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Acronyme du projet / Project acronym	UNITE	
Project title (in English)	UNiversity for Innovation in our TERRitories	
Titre du projet en français	UNiversité d'Innovation en TERRitoires	
Keywords / mots clés <i>(min 5 – max 10)</i>	Innovation, Territorial embeddedness, Multi-campus university, Innovative pedagogy, Professionalisation, Public-private collaborative R&D, Link with territorial stakeholders, Multidisciplinary R&D, New Generation University, Valorisation of research	
Responsable du projet / Project manager	Tranchant, Mathias, Professeur des Universités, Université Bretagne Sud	
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Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
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Établissement coordinateur / Leading institution	Université Bretagne Sud (UBS)		
Partner institution(s) involved in the project / Institution(s) partenaire(s) impliqué(es)	Centre National de la Recherche Scientifique (CNRS) Institut Français de Recherche pour l'Exploitation de la Mer (IFREMER)		
Project duration / Durée du projet entre 72 mois et 120 mois	120 Months / Mois		
Requested funding / Aide demandée (minimum 5M€)	16093887 €	Full cost / Coût complet	47757361 €
Le cas échéant : Listes des projets PIA auxquels ce projet est éventuellement lié (notamment EUR, universités européennes, Equipex, Labex, Institut convergence, IDEFI, etc.) / Project links with existing PIA entities (e.g. EUR, Equipex, Labex, Institut convergence, IDEFI, etc.)	<p>École Universitaire de Recherche ISblue, porteur UBO / Graduate School, project coordinator: University of West Brittany</p> <p>CO-HY-B, PIA Hybridation des formations de l'enseignement supérieur, porteur UBO / CO-HY-B, PIA Hybridization of higher education, project coordinator: University of West Brittany</p> <p>Handicap Innovation Territoire (HIT) projet national « Territoires d'Innovation », porteur Lorient Agglo / Handicap Innovation Territory (HIT), national project "Innovation Territory", project coordinator: Lorient Municipality</p> <p>La flexibilité énergétique et les données, projet national « Territoires d'Innovation », porteur Morbihan Energie / Energy flexibility and data, national project "Innovation Territory", project coordinator: Morbihan Energie</p> <p>FORMAFLEX - Parcours flexibles en Licence, porteur UBO / Flexible paths in undergraduate education, project coordinator: University of West Brittany</p>		
Ce projet s'inscrit-il dans le cadre d'une Initiative d'excellence labellisée IdEx ou ISITE ? Si oui, laquelle	Non		



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / *Submission form*

List of partner institutions / Liste des institutions partenaires

Name of the research organisations / Nom des organismes de recherche	Legal status / Statut
Centre National de la Recherche Scientifique (CNRS)	Etablissement Public à caractère scientifique et technologique (EPST)
Institut Français de Recherche pour l'Exploitation de la Mer (IFREMER)	Établissement public à caractère industriel et commercial (EPIC)
Name of the institutions of higher education and research / Nom des établissements d'enseignement supérieur et de recherche	Legal status / Statut
Name of the Clinical Entity / Nom des établissements hospitaliers (services, unités...)	Legal status / Statut
Name of secondary schools / Nom des établissements d'enseignement secondaire	Legal status / Statut
Other partners (Companies, Start-up, Associations, etc.) / Autres partenaires (Industries, Entreprises, Start-up, Associations, etc.)	Field(s) of activity / Secteur(s) d'activité



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / Submission form

Sommaire / Table of contents

RESUME / SUMMARY	6
CONTEXTE ET POSITIONNEMENT DU PROJET / CONTEXT AND SCOPE OF THE PROJECT	9
<i>Territorial characteristics</i>	9
<i>A university embedded in its territory</i>	10
<i>Addressing our main challenges</i>	12
<i>Embracing our identity as a university of applied sciences</i>	13
DESCRIPTION DU PROJET / PROJECT DESCRIPTION	14
<i>The contribution of UNITE to foster a cultural change in UBS</i>	15
<i>The coherence of UNITE with our international strategy</i>	16
2.1 <i>Ambition 1: Detect territorial needs and opportunities</i>	16
<i>Aims and expected transformation</i>	16
<i>Assessment: what we have already done, and what we are missing</i>	17
<i>Success conditions</i>	18
<i>Building block 1.1: InnoCampus - 3 thematic Innovation Campuses</i>	18
<i>Intended achievements and transformative impact</i>	19
2.2 <i>Ambition 2: Respond to territorial needs and opportunities through innovation, R&D, teaching and training</i>	20
<i>Aims and expected transformation</i>	20
<i>Assessment: what we have already achieved, and what we are missing</i>	20
<i>Success conditions</i>	20
<i>Building block 2.1: Innovation Team</i>	20
<i>Intended achievements and transformative impact</i>	21
<i>Building block 2.2: UBS Transfer - Private subsidiary</i>	22
<i>Intended achievements and transformative impact</i>	23
<i>Building block 2.3: Students' success, professional integration and innovative evolution of our teaching</i>	23
<i>Assessment: what we have already realised, and what we are missing</i>	23
<i>Success conditions</i>	24
<i>Intended achievements and transformative impact</i>	25
2.3 <i>Roadmap, milestones and main indicators for the UNITE project</i>	26
PILOTAGE ET PARTENARIAT / MANAGEMENT FRAMEWORK	27



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / Submission form

<i>An adapted steering and governance to serve our vision</i>	27
<i>Ensuring an effective quality management</i>	30
<i>Communication and Accountability</i>	31
JUSTIFICATION DES MOYENS DEMANDÉS / FUNDING JUSTIFICATION	31
<i>Details of the funding requested through UNITE</i>	31
<i>Overview of the cost and of the requested funding for the UNITE project</i>	31
<i>Business model of UNITE</i>	32



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (EXCELLENCES)

UNITE

Document de soumission / Submission form

RESUME / SUMMARY

Abstract - English version (max. 4000 characters)

Université de Bretagne Sud is a multi-campus university in the Morbihan that sits between the two major university poles in Bretagne: Brest and Rennes. Born in 1995 from 2 technological institutes and a law school implanted by these two universities in the 70's, from our inception we aim to offer students an education oriented to territorial dynamics, with the aim of fostering professional integration. Each of the three sites where we are implanted has its own economic specificities: Lorient mostly develops its economy around its 5 ports and naval sector, in Pontivy the agricultural and agri-food sector represents 75% of employment, whereas the information and communication technologies are a major asset in the economy of Vannes, with 250 companies in this sector, especially in the domain of cybersecurity.

Each of our campuses has developed a specific identity, in line with the characteristics of its territory, relying on their research and teaching activities. We want now to capitalize on these differences to forge a common identity for our university and create a full-blown institutional strategy turned to innovation to serve our territory.

To do this, we need to put in place an effective feedback loop with our territory, through which we will be able to 1. identify the territorial needs in terms of scientific/technological expertise and competences, and 2. provide an adequate response, by relying on our missions as a university. This will be the signature of our common identity: a university embedded in our territory, open to the dynamics of innovation and that prepares our community (our students, teachers, and society) for future challenges. This is the transformation that we want to foster with our UNITE (UNiversity for Innovation in our TERRitories) project.

Our first ambition (*capturing territorial need and opportunities*) will be addressed by creating innovation interfaces (Innovation Campuses - InnoCampuses) where researchers, students, industrial and public partners will gather for collaborative R&D projects and networking events. In addition, to foster strategic collaborations, we will involve external stakeholders in the steering of the UNITE project as well as in the steering of our overarching institutional strategy.

Our second ambition (*provide an adequate response to territorial needs and opportunities*) will be addressed through two complementary solutions:

1. The creation of a private subsidiary, fostering our ability to respond rapidly and adequately to our partners' needs; and the creation of an Innovation Team, which will specifically develop innovation-oriented scientific projects.
2. Support students in their professional development by boosting our services to orientation, both to select their educational path, and to transition to the job market. For this, we will also raise awareness among them about entrepreneurship by means of training, mentoring and networking with our industrial partners. We will develop education programmes aligned with the demands of territorial socio-economic stakeholders. To support our teaching staff to transform their pedagogy



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / *Submission form*

and to provide the competences and know-how requested by our socio-economic fabric, we will develop an observatory of competences and consolidate our pedagogical engineering services. The produced pedagogical content will focus at first on the three main themes of the InnoCampuses, thus providing additional thrust to their dynamics.

By seizing the opportunity offered by ExcellencES, within 10 years, we aim to embody a new type of university, turned to innovation, for which the main reference landscape is territorial and national, unlike research-intensive universities. By differentiating ourselves within the regional and national HERI system, we plan to become internationally visible by cooperating with similar universities at the European level.

Résumé en français (max. 4000 caractères)

L'Université de Bretagne Sud (UBS) est une université multi-campus du Morbihan située entre les deux grands pôles universitaires de Bretagne, Brest et Rennes. Née en 1995 autour d'instituts technologiques et une école de droit implantés par ces deux universités dans les années 70, l'UBS offre aux étudiants depuis sa création des formations orientées vers les dynamiques territoriales, afin de favoriser l'insertion professionnelle. Chaque site se distingue par son tissu économique : Lorient se développe majoritairement autour de ses 5 ports et du secteur naval, à Pontivy le secteur agricole et agroalimentaire représente 75% des emplois, tandis que les technologies de l'information et de la communication (250 entreprises actives à Vannes) et plus spécifiquement la cybersécurité sont des atouts majeurs de l'économie vannetaise.

Chacun de nos campus a développé une identité spécifique en lien avec les caractéristiques du territoire, en s'appuyant sur ses activités de recherche et d'enseignement. Capitalisant sur ces spécificités, nous voulons approfondir nos actions d'innovation au service de nos territoires, et en faire le fil conducteur majeur de notre stratégie institutionnelle.

