the University's real property master plan), housing being a crucial issue in the Bordeaux metropolitan area; to the **diversification of catering offerings** to better meet the needs of students and staff; to the promotion of

short circuits, and the design and upkeep of **secure and safe access for soft modes**, both on and between campuses.

The university promotes and fosters
a genuine health campus, acting
on all aspects and
their availability (care, nutrition,
physical activity, active mobility,
accommodation and welfare, etc.)

19

Social links

La Cabane, the social and inclusive grocery store, shared gardens and resource banks are all places which fully embody conviviality, social cohesion and commitment to sustainable development

and social responsibility. Thanks to the student and campus life contribution, the participative budget, campus life committees and its latest major projects, the university will continue to provide its community with **convivial and 'collective effort' spaces** across all its campuses, in addition to supporting those working for the development of such spaces.

20

The university supports local
projects for access to
services, social links and inclusion

Training, research and society

Rally

around transition
issues





Transition issues and societal challenges form meeting and testing grounds for new projects, bringing together internal (students, staff, researchers and doctoral students) and external stakeholders to design new, sustainable solutions.

The university has structured its expertise around educational innovation, scientific mediation and openness to society. The next step for the coming years will be to **fine-tune coordination**, in particular for the structuring of transversal projects for training programs. This coordination will enable **pooling of skills, content and educational resources**. The idea is to open up training to transitions in professional fields, integrate this into the student path and support it with **multi-disciplinary scientific content**. Finally, strengthening coordination will enable an identification and support of transversal experimentation projects or research-action interfaced with **civil society**. These projects will allow **students to become involved in interdisciplinary research** on

transition issues within their immediate environment, thus making them active players in the process and on their campus. The inventory and monitoring of ongoing projects with our partners and society in general must be organized and made available, in order to provide students and teachers with a range of topics for tutored projects, work placements and training unit engagement. Existing measures will thus be scaled up and incorporated to serve transition issues.

New responses must be explored in all aspects of the university: how can we produce multi-disciplinary knowledge which fully integrates transition issues? What new skills are to be called on, and how do we transmit them? How do we assess this new knowledge and expertise? A support procedure for teams in the integration of environmental and social transition issues in curricula will be developed to decompartmentalize training and rapidly incorporate research results into teaching.

Training

To introduce all of the university's students to the concepts and skills required to comprehend transition issues, new content, methods and experiments must be provided in curricula.

Creation and integration of new models in all programs

All University of Bordeaux programs will include a **mandatory credited module** at Bachelor's and Master's Degree levels in order to explore, grasp and construct environmental and social transition. Further training, via **progressive skill levels** and leading to certification, will be provided in the form of optional additional modules.

A range of modules on transition issues will be offered in doctoral colleges. Alongside the research integrity module, these new modules will become mandatory in the framework of doctorate programs.

The content and teaching methods specific to these new training modules must be co-developed by teaching teams and supported by research. All teaching teams can call on support to facilitate the roll-out of these modules within a program.

All the university's students
are trained within their
program, from initiation to
certification, in the concepts
and skills linked to
environmental and social transition

21

Training will be on offer, geared towards both content and the form of transmission, in order to enable exploration and experimentation of teaching matter, in addition to the examination of teaching methods and experimentation of new approaches.

Development of life-long training in transition issues

The university acts as a resource for its region, to train partners, elected representatives, public policy-makers and players from the socio-economic world in environmental and social transition issues. It will thus provide diploma-based training and certification based on the knowledge produced at the university and will develop short training programs in the framework of life-long learning.

Integration of transition issues in existing programs

While it is important to offer initiation to all students, it is also essential not to compartmentalize teaching on environmental and social transition, but to incorporate it into the teaching of existing programs.

Via life-long learning, program steering and communication, the university will thus encourage teachers to include environmental and social issues in existing programs.

Similarly, all professionalization works, such as work placement reports, theses or projects, will include a perspective of the task and context in terms of environmental and social transition.

Steering of training programs

Monitoring of the training offer relative to environmental and social transition is a key factor, firstly in order to communicate on this offer to current and future students, and secondly to enable teachers to integrate and coordinate these issues in their teaching, and governance to follow this momentum.

In this way, classes or class sections dealing with environmental and social transitions, with the related volume in hours, will be identified to provide an inventory of detailed program syllabuses. Work placement grids will integrate criteria related to environmental and social transitions. Finally, the number of students obtaining certification in transition issues will be monitored to ensure the proper implementation of the measure.