Pour ce faire, nous proposons de créer une boucle de rétroaction efficace avec nos territoires, pour 1. identifier les besoins des acteurs en termes d'expertise et de compétences scientifiques/technologiques, et 2. apporter des réponses adéquates, en nous appuyant sur nos forces en tant qu'université. Nous construirons ainsi une identité singulière, celle d'une université ancrée dans notre territoire, réceptive à l'innovation et qui prépare sa communauté (étudiants, enseignants et la société) aux défis d'aujourd'hui et de demain. C'est la transformation visée avec notre projet UNITE (UNiversité d'Innovation en TErritoires).

Notre première ambition (*capter les besoins et les opportunités du territoire*) sera abordée en créant des interfaces d'innovation, les InnoCampus, où les chercheurs, les étudiants, les partenaires industriels et publics se mobiliseront autour de projets de R&D collaboratifs et d'événements de mise en réseau. Pour favoriser la collaboration stratégique, nous impliquerons des partenaires externes dans le pilotage du projet UNITE et dans le pilotage stratégique de notre établissement.



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / Submission form

Notre deuxième ambition (*apporter une réponse adéquate aux besoins et aux opportunités du territoire*) sera traitée par deux solutions complémentaires :

1. La création d'une filiale, qui renforcera notre capacité et notre agilité à répondre rapidement et pertinemment aux besoins de nos partenaires ; et la création d'une Équipe pour l'Innovation, visant développer des projets collaboratifs en sciences appliquées entre nos chercheurs et des partenaires externes.
2. Le renforcement de nos services d'orientation (entrante et sortante) et d'insertion professionnelle, pour soutenir le développement professionnel des étudiants. Pour cela, nous intensifierons la sensibilisation à l'entrepreneuriat étudiant à travers des formations spécifiques, du mentorat et de la mise en réseau avec nos partenaires industriels. Nous accompagnerons aussi les professionnels déjà actifs en proposant des offres de formation continue adaptées aux demandes des acteurs du milieu socio-économique. Pour accompagner nos enseignants dans l'adéquation des contenus et méthodes pédagogiques, nous nous appuierons sur un observatoire des compétences et sur des services d'ingénierie pédagogique renforcés. Au début, ces contenus pédagogiques se développeront autour des 3 thèmes principaux des InnoCampus, donnant ainsi un élan supplémentaire à leur dynamique.

L'opportunité offerte par ExcellencES, nous permettra d'incarner, d'ici 10 ans, un nouveau type d'université, résolument tournée vers l'innovation et alternatif aux universités de recherche intensive, qui, à partir de projets co-construits avec les partenaires territoriaux, entend développer son attractivité à l'échelle nationale et internationale.



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (EXCELLENCES)

UNITE

Document de soumission / Submission form

1 CONTEXTE ET POSITIONNEMENT DU PROJET / CONTEXT AND SCOPE OF THE PROJECT

Université de Bretagne Sud (UBS) is a comprehensive university with 12000 students in three main campuses (Vannes, Lorient and Pontivy) distributed throughout the Morbihan *département* at the north-western extremity of France. It was born in 1995 following the merger of two technological institutes (*Institut Universitaire de Technologie* - IUT) in Vannes and Lorient and of a law school in Vannes, and that were previously part of the University of Rennes and the University of Brest.

The university was created to answer three major priorities:

- provide access to higher education for local students,
- answer the socio-economic need for well-trained professional graduates, and
- develop technology transfer and innovation within our territory.

In this we have been very successful over the last 25 years, as we will underline in this first section, however we still face a number of challenges linked to *i.* the distributed nature of our university, *ii.* the need to combine the capacity to provide a comprehensive education with a sufficient level of specialisation to serve local socio-economic needs, *iii.* the disconnect between national evaluation frameworks for academic staff and actual territorial needs.

Our proposal **UNITE** (*UNiversité d'Innovation en Territoires* or UNiversity for Innovation in our Territories) focuses on better answering the socio-economic needs of our territory whilst reinforcing both our common identity as the University of Bretagne Sud and the specificities of each campus. In doing so, we aim to address our key challenges and to propose possible models for universities such as ours, that fulfill a key territorial role but will never be visible in international rankings.

TERRITORIAL CHARACTERISTICS

The Brittany region is assessed to be a strong innovator¹ at the European level, in particular in diverse economic sectors with 5 clusters of research laboratories and private enterprises centred around specific topics².

The Morbihan is a semi rural *département* with three main urban clusters around Vannes, Lorient and Pontivy but no major metropolitan area. In Vannes, economic activity is centred around information technology and communication, with about 250 companies mostly specialized in software publishing and e-commerce³. The economy in Lorient is strongly linked to its 5 ports, which represent 12% of local employment, and comprises sectors such as naval industry, logistics, food-processing and fisheries with the presence of important enterprises (e.g. Naval Group, Piriou, Coriolis, Nautix, etc.). Finally, the urban area of Pontivy thrives around food production and processing, with firms such as

¹ Regional Innovation Scoreboard, 2021, doi:10.2873/674111

² The technological poles in Brittany are: EMC2 (Production technologies), iDforCAR (vehicles and mobility sector), Images et réseaux (telecommunication technologies), *Pôle Mer Atlantique* (Marine security, industry, energy, environment, and port logistics), Valorial (agri-food).

³ <https://www.lemondeinformatique.fr/actualites/lire-le-morbihan-terre-d-accueil-des-start-ups-de-cybersecurite-77880.html>



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (EXCELLENCES)

Document de soumission / Submission form

Atelier du Gout and Lactalis, the second largest dairy products group in the world, and the agroindustry employing 30% of the private sector⁴.

Access to higher education is a key challenge for the region⁵: while the rates of success at the baccalaureate are excellent, compared to the national results (Morbihan 92,7% vs. 91,9% in Brittany and 91,1% at a national level⁶), access to higher education remains at a relatively low level (Brittany 73,2% vs. France 74,3%⁷). This issue, combined with the phenomenon of brain drain⁸ and with difficulties in attracting and training the necessary profiles for the key economic areas, constitutes a major challenge for the HE institutions in our territory.

The need to expand access to higher education at all degree levels and to educate professionals that can serve territorial development in these specific sectors of the economy are two pivotal elements that have driven the evolution of our university from its inception. As presented in the next sections, this has been complemented by the development of R&D partnerships and technological platforms servicing and in collaboration with industry and local administrations, engaging with innovation and development needs and opportunities of our territory.

A UNIVERSITY EMBEDDED IN ITS TERRITORY

Our educational profile reflects our territory with a far higher percentage of students in professional degrees than in most French universities (20% of our students are enrolled in 2-year technology degrees and we have 50 cooperative education programmes with local companies) and a strong focus on initiatives such as sectoral job clusters (with 3 *Campus des Métiers et des Qualifications*: “Brittany Food Industry”, “Sea Industries in Brittany” and “Campus E.S.P.R.I.T. Industries” (electronics, energy logistics and purchasing). We are particularly proud of the success rate of our undergraduate students (49.5%, 7 points higher than the national average⁹) and their professional integration (in 2017, 92% of our students in professional degrees found a job within 30 months since the diploma, 89% within 18 months¹⁰). 48% of students carry out an internship in local enterprises, and 49% of our students successfully manage to find a job in the region¹¹.

We have a strong emphasis on applied fields that do not necessarily lead to publications in indexed journals, so the bibliometric profile of our research needs to be interpreted with care. This said,

⁴ <https://pontivyco.theplacetobe.bzh/industrie-agro-alimentaire/>

⁵ STRATER, Territorial diagnostic for Brittany / *Diagnostic Territorial Bretagne*, Décembre 2020. MESRI, available at the link: https://www.enseignementsup-recherche.gouv.fr/sites/default/files/content_migration/document/BRETAGNE_STRATER_2020_1363803.pdf

⁶ Data for 2019, INSEE, https://www.insee.fr/fr/statistiques/2012792#tableau-TCRD_071_tab1_départements

⁷ STRATER, Territorial diagnostic for Brittany / *Diagnostic Territorial Bretagne*, Décembre 2020. MESRI, page 35.

⁸ *Ibid.*, page 9

⁹ *Ibid.*, page 50.

¹⁰ Survey of our internal university service for information, orientation and professional integration (SUIOIP, in French *Service Universitaire d'Information, d'Orientation et de l'Insertion Professionnelle*) for the national study piloted by the French Ministry of Higher Education Research and Innovation (MESRI).

¹¹ <https://www.actus.univ-ubs.fr/fr/index/articles-chroniques/service-communication/l-ubs-acteur-de-poids-da ns-l-economie-du-morbihan.html>

compared to France, we are specialised in fields that are well aligned with the needs of our local economic ecosystem such as Computer Science, Engineering and Material Sciences¹² (Figure 1)¹³.

The distribution of our publications connected to the Sustainable Development Goals (SDGs), with respect to France, is also representative of our university's identity, and well aligned with the regional smart specialisation strategy (S3¹⁴; cf. Annexe)¹⁵, with particular strengths in Industry, Innovation and Infrastructures (SDG 9), Affordable and Clean Energy (SDG 7), Life Below Water (SDG 14), Quality Education (SDG 4) and Sustainable Cities and Communities (SDG 11)¹⁶.

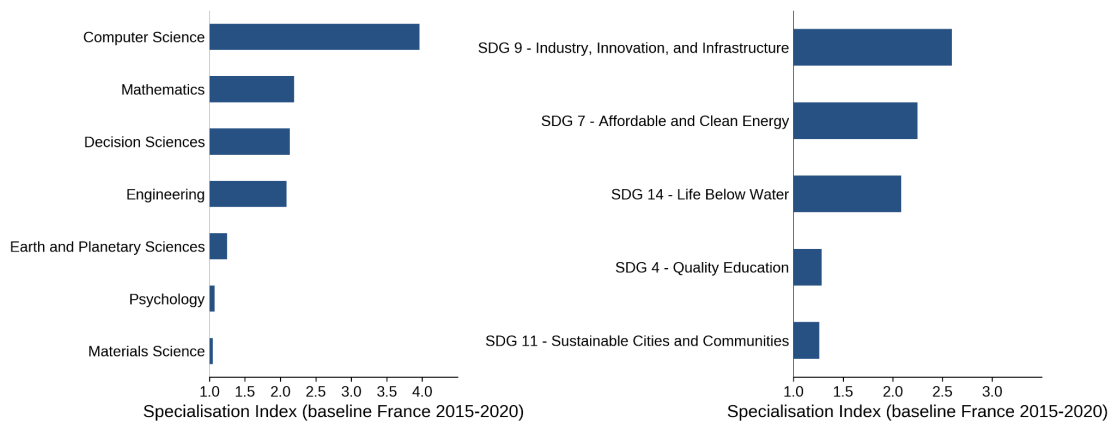


Figure 1. The bibliometric areas (left panel) and Sustainable Development Goals (SDGs) in which UBS is more specialised than France (Specialisation Index greater than 1)¹⁷.

In the last five years, collaborative research projects have increased by 300% (2017: 454K€ - 2021: 1401K€). Around 60% of our total turnover (€6.5 million per year on average in the last 5 years) is generated by collaborations with Breton innovative small-medium enterprises (SMEs) and very small enterprises (VSEs), complemented by projects with large national enterprises and multinational corporations active in the region (such as Coriolis, Naval Group, Thales, Sopra, Orange). These activities rely on 3 technological platforms, designed together with local governments, who also supported them financially up to 50% (details are provided in § 2.1).

These collaborative research projects are further supported by our 2 competitive *Territoires d'Innovation de Grande Ambition (TIGA)* projects to foster the emergence of new economic models of territorial development: one with the urban area of Lorient (14M€) in which we develop technological solutions to improve the quality of life of people with disabilities, and a second one in collaboration with the department of Morbihan focussing on sustainable energy (9,4M€).

¹² These are also the fields where we publish most with 21,5% of our articles in Engineering, 15,2% in Computer Science and 12,5% in Material Sciences in the last 5 years (2017-2021), [data Scopus](#).

¹³ cf. Annexe 2 for the full list of bibliometric areas.

¹⁴ In particular with the following Strategic innovation areas/*Domaines d'innovation stratégique* of the S3: Maritime economy for blue growth, Food economy for good eating for all, Secure and responsible digital economy, Industrial economics for smart production.

¹⁵ https://www.bretagne.bzh/app/uploads/20_DIRECO_SIS_01_S3-b.pdf

¹⁶ cf. Annexe 3 for the full list of SDGs.

¹⁷ Source of the data: Scopus (Elsevier). Details on the analysis method are provided in the Annexe.



To further foster the co-construction of research and educational projects with the enterprises and local communities, UBS created in 2009 a university foundation. The Foundation¹⁸ supports innovation activities through joint research chairs with public and private partners. It supports students' professional integration by signing sponsorship agreements with enterprises that follow and mentor students' cohorts throughout their educational path. Finally, UBS foundation also organises networking events to promote university activities to professionals.

ADDRESSING OUR MAIN CHALLENGES

Maintaining and further developing this alignment between the university and our territory is however a major challenge.

First, UBS is a **multi-campus university**, where each site is situated in a different town and has developed over the years a distinctive identity. Such universities are usually united around a larger central campus, as is the case for Penn State, or thematically specialised, as in the case for the Swiss Universities of Applied Sciences. When the different campuses are both of similar size and cover the same range of disciplinary fields, as is the case at UBS, costs tend to be higher and organisational difficulties are often considerable, leading many specialists to suggest that such universities require specific funding models¹⁹. To take a simple example, all official offices are duplicated between the campuses of Lorient and Vannes, with the President and her team expected to share their time between all three campuses.

To succeed in the long term we need to reinforce our shared identity, in which our communities (students, alumni, faculties and external stakeholders) can identify, while allowing sufficient room for each site to develop its own specificity. This is the reason for which we have chosen a strong concept - **innovation**, as declined in our innovation campuses, or InnoCampuses - which can both provide a distinctive identity to the university and enable each campus to focus on the specific needs of its local ecosystem. We present in § 2.1 how our InnoCampuses will contribute to address this challenge.

The **second challenge** is one faced by all **small universities whose mission implies providing a comprehensive education that answers the needs of both local students who may continue their studies in a wide range of fields elsewhere and of students who need professional skills** to join the job market after graduation. This requires recruiting academic staff specialised in a wide range of fields and is not easily compatible with a strategy to specialise research in one field in order to gain international visibility²⁰.

This is why, rather than further develop a given research profile, we have chosen to **focus on strengthening our R&D and innovation profile in relation to territorial needs**. This is the role of the three building blocks (presented in § 2.2) related to the InnoCampuses and focused on the needs of

¹⁸ <https://www-fondation.univ-ubs.fr/fr/index.html>

¹⁹ Scott, Geoff & Grebennikov, Leonid & Johnston, Kim. (2007). Study of Australian Multi-Campus Universities. *Journal of Institutional Research*. 13.

²⁰ Exceptions exist, of course, but they are linked to other factors. For example, the University of La Rochelle has specialised on Smart Urban Coastal Sustainability but this has only been possible thanks to the existence of important CNRS labs that have been located in La Rochelle since before the creation of the university.



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

Document de soumission / *Submission form*

our students and economic partners, which will enable us to better anticipate opportunities and challenges for our territory, by also connecting to the wider knowledge and innovation networks in Europe and beyond.

This is how we understand and aim to develop excellence at UBS, which leads to the **third challenge**, which is a more systemic one, linked to **the perceived prestige of different missions within our higher education and research system**. This translates into our researchers not being properly incentivised and rewarded for their innovation-oriented activities, our R&D technicians and engineers, who guarantee the delivery of technological maturation and industry collaboration projects and services, being subject to temporary contracts, without proper access to training and career development, as our strategic ambition should provide.

Addressing this challenge requires a **change of mentality that UNITE will facilitate**, as detailed below.

EMBRACING OUR IDENTITY AS A UNIVERSITY OF APPLIED SCIENCES

Over the last 15 years, the French system of higher education and research has undergone a series of major institutional changes driven by the need to create world-class research intensive universities. This process has been remarkably successful with 3 French universities now ranked in the world's top 50 by Shanghai.

In Brittany, however, all attempts to create large federative universities such as the European University of Bretagne (UEB, 2007-2016) and the Université Bretagne-Loire (UBL, 2016-2020), of which we were part alongside 26 other universities and higher education institutions, failed. This failure is clearly linked to the very diverse missions of the institutions concerned and by the contexts that characterise each territory. For example, Université de Bretagne Occidentale (UBO), thanks to the scientific excellence of its laboratories and the proximity to a favourable research ecosystem (the presence of the headquarters of the national institute for oceanography - IFREMER) could legitimately claim to become the main European university in the field of oceanography; whereas the institutions in Rennes, the 8th French university city, could merge and create an internationally recognised comprehensive university²¹. However neither of these transformations would make sense for UBS because our territory can not support and does not need such an institution.

In this sense, it was particularly interesting for us to look at other contexts such as Australia where attempts to merge smaller territorial campuses within world-class universities have since been reversed, often on the demand of the local companies and authorities who soon realised that their campus would never be a priority for a research intensive university²².

These examples have confirmed us in our **conviction that UBS should focus even more intensely on our territorial mission**. Contemporary higher education and research systems need a **diversified set**

²¹ <http://www.univ-rennes.fr/signature-cct-unir/>

²² An excellent example of this are peripheral campuses such as Gippsland which were initially integrated into Monash University (ranked in the world top 100) before being demerged and joining a multicampus territorially focused university called Federation University (and not ranked). W.B. Lacy, G. Croucher, A. Brett, R. Mueller, *Australian Universities at a Crossroads: Insights from Their Leaders and Implications for the Future*, CSHE Melbourne & CSHE Berkeley, 2017.



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / *Submission form*

of institutional profiles to satisfy societal needs: some institutions focusing on the production of cutting-edge academic research, other institutions focusing on education, others focusing on applied sciences and knowledge and technology transfer.

In many countries, different priorities are epitomized by how institutions are named. For example, in Germany, Universities are research intensive institutions, while the *Fachhochschulen* focus on professional and technical education and applied research. The same distinction also existed in the United Kingdom (before the Further and Higher Education Act of 1992), where institutions called Universities focused on academic excellence, whereas Polytechnics focussed on teaching for professional practice. It is true of most nordic and anglo-saxon countries.

We will maintain a strong research profile because research keeps us at the cutting edge of innovation and enables us to connect our territory to the world, and because a research focus helps us train a generation that will need to adapt constantly.

But as a deeply embedded local university we are proud to be closer in profile to a *fachhochschule* than a research intensive university. We are proud that our researchers embrace the innovation needs of companies and that a large number of our students find a job and stimulate the regional economic ecosystem thanks to the teaching and training we provide.

Such a transformation is only possible through a comprehensive and ambitious institutional strategy, for which a dedicated support is necessary: the UNITE project will be a key step to embrace the profile of a university oriented towards innovation and applied research, thus allowing us to reinforce our identity and better fulfil our mission.