Transition issues are
integrated into training
steering tools

22

Research

Responsible research and innovation

Via the concept of 'RRI – responsible research and innovation', Europe has promoted a framework and European standard to boost society's interest in science, promote new forms of innovation or new talents and combine research excellence with an awareness of responsibility towards society as a whole. This translates as the taking into account of 5 core principles in the execution of research projects:

- › To have a society which is more involved in research activities
- › To encourage gender equality
- › To provide greater access to research data
- › To place more importance on ethics
- › To promote science education

These principles will be integrated into a charter reiterating the tenets previously set out in the institutional plan (USR charter, ethics charter) and strengthening the inclusion of environmental and social impact, as well as academic freedom. This charter will be made visible in all strategic documents for research, for each new aid for projects and for the renewal of major research projects, in addition to the scientific recruitment policy.

Likewise, the taking into account of environmental and social impacts will be integrated throughout the steering of the innovation process: from identification (to support or not a project) to showcasing (via the SATT Aquitaine Science Transfert). This will be translated, at the very least, by the inclusion of environmental and social impact criteria in project selection and funding appraisals and by the identification of a representative dealing with sustainable development and social responsibility issues.

The creation of new methods to assess the social and environmental impact of University of Bordeaux activities will be encouraged. These methods must enlighten and guide the university's overall roadmap in relation to transition and must be transferable to our partners. They must foster an academic culture of 'anticipation' and enable the widest possible audience to comprehend the complexity of environmental and social choices.

Action around the issues of environmental and social transition is in place

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The university has structured its research policy around 11 departments and Major Research Projects (MRP). Research on the key issues of transition is fundamentally multi-disciplinary; inter-departmental action and knowledge sharing must therefore be organized. The transfer of research matters between communities, the identification of testing grounds, the sharing of good practices, awareness and training in sustainable development issues, responsible research & innovation, the engagement of multi-disciplinary expertise for the creation of classes in major challenges (such as the global approach to climate change), conferences and researcher or artist residencies will be developed to drive interdisciplinarity around transition issues.

A think-tank will also be organized to integrate interdisciplinarity into careers guidance policies.

Open-minded, multi-disciplinary communities around research agendas for 'major environmental and social issues'

Via key projects, such as major research projects (MRP), the European university and the experimental campus, the university is particularly invested in **major research themes: health, well-being and inclusion, the impact of climate change, energy and carbon neutrality, nutrition and resilient ecosystems, or gender equality in research and the academic sector.** Drawing on these key issues and multi-disciplinary communities already active on a regional level, (around the Neo Terra regional roadmap, for example) and an international level, a research agenda will prioritize environmental and social issues for the next five years.

Transition issues
are integrated into the steering
and organization of research
and innovation

23

A master plan to steer the science-society interface and invest in the infrastructure and long term for high-quality collaborative projects

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University of Bordeaux has developed expertise in the rolling-out of unique measures to provide open and living knowledge to the community at large. To pursue this momentum and work towards a common culture, a multi-annual action plan will specify the priorities and organization methods for these transversal approaches, in keeping with the open science road maps and the equality plan.

Science is increasingly geared
towards sustainable development
aims with its partners
and stakeholders
from civil society

To this end, a 'transfer' group will be set up, a place for the organization of interfacing, and combining skills in expertise, scientific events and dissemination, innovation and promotion.

One of the key factors identified for the development of high-quality science-society partnerships **is the time available to university staff and partners to meet, develop ideas, become familiar with the concerns, issues and expertise of others, and to develop and manage common agendas.** Such collaboration must be shaped over the long term and draw on a measurement of effects and impacts. While time is key for these collaborations, researchers must also avail of support and new promotional measures for science-society structuring in terms of project design activities, partnership development and networking. These projects must be showcased by specific promotional measures, or through prizes.

The partnership policy will also be boosted by an active mapping of stakeholders (which players for which issue), while ensuring that all society players can activate these partnerships. Experimental projects will be led with them (living lab, think tank, social innovation, and schemes such as the 'science stores'). These projects will contribute to the development of a **common culture**: sharing the everyone's

concerns, raising awareness and **promoting research time, advancing in the availability of working knowledge which can be mobilized for action and decision-making.**

For our partners, **the gateways to the academic world must be clearly identifiable**, in order to set up a research-action project, a conference, a living lab, a technological or social innovation project (via The HUB platform in particular), or to address a research issue linked to sustainable development and social responsibility.

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