2 DESCRIPTION DU PROJET / *PROJECT DESCRIPTION*

We have a vision: creating a **UNiversity for Innovation** in our **Territory (UNITE; or *UNiversité d'Innovation en Territoires* in French)**, which will be able to capture and answer territorial needs and new opportunities. To this end, our project consists of three complementary building blocks:

1. Detect latent territorial needs and new opportunities by creating interfaces with the stakeholders around us, the **Innovation Campuses (InnoCampuses)**;
2. **Respond to the identified needs and opportunities in an innovative way**, by:
 - a. contributing with our knowledge to foster collaborative projects with external stakeholders, and providing expert solutions oriented to Knowledge and Technology Transfer, through two new functional structures: the **Innovation Team** and the **Private Subsidiary (UBS Transfer)**;
 - b. supporting our students in their professional integration through the creation of a dedicated **Service for the students' success and professional integration** (in French, *Service d'Ingénierie pour la Réussite & l'Insertion Professionnelle- SIRIP*) and **supporting our teachers to align the pedagogical methods and educational content** to rapidly evolving requests of our territory.

The relationship between our ambitions and the main building blocks of the UNITE project is presented in Figure 2.

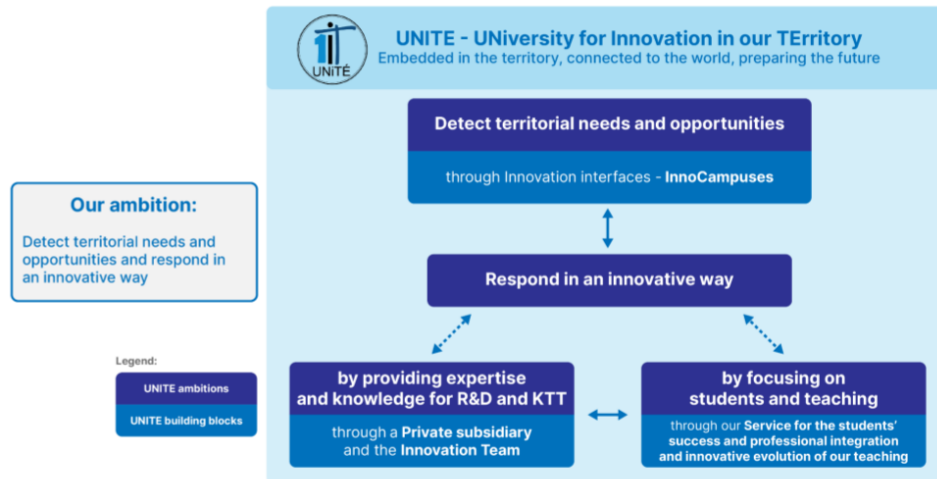


Figure 2. The main ambitions and building blocks of UNITE

THE CONTRIBUTION OF UNITE TO FOSTER A CULTURAL CHANGE IN UBS

A key element for the overall success of our project is to **start and foster a cultural change** within our institution, **oriented towards innovation and “building bridges” with external communities** by means of our competences.

Such a transformation requires a significant amount of time, external support to be sustained, and accepting that results are likely to be only visible in the mid-term.

Given our ambition, it will take time:

- to develop and scale up collaborations with partners, because **trust, and institutional (not only individual) relationships have to be built;**
- to develop **inside-out** (science to application) **transfer**, since the market (licensee companies, VC investors) has to trust that UBS is transferring high quality assets.

On the other side, once put in place, **such transformation will also lead to a virtuous circle**: good business brings more and better business, innovators can grow and fund their structure or their team of like-minded "academic entrepreneurs" (in research, in teaching, in partnership and in competence exchange). This means that the more “value” you bring in and the more exchanges you foster, the more the internal mindset of the university changes, and the cultural change accelerates.

Apart from time, such a transformation of a university’s mindset also requires external support (funding, but also targeted policies) to balance the urgency of teaching and research obligations. In this sense, the ExcellencES call for projects and its “experimental” approach is key to support a much needed evolution.



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / *Submission form*

A strong, long-term identity-changing strategy is necessary to advance and care for all these factors (time consistency, balancing internal tensions and external lobbying). It will be necessary to go beyond the current academic recruitment methods and to make use of our autonomy to target the recruitment of researchers and professors towards innovation. It will also be necessary, through an incentive compensation policy, to further recognize the involvement of staff in the actions of the UNITE project. To this aim, we will foster a transformation of our internal evaluation and recruitment processes and a structural evolution (details are presented in § 2.2), that will facilitate a change of mentality across our university.

The coherence of UNITE with our international strategy

Through the Memorandum of Agreement signed last August with 3 Irish universities (Cork, Limerick and Galway) and our European University Alliance project, “eMERGE”, we intend to formalise the operational connections we have with universities that share our same missions and ambitions²³. One of the main work packages (“Knowledge co-creation”) of eMERGE aims to create an active eco-system for emergence of public-private-community partnerships in R&I. Should it be selected, the project will contribute to the definition of ways to ensure involvement of all actors through collaborative activities, provide for good communication of knowledge among the stakeholders (university, industry, government and civil society) to ensure sustainability in research, development and innovations. Our internationalisation strategy supports the promotion of our model of university, “**embedded in its territory but connected to the World**”, abroad.

2.1 AMBITION 1: DETECT TERRITORIAL NEEDS AND OPPORTUNITIES

Aims and expected transformation

The first ambition of our project is to detect needs and opportunities in our territory, to better adapt and align our contribution, in terms of knowledge production and transfer, as well as of our teaching offer and placement. To this end, we will create innovation interfaces, InnoCampuses, centred around three key themes that currently characterise each site in which our university is present: port and naval industry in Lorient, Agrifood in Pontivy, and Cyber Security in Vannes. These InnoCampuses will combine technological platforms and third spaces²⁴, and host a range of activities from research to R&D support, from courses to networking events contributing to the attractiveness of our territory, both nationally and internationally, for public and private researchers, external organisations (notably companies) and professionals.

These interfaces will create an identifiable space where researchers, students, public and private stakeholders will be able to work together on common projects and foster interactions for new

²³University of Limerick (Ireland), Université Rennes 2 (France), Europa-Universität Flensburg (Germany), Inland Norway University of Applied Sciences (Norway), Univerzita Mateja Bela v Banskej Bystrici (Slovakia), University of Burgos (Spain), Neapolis University Pafos (Cyprus).

²⁴Third place is a concept introduced by the sociologist Ray Oldenburg (*The Great Good Place*, 1989) and that is defined as a place that is outside home (first space) and work (second space) where people gather and interact. In this proposal, we use the term third space to refer to fully equipped physical spaces that allow diverse stakeholders to meet and work together, in particular economic actors, researchers and teachers.



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / Submission form

collaborative dynamics. **InnoCampuses will be physical spaces** gathering technological platforms, spaces for teaching and research, and third spaces (in either one building or multiple contiguous ones). **They will be the visible face of our identity:** an institution not only embedded but open to its territory.

The openness to the external world will ensure that we will always be attentive to seize new opportunities, avoiding being trapped into specialisations that may no longer correspond to the territorial context. This implies that the thematisation of the InnoCampuses mentioned above constitutes the starting point, but might evolve to include other topics or challenges relevant for our territory. The creation of these innovation campuses will thus differentiate our approach to innovation from those of research-intensive universities that, having a more global research-driven outlook, tend to be more disconnected from their immediate surroundings and more dependent on the existing research specialisation of their staff.

Assessment: what we have already done, and what we are missing

Our university has been developing R&D projects with different stakeholders of our territory thanks to the activities of our labs (IRDL, Lab-STICC and LBCM²⁵) and two newly created ANR LabCom²⁶ particularly active in the sectors of innovative materials, used for example in shipbuilding and boating, agriculture and agri-food and cyber security. These projects rely on technological platforms present in the cities where our campuses are located: **ComposiTIC**, created in 2014 in Ploemeur (in the urban area of Lorient), a public-private laboratory focussing on material science and in particular on additive fabrication of innovative materials, **Prodiabio**, in Pontivy, focused on bio-processes and gathering 3 local technical highschoools and revolving around food processing, and the **Cyber Security Centre**, created in 2015: focused on cyber security, it carries out academic research, professional training for enterprises and education. The decision to build these thematic platforms was taken together with the local governments and city councils, who co-financed their construction.

Another planned territorial-oriented action is the "Port-Lab" experimental platform, that will be deployed in the port of Lorient in 2023 thanks to funding from the State-Region planning contracts (*Contrats de plan État-Région - CPER*). Such action will further strengthen the collaboration with scientific partners in territory, such as the French Research Institute for Exploitation of the Sea (*Institut Français de Recherche pour l'Exploitation de la Mer*) - IFREMER.

Effective territorial collaborations with public and private partners also include the creation of tailored educational offers, for example in the domain of cybersecurity. Joint investments by UBS and our partners have enabled a tenfold increase of our staff in this domain and a substantial growth of the educational offer²⁷. The increased educational offer is mirrored by the steady yearly increase in

²⁵ IRDL: Research institute Dupuy De Lôme, Lab-STICC: Laboratory in Sciences et Techniques for Information, Communication and Knowledge; LBCM: Laboratory for Biotechnology and Marine Chemistry.

²⁶ ANR LabCom are joint laboratories between a research laboratory and Small Medium Enterprise or an intermediate-sized enterprise.

²⁷ Today our educational offer in cybersecurity totals: 2 engineering degrees, 2 masters (including 1 Erasmus Mundus coordinated by UBS), 1 international double master degree (with USEK in Lebanon) and another one opening in the fall 2022 (with Qatar University), 2 university diplomas, or DUs (2-year professional diplomas)



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / *Submission form*

the number of students, especially in the 2 engineering degrees where it has doubled in the last two years.

Despite the existence of technological platforms and their associated services, we are currently unable to cover all the needs of our territorial stakeholders. We need to expand our technical infrastructures and enhance their access to external stakeholders, to cater for the required solutions and attract new partners and opportunities. Improving the access to our platforms and services will pave the way to more dynamic interactions potentially leading to shared research agendas. Another limiting factor is the currently limited involvement of stakeholders into the strategic processes of our university. We present how we plan to address this challenge in § 3.

Success conditions

Opening our spaces to external actors and facilitating exchanges with them through scientific animation are the prerequisites for our university to foster territorial development. To this aim, we identified the following necessary conditions for InnoCampuses to succeed:

- Availability of state-of-the-art platforms aligned with the technical needs of our researchers and partners;
- Access to shared spaces where stakeholders can gather, plan and develop collaborative projects;
- Presence of scientific animation, such as on-site research activities, conferences, workshops, and training, that attracts and enables fruitful exchanges between stakeholders;
- Inclusion of external partners in strategic InnoCampuses activities.

We present in the following section how we plan to ensure that these conditions are met.

Building block 1.1: InnoCampus - 3 thematic Innovation Campuses

Over the past two years, we have engaged in discussions with local authorities (the region, the department, and the municipalities of Lorient, Vannes and Pontivy) to develop target responses to foster innovation dynamics. These discussions led to the decision of creating three new technological platforms, in addition to the existing ones presented above (cf. § *Assessment: what we have already realised, and what we are missing*). These **new platforms** will focus on: **innovative materials** (CompositIC 2) and **hydrogen-generated energy** both in Lorient, a digital centre in Vannes, and the extension of the already existing platform **Prodiabio** in Pontivy. The construction of these new platforms will be co-financed by UBS and local authorities and will reinforce our offer of technical infrastructures, thus boosting the thematic specialization and visibility on each site, which are: *i.* Agriculture and food-processing sectors in Pontivy; *ii.* Port, boating and naval industry sectors in Lorient; and *iii.* Cyber security & data science sectors in Vannes.

The platforms will be placed **close to already existing ones and in proximity to university campuses** (cf. Annexe 1). They will be flanked by the creation of third spaces that will include co-working spaces

designed to meet the needs of the French Army Cyber Command and the police forces, and 1 professional bachelor (1 year diploma with direct professional employment).



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / *Submission form*

hosting researchers, students and external stakeholders, halls and training rooms. In these spaces, we will organise activities to foster interactions and exchanges between our communities (staff and students) and external stakeholders, partners and interested parties²⁸. Activities and networking opportunities will also be organised by the UBS foundation. Finally, on-site research activities carried out by the newly created Innovation Team (cf. *Building Block 2.1*) will foster scientific animation.

The heads of each InnoCampus will be responsible for seizing emerging opportunities and connecting with new partners. This is why they will be selected based on their deep thematic knowledge and their outstanding business development capacities. They will also report to the Operational Committee for Innovation (cf. § 3) on the development of each site to detect and isolate good practices that are transferable across sites and those which should be modified and adapted.

Intended achievements and transformative impact

Through the InnoCampus, in ten years, we expect to achieve (see the detailed *Roadmap, milestones and main indicators for the UNITE project* in § 2.3 and in the Annexe):

- The definition of territorial, sectorial and challenge-oriented transformation roadmaps with the key stakeholders in the territory and beyond, at the national and international level;
- Nationally acknowledged quality labels for the new technological platforms;
- An increase in the participation to thematic training courses and workshops on each InnoCampus, co-designed with public and private stakeholders, where at least 50% of participants are from the socio-economic sector;
- An up-to-date mapping of main strategic partners (current and potential);
- An up-to-date mapping of UBS's R&D partnerships in the 3 territories, in particular with innovative SMEs and VSEs;
- Good practices developed within the InnoCampuses are recognised at the international level.

Funding request - Building block 1.1: InnoCampus - 3 thematic Innovation Campuses

InnoCampus: 3 technological platforms	1,800,000 €
InnoCampus: 3 third spaces	1,350,000 €
InnoCampus: Human Resources	2,562,830 €
InnoCampus: Operating costs	370,000 €
Total (management fees excluded)	6,082,830 €

²⁸ For example, student projects, hands-on lectures, training activities for professionals, round tables, exhibitions, networking activities, R&D seminars, but also visits to the technological platforms to showcase the equipment to potential partners. See *Building Block 2.3* for a more detailed description of these initiatives.



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / *Submission form*

2.2 AMBITION 2: RESPOND TO TERRITORIAL NEEDS AND OPPORTUNITIES THROUGH INNOVATION, R&D, TEACHING AND TRAINING

Aims and expected transformation

Our second ambition is to answer the territorial needs and opportunities, detected through increased interactions with stakeholders, **in an innovative, adaptive and suitable way**. As a university, hence as producers of knowledge, we will implement these responses **through two main channels**:

- **by providing expert knowledge and solutions to our partners** (cf. § *Building Blocks 2.1 Innovation Team* and § *2.2 UBS Transfer*) and
- **by supporting our learning and teaching communities to develop the competences and know-hows that our territory need** (cf. § *Building Block 2.3 - Students' success, professional integration and innovative evolution of our teaching*).

Assessment: what we have already achieved, and what we are missing

As presented in § 1, our research laboratories (IRDL, Lab-STICC & LBCM) and the 2 recently created LabCom are already engaged in a number of **projects with external partners**. However, their activities **are at odds with the common approaches in HE institutions that value “standard” academic excellence over more applied research**. This is particularly disadvantageous for our researchers and engineers who have specifically innovation-oriented profiles and for whom a classical laboratory, focused on fundamental research, is not the most suitable environment.

Second, the reactivity with which we satisfy the requests of our partners is today limited by the expertise that we are able to support and mobilise. **A key challenge for UBS is to attract and maintain the in-house expertise that we have created over the years** and that is often lost because of the limits of temporary work contracts and our current limited economical sustainability to make this expertise durable.

Success conditions

Being able to answer to territorial needs and opportunities thus requires us to:

- Create the favourable conditions through which interactions between diverse stakeholders within our InnoCampuses generate innovation-oriented projects;
- Stimulate the engagement of our community in innovation-oriented projects, by supporting the emergence of new ideas.

Building block 2.1: Innovation Team

To specifically foster the development of applied research projects, we will create a **new Innovation Team at the intersection among different research laboratories and units, aligned with the core themes of the InnoCampuses**. Its activity will focus on projects with Technology Readiness Levels (TRL) higher than those normally developed in research labs. The Innovation Team will be composed of UBS researchers whose innovation-oriented profiles could not develop their full potential in



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

Document de soumission / Submission form

standard research labs. In addition to this core team, other researchers of our university, as well as researchers and engineers of private and public entities, will be able to join the team on a **project-based approach**. The Innovation Team will thus collaborate with already existing research labs in the university, will have access to the technological platforms and, in virtue of the high TRL of its projects, will be tightly linked to UBS Transfer (cf. § *Building block 2.2*).

To engage our whole community in research activities oriented to innovations as well as to stimulate the emergence of novel ideas, we will launch internal calls for projects aimed at fostering internal and external collaborations (for more details about these calls, cf. § 4).

For the Innovation Team to reach a critical mass, we will sequentially open 3 thematic junior professors chairs targeted to young academics specifically attuned to innovation-oriented research. To enable them to achieve their full potential, *i.* they will be endowed with a funding package to hire supporting staff, *ii.* they will be supported over the first years by more experienced researchers composing of the Innovation Team, and *iii.* will be supported in the setup of collaborative projects by existing structures within UBS²⁹ and in the region³⁰.

The Innovation Team will be a unitary structure but its members will spend the majority of their time in the InnoCampus whose theme is closest to their field of expertise, to encourage their interactions with external stakeholders. Collaborative research projects, university-enterprise joint PhDs (*thèses Cifre, thèses par apprentissage*) and postdocs will be key resources for implementing these responses. The Innovation Team will be headed by the Vice-President (VP) for innovation, in close collaboration with the VPs for Research, Education, and Entrepreneurship.

Intended achievements and transformative impact

Being at the interface between several stakeholders, the Innovation Team is ideally placed to advance UBS' internal strategic reflections on the development of research and educational activities. After 10 years, we expect the Innovation Team to³¹:

- Increase the number of lecturers and researchers involved in collaborative activities with the Innovation Team and UBS Transfer;
- Increase the number of industrial doctoral theses (in particular those in collaboration with the private sector through the Cifre system) and strengthen the visibility offered by the InnoCampuses;
- Impulse the transformation of our recruitment and career progression strategies that will be considered as best practices at the national level to valorise innovation-oriented activities.

Funding request - Building block 2.1: Innovation Team

Innovation Team: supporting personnel (research engineer) and operating costs	607,570 €
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²⁹ Mainly the Service for research and partnership - in French, *Direction de la Recherche Universitaire, de l'Innovation et de la formation Doctorale*, or DRUID.

³⁰ E.g., 2PE Bretagne - Platform for European projects: <https://2pe-bretagne.eu/>

³¹ More details are provided in § 2.3 and in the detailed roadmap in the Annex.



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / *Submission form*

Junior Professors Chairs: funding package (postdocs, engineers) and operating costs	600,018 €
Calls for projects: Research and Innovation	1,250,000 €
Total (management fees excluded)	2,457,588€

Building block 2.2: UBS Transfer - Private subsidiary

We will create a private subsidiary, *UBS Transfer*, responsible for fostering, streamlining and supporting knowledge and technology transfer and collaborative research. The private subsidiary will be owned by Université de Bretagne Sud but will have a separate legal status, to create a sustainable economic model that allows us to capitalise our internal expertise and hence increase the impact of our collaborative activities, and better contribute to the Morbihan innovation ecosystem.

The need for a broader and more durable support has emerged at multiple times during discussions with our industrial partners, especially in the sectors of food processing and material engineering, and has been identified by these actors as a key leverage for innovation. The creation of such a structure will therefore constitute a key building block to UBS as a driver of innovation in our territory aimed at exploring new fields and niches in anticipation of future opportunities that may arise, potentially placing the Morbihan at the forefront of emerging sectors.

Thanks to its private status, this type of structure has already proven an efficient means to foster innovation and partnerships in other French regions and in other countries³². In particular, the management of contracts, personnel and resources will be more similar to that of private enterprises, thus allowing a more adapted and agile interaction with our partners. Through the subsidiary, it will be easier for the university to co-invest in equipment and materials with our private partners, and to hire, train, promote and sustain key human resources devoted to applied and contractual research, technology maturation, and technical services. It will also be more straightforward to capitalise on the economic returns of transfer activities and contracts with private partners, allowing us to reinvest some of these returns in further technological and innovation capacities.

We believe that the Filiale should not rely on public money except for the initial funding: the capacity of the Filiale to be self-sustainable within a few years from its creation will be key for its implementation to be considered successful, hence for its persistence. Moreover, the creation of UBS Transfer will benefit from the already existing technical centre IRMA (*Institut Régional des Matériaux Avancés, Regional Institute for Advanced Materials*), an association participated by UBS which carries out transfer and contractual research activities in the domain of material science. For this reason we only require a limited funding that supports its priming in the context of our ExcellencES proposal.

The private subsidiary will be in charge of two main activities: on the one hand, it will **expand and streamline the resourcing, staffing and engineering of applied research and maturation projects in UBS labs**. On the other hand, it will **support researchers in the commercialisation, negotiation and**

³² See for example the subsidiaries Floralis, of Université Grenoble Alpes, or Capacité, of the University of Nantes, UCLB of University College London or CIT UPC of the Polytechnic University of Catalunya.



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / *Submission form*

management of collaborative research projects and of research and consulting contracts with industry and other stakeholders. These missions are distinct from, and complementary with those of the *SATT Ouest Valorisation*³³, which lacks in-depth knowledge of the internal capacities of the university and direct links with our researchers. The *SATT Ouest Valorisation* will continue to support UBS transfer activities through maturation funding and professional support services.

Intended achievements and transformative impact

By creating UBS Transfer we will improve our internal capacity to respond to the demands of our partners and the transfer of knowledge and technology towards the external world, increasing the attractiveness and development of the InnoCampuses. 10 years from now, we expect to achieve a significant increase in the volume and quality of our Intellectual Property portfolio, as measured by transferred and revenue-creating assets (see the milestones in § 2.3 and the detailed roadmap in the Annex).

Funding request - Building block 2.2: UBS Transfer - Private subsidiary

UBS Transfer (supporting personnel, operating costs)	370,035 €
Total (management fees excluded)	370,035 €

Building block 2.3: Students' success, professional integration and innovative evolution of our teaching

The second channel through which our university contributes to territorial development is by **educating students with competences that facilitate their transition to a professional career**. Two major components are necessary to achieve this goal:

1. Students need **dedicated orientation services**, both incoming and outgoing, and support in developing their own professional projects, and
2. **educational contents must be continuously adapted** to match the evolution of jobs and professional profiles, as well as the methods used to convey this content efficiently.

These are the objects of the following building blocks.

Assessment: what we have already realised, and what we are missing

We strive to provide students with competences and the know-how that enable them to transition to professional careers, and to offer our partners courses that allow their employees to upskill and reskill. Despite the exceptional professional integration of our students (92% for those with a professional diploma), a recent internal survey revealed that the adequation of the competences acquired in some of our professional programmes is diminishing. This assessment calls for a further

³³ <https://www.ouest-valorisation.fr/who-we-are/>



development of the orientation services to our students³⁴, both incoming and outgoing, and a more structured **strategy that will enable us to track the evolving competencies** required by contemporary professional profiles and **adapt our educational offers**. To achieve this we will also need to provide specific support to **our teaching staff in the transformation of educational content and methods**.

Success conditions

We must meet some fundamental conditions to achieve this ambition. We will have to:

- Empower our services to better support students in the transition to university and from university to professional career;
- Develop a more systematic way to detect the competencies needed in the job market;
- Support and stimulate our teachers to innovate their educational methods and content.

To achieve these goals we intend to create a **new structure called SIRIP (Engineering service for success and professional integration)**, in French, *Service d'Ingénierie pour la Réussite & l'Insertion Professionnelle*) which will allow us to transform the way in which our educational offer for professionalising undergraduate diplomas, professional and lifelong learning programmes is designed. We present below the main tasks and responsibilities of this new service.

To improve the quality of our orientation services, the first task will be to **determine which competencies are requested by specific job positions, to inform both our students in their decisions and our faculties in the mentoring they provide**. SIRIP will thus develop a **digital interface to clearly map competences, sectors, professional opportunities and success in professional integration**. Initially, this mapping will focus on the sectors aligned with the themes of the InnoCampuses to support the design of our professionalising undergraduate programmes³⁵, professional and lifelong learning.

Second, **we need to identify and reduce the gap between pedagogical content and the expectations of our industrial stakeholders**, who are particularly interested in short qualifying training enabling the upskilling of their employees. To this end, **our Engineering service will set up and maintain a "Job Observatory"**, which will monitor the evolution of education programmes and map the industrial partners of the university. The Job Observatory will provide useful data to advancement boards (in French, *conseils de perfectionnement*), in which representatives of our industrial partners sit, to steer and adjust our educational offer.

Third, SIRIP will be responsible for monitoring our activities supporting professional integration and career monitoring, thus allowing for correcting actions. To achieve this, **SIRIP will integrate quantitative and qualitative data** (e.g., students' success, indicators about the quality of internships students carry out in enterprises derived from surveys) **and facilitate their use** by the responsables for education programmes.

³⁴ At UBS we already have the University service for information, orientation and professional integration, in French *Service Universitaire d'Information, d'Orientation et de l'Insertion Professionnelle*, or SUIOIP; and the University Service for pedagogy, in French, *Service Universitaire de Pédagogie* - SUP.

³⁵ University Bachelor of Technology, in French *Bachelor Universitaire de Technologie*, or BUT; and Professional Diploma, in French, *Licence Professionnelle*, or LP.



SIRIP's monitoring and mapping activities will support the service for professional education and dual education (in French, *Service de Formation Professionnelle et de l'Alternance*, or *SFPA*) in **the design of modular education programmes based on competences** (an initiative that we plan to call **Pro-Form**, from the French *formation professionnelle*, professional education), which will enable students to enter into contact with the professional world earlier on during their study. To this end, we also intend to **increase the number of professionals who will teach in our education programmes**. The pedagogical engineers will also be in charge of providing support for our teachers to innovate their pedagogical methods, by developing hybrid professional training, more suitable for working learners, in fully-equipped dedicated spaces.

To encourage our teachers to innovate educational content and methods, we plan to launch **internal calls for projects that we expect to trigger a cultural transformation** in the way our community thinks of pedagogy.

We will develop a series of activities to foster exchanges between our students and socio-economic stakeholders to facilitate their transition to the professional career. For example, we will involve **private and public partners in the development of challenge-based projects** (called *Jeunes Pousses*, French for young sprout) centred around societal and economic transformations in close link with the thematic specialisations of the InnoCampuses. Students will cooperate with their fellows and with external stakeholders to solve real-life problems during dedicated hackathons or group work. Shared spaces in the InnoCampuses will be particularly suitable for these initiatives.

To extend the exchanges with external stakeholders and **showcast the professional opportunities that our education programmes offer, we will create a network of UBS Alumni** (called *RéseaUBS*, French for "Network UBS"), and **scale our current awareness-raising events and trainings for entrepreneurship** (called **Start-sUP**). These initiatives will be supported by the UBS Foundation through its large portfolio of professionals and well-developed connections with the industrial world.

Finally, **we aim to provide students' with international professional experience**. To this end, we will finance studying/working abroad periods at international universities with which we have established connections and that have similar thematic specialisations³⁶ as well as their industrial partners (an initiative that we plan to call **Compagnonnage**, mentoring in French). The outgoing mobility programmes will be complemented by **thematic summer schools** in our InnoCampuses through which we want to foster the international visibility of our territory.

Intended achievements and transformative impact

By empowering our internal service to support students orientation and teachers we aim, **in 10 years' time**, to:

³⁶ For example, the University of Vigo (Spain) and the University of Quebec Trois Rivières (Canada), and University of Limerick focussing on industrial engineering; The Free University of Bruxelles (ULB, Belgique), the Hochschule Offenburg (Allemagne), Tallinn University of Technology (Estonie) specialised in cyber and data sciences.



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / Submission form

- Improve the monitoring of the relevance and effectiveness of our educational offer and facilitate their use for taking corrective measures, by centralising and systematising the collection and analysis of our surveys (directed both to students and professionals);
- Reach 100% of our programmes being evaluated by the advancement boards including external stakeholders;
- Create 1 new module for lifelong learning per year and per InnoCampus for the first 5 years of the UNITE project, and up to 2 for the next 5 years;
- Increase in the percentage (current target: 30%) of external professionals participating in the teaching of modules in our professional education programmes such as university diplomas and qualifying modules;
- Create new professional diplomas (*Diplôme Universitaire*) linked to the InnoCampuses topics.

Funding request - Building block 2.3: Students’ success, professional integration and innovative evolution of our teaching

Engineering service for the success and professional integration (SIRIP - research engineer, operational costs and external)	1,598,108 €
Design of modular education programmes (Pro-form)	1,241,096 €
Calls for projects: Pedagogical innovation	1,250,000 €
UBS alumni network (human resources and networking digital platform)	558,180 €
Awareness-raising events and training for entrepreneurship (Start-sUP)	241,280 €
Outgoing and incoming students mobility (<i>Compagnonnage</i> and Summer school)	70,000 €
Total (management fees excluded)	4,958,664€

2.3 ROADMAP, MILESTONES AND MAIN INDICATORS FOR THE UNITE PROJECT

We have presented the long-term goals and the transformative impact that we intend to achieve with our initiatives within the presentation of each *building block* of our UNITE project (section “Intended achievements and transformative impact”).

The definition of our long term goals has been functional to derive a roadmap for our project, with intermediate milestones and indicators, necessary for the implementation of a project as ambitious as UNITE, but also to foster the understanding of UNITE by our internal and external communities. This roadmap constitutes a starting point that will be continuously monitored and, if necessary, adapted, through the steering processes described in § 3. The full roadmap, including all the



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / Submission form

milestones and indicators of UNITE at 1, 5 and 10 years after the start of the project, is provided in the Annexe. We present below the main milestones and indicators linked to the UNITE ambitions:

1 year after the start of UNITE:

- The implementation and development roadmap for the 3 InnoCampuses is defined with the contribution of external stakeholders and partners, and is widely shared within UBS and externally;
- Mechanisms for sharing good practices and optimise common resources are defined, with the contribution of our newly created Office for Quality Management (presented in § 3).
- The steering, governance and statutes of the subsidiary UBS transfer are defined; UBS Transfer and the Innovation Team are set up and operational.

5 years after the start of UNITE:

- The definition of territorial, sectorial and challenge-oriented transformation roadmaps with the key stakeholders in the territory has been achieved;
- Good practices developed within the InnoCampuses are known at the national level;
- A significant increase in the number of academic staff involved in collaborative activities with the Innovation Team and UBS Transfer has been obtained (current target: increase of 30%);
- Our recruitment and career progression strategies have been adapted to valorise innovation-oriented activities;
- The number of funded doctoral theses, in particular those in collaboration with the private sector, has increased, thanks also to the contribution of the InnoCampuses (current target: increase of 20%);
- for UBS Transfer, integration and strengthening of transfer units in additional themes linked to the InnoCampuses, eg. embedded electronics, food processing, data science and cyber;
- Increase in the percentage of education programmes with advancement boards including external stakeholders (target: 80%; current starting starting point: ~50%) and in the active participation of external professionals to the co-design of the programmes;
- The quality of the teaching contribution by external professionals is guaranteed by extending the verification of recruitment criteria for external professional teaching in our modules to all the recruited professionals, to ensure a full compliance with the Qualiopi certification³⁷.

3 PILOTAGE ET PARTENARIAT/ MANAGEMENT FRAMEWORK

AN ADAPTED STEERING AND GOVERNANCE TO SERVE OUR VISION

Context: our ongoing efforts to strengthen the relationships with our stakeholders

As explained in § 1, while we have strong interactions and relationships with business partners on *operational* subjects, the involvement of business partners and stakeholders, such as territorial governments, on strategic questions is currently limited. Moreover, private companies interested in

³⁷ <https://www.icert.fr/certification/qualiopi/>



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / Submission form

collaborating with us have been asking for a visible and efficient gateway into our university. Our existing Foundation³⁸ provides a first entry point, but it cannot meet all the expectations of private companies in terms of lifelong learning or R&I.

Our university has already started to take action to tackle these needs, by recently hiring a Corporate Relationships and Partnerships (CRP) manager within the presidential office. This person is responsible for the development of strategic partnerships with external stakeholders and economic partners. The CRP manager will contribute to the management of the UBS alumni network (*RéseaUBS*) within the Foundation and to the implementation of a Customer Relationship Management (CRM) with the Service for the students' success and professional integration.

UNITE project: the Strategic and Operational Committees for Innovation

The UNITE project will provide the opportunity to further adapt our governance, to pursue, foster and spread innovation throughout our university in a strategic and systematic way. To address the requests of our partners and stakeholders, and the needs of the project, we will set up:

- a **Strategic Committee for Innovation (SCI)**. Its *aim and mission* will be to *i. transform our operative relationships with local governments and industry into strategic interactions*, and *ii. to provide prospective reflections on the innovation in our territory, and on how our university can drive and contribute to it*. The Strategic Committee for Innovation will provide external advice to evaluate our trajectory and strategy in the innovation domain, thus placing it at the heart of our institutional priorities. To ensure that our innovation strategy aligns with the needs of the territory, the **composition** of this strategic instance will be of 10-12 members including the University President, representatives of the local governments, academic and industrial partners and qualified profiles from the socio-economic environment. The committee will meet twice a year and its activities will advise the Governing Board of the university, that will remain the main decisional instance of our university. The role of the SCI in the follow-up of the UNITE project will also be to provide advice regarding new opportunities and emerging innovation possibilities.
- An **Operational Committee for Innovation (OCI)**. Its *aim and mission* will be to *i. contribute to the implementation of the strategic orientations* defined by the Strategic Committee, once they are validated by our Governing Board; *ii. be responsible for the management of the UNITE project* and of its implementation, and in particular *iii. be in charge of the steering of the project actions*, and have the overall responsibility for the management of the **UNITE project funding**. The OCI will be constituted by a maximum of 15 members. It will be managed by a Project Manager, and strategically led by the VP for Innovation; the other members will be relevant VPs, the heads of laboratories, faculties and of the InnoCampuses, the CRP manager, representatives of local governments, and industrial partners³⁹. The Operational Committee will meet as often as necessary, and at least every three months. It will report to the Governing Board on the follow-up of the projects, their results and impact

³⁸ Website: <https://www-fondation.univ-ubs.fr/fr/index.html>

³⁹ Its composition may change as a function of the particular type of action that is implemented.

in relation to the expected goals that were set, as well as to the internal and external valorisation of the projects and its results.

To ensure effectiveness and rapid intervention capacity, a restricted **Core Team**, constituted by the OCI manager, the VP Innovation and the heads of the InnoCampuses will be in charge of the close follow-up and monitoring of the actions, and will meet at least once every 2 weeks.

The OCI will be in charge of the follow up of activities linked to the UNITE project, and, when deemed necessary, of proposing adjustments or changes to the timing and/or implementations of innovation-related actions and activities. The Operational Committee will be supported in this task by existing and new administrative services, notably the Office for Quality management, presented in the section “Ensuring an effective quality management”. The **OCI will have a key role in the UNITE funding allocation process**, as it will also be in charge of preparing a proposition of a detailed budget, concerning in particular the funding obtained through the UNITE project. The body in charge of the approval of the UNITE budget will remain the Governing Board/*Conseil d'Administration* of UBS.

A schema presenting the steering structures of the UNITE project and the overall governance of our university, and the relationships between new and existing structures, is presented in Figure 3.

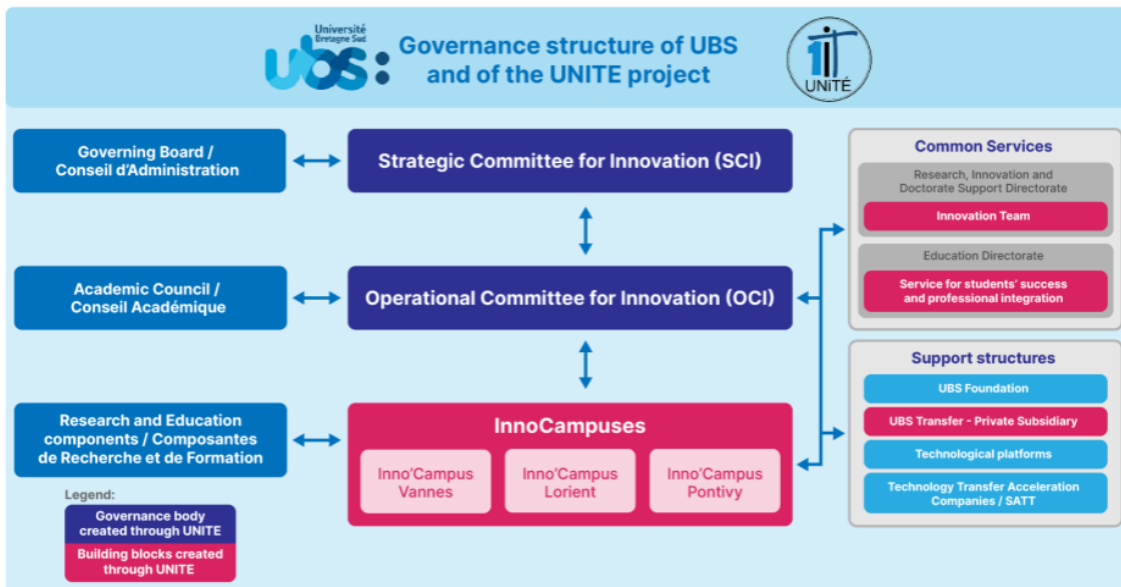


Figure 3. Governance structure of the UNITE project within Université Bretagne Sud

Funding request - Strategic and Operational Committee for Innovation

Strategic Committee for Innovation	335,070 €
Operational Committee for Innovation: project management	697,560 €



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / *Submission form*

Total (excluded management fees)

1,032,630 €

UNITE project: the steering of the InnoCampuses

The Operational Committee for Innovation will also ensure the articulation between the innovation strategy for the whole institution and its implementation within the three InnoCampuses.

To enable a transversal coordination of innovation-related activities linked to the 3 main themes of InnoCampuses, external stakeholders and strategic scientific partners will be asked to participate in the steering of the InnoCampuses actions to which their contribution is relevant, and to the co-creation of shared strategic roadmaps relevant for the themes of the InnoCampuses.

For example, our InnoCampus in Lorient will benefit from our strong collaborations and relationships with IFREMER, strengthening the territorial coherence of the R&I ecosystem shared by the regions of Brittany and Pays de la Loire within the MERS Carnot Institute. Moreover, we consider that a key success condition for our InnoCampuses is that our internal and external communities are made aware of them and of the possibilities that these interfaces offer. For this reason, a communication campaign to present the InnoCampuses will be implemented in the early stages of the UNITE project. This will also contribute to the sharing of good practices developed within the InnoCampuses at the national and international level, one of the targets of our UNITE project.

UNITE project: the steering of UBS Transfer

The details of the steering, governance and statutes of the subsidiary UBS transfer will be defined by the end of the first year of the UNITE project (cf. § 2.3 and the Annexe). We present here some of the main constituting elements:

- For its statutes and implementation we will refer to relevant benchmarks, such as the model implemented for the subsidiary of the University of Nantes, CAPACITÉS⁴⁰, focused on 4 strategic areas: Digital/AI, Future of Health, Sea/Environment, Industry of the future.
- The subsidiary will be chaired by UBS as a legal entity, and UBS will hold at least 80% of the securities of the subsidiary UBS Transfer.
- The president of the subsidiary is represented by a person, who will be the president of UBS or their delegate.
- An auditor will verify the subsidiary's values and accounting documents. A presentation of the subsidiary activity and accounts will be made to our Governing Board (*Conseil d'Administration*) and Academic Council (*Conseil Académique*) once a year.
- The Strategic Committee for Innovation will also act as a strategic board for UBS Transfer.

ENSURING AN EFFECTIVE QUALITY MANAGEMENT

Monitoring and ensuring the quality of the UNITE initiatives and overall implementation is a key, transversal goal for us. This ambition is inscribed on a trajectory of evolution in quality management,

⁴⁰ <https://capacites.fr/>



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (**EXCELLENCES**)

UNITE

Document de soumission / Submission form

already initiated by our university, with the creation of an office in charge of supporting the steering and data management, managed by the director-general of services.

As part of our institutional strategy, we plan to strengthen quality management across our university, with the creation of the Office for Quality Management, reporting directly to the Presidency. We are not asking for funding for this office in the UNITE project, since we will allocate internal resources to reorganise our steering services and to ensure an increase in competence, leading to the creation of a service dedicated to quality management. This initiative will be implemented during the first year of the UNITE project, so UNITE will benefit from the support of this office concerning the monitoring of its actions.

In particular, the head of the Office for Quality Management will also be the administrative representative in the Operational Committee for Innovation.

Other pertinent services, such as the Directorates for *Human Resources*, for *Financial Affairs*, and for *Asset strategy, logistics and maintenance*, will also contribute to the monitoring of the UNITE project. The latter will provide support to monitor milestones and indicators, and will also contribute to the construction of performance indicators for the evaluation of UNITE activities and of their impact.

COMMUNICATION AND ACCOUNTABILITY

Regular and transparent communication about our strategic and operational vision is essential to involve our internal and external communities in the new dynamic we want to foster. To this aim, we plan to implement a dedicated communication strategy to regularly inform our communities about our transformation trajectory. To ensure transparency and accountability with respect to the use of the funding received, we will regularly share once within our communities and stakeholders relevant elements on the evolution of our innovation-related activities and projects, featuring information about the UNITE indicators and milestones presented in § 2.3 and in the Annexe.

4 JUSTIFICATION DES MOYENS DEMANDÉS / FUNDING JUSTIFICATION

DETAILS OF THE FUNDING REQUESTED THROUGH UNITE

The details of the requested funding for each building block and action has been presented in § 2 and § 3, in correspondence with the item for which the request is made.

The total **funding requested over the 10 years of the UNITE project** is provided below.

Total funding requested for the UNITE project (management fees excluded)	14. 901. 747 €
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OVERVIEW OF THE COST AND OF THE REQUESTED FUNDING FOR THE UNITE PROJECT

The distribution of responsibility between the UBS governance bodies in the preparation and approval of the UNITE budgets over the 10 years of the project implementation has been presented

in § 3. An overview of the overall costs and requested ExcellencES budget for the UNITE project is presented below per ambition (Figure 4) and per building block (Figure 5).

UNITE budget / 1

Requested funding and cost per ambition

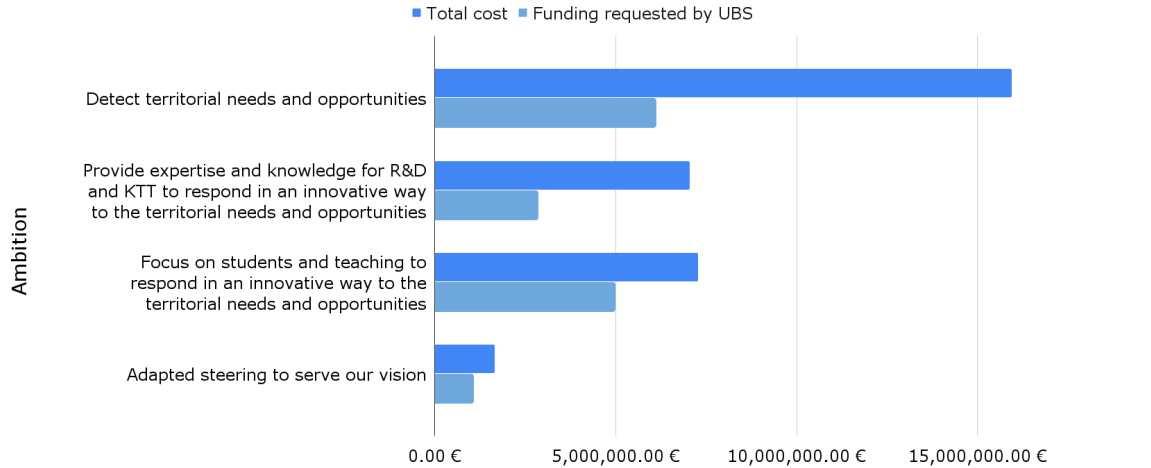


Figure 4. Budget of the UNITE project: total cost and requested ExcellencES budget per ambition.

UNITE budget / 2

Requested funding and cost per building block

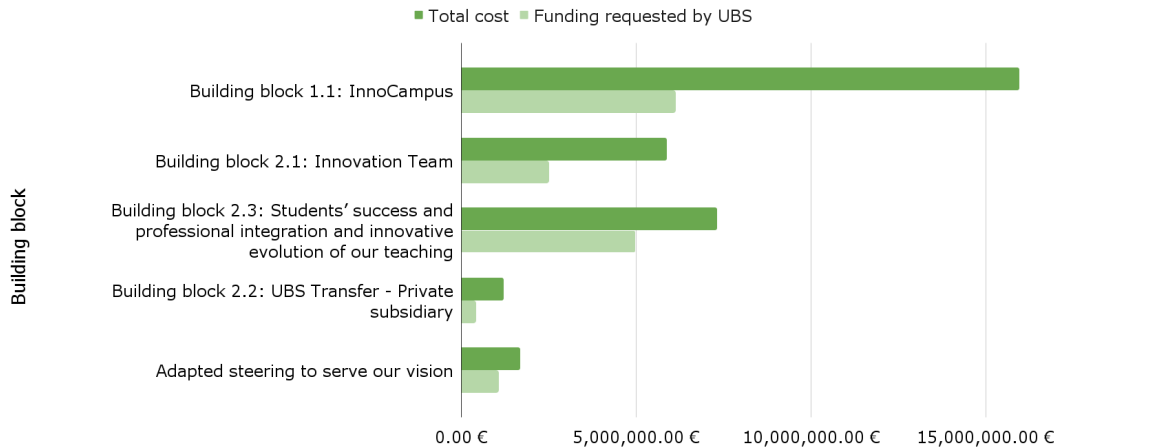


Figure 5. Budget of the UNITE project: total cost and requested ExcellencES budget per building block.

BUSINESS MODEL OF UNITE

We plan to put in place an adapted business model to ensure the **sustainability of the UNITE actions** beyond the funding provided through the ExcellencES call for projects. For this reason, the funding requested for several of our actions will be used as **seed funding to induce a “springboard” effect**, so as to ensure the **fast kick-off and implementation of these actions**, which are expected to prove



Call for proposals – 2021
Appel à projets vague 2

EXCELLENCE SOUS TOUTES SES FORMES – EXCELLENCE
IN ALL ITS FORMS (EXCELLENCES)

UNITE

Document de soumission / Submission form

sustainable before the end of the UNITE project. Control mechanisms will be put in place to ensure the monitoring of the actions, to ensure that, should this be necessary, changes and corrective actions are implemented (this might include interrupting an action, should it not comply with the expected outcomes).

In particular, funding for staff has been requested only for the initial period of the UNITE implementation for these actions:

- UBS Transfer - private subsidiary: funding for support staff requested for 5 years, over the 10 years of the UNITE project;
- RéseaUBS - network of UBS Alumni: funding for support staff requested for 5 years, over the 10 years of the UNITE project;
- Pro-Form - design of modular education programmes based on competences: funding for support staff requested for 8 years, over the 10 years of the UNITE project.
- Start-sUP - awareness-raising events and training for entrepreneurship: funding for support staff requested for 6 years, over the 10 years of the UNITE project.

The ExcellencES funding that might be obtained for our UNITE project will allow us to rapidly deploy its key actions: it will be complemented and extended by funding that we will gather through relevant calls for projects, at the regional, national and international level, and thanks to the contribution of our main partners and stakeholders.

Regarding the latter point, we want to underline that **all the new equipment for the InnoCampuses in our UNITE project will be co-funded by our territorial stakeholders**. The ExcellencES funding requested corresponds to 50% of the total cost for all the equipment, but for the extension of the Prodiabio public-private laboratory in the Pontivy campus, for which ~62% of the cost is asked through the UNITE project. Territorial authorities will also provide support for the real estate aspect of the InnoCampuses.

Concerning the internal calls for projects that will be funded through the UNITE project, the selection process will be managed by the Operational Committee for Innovation. The Strategic Committee for Innovation will provide external advice on the project selection and, whenever relevant, on the design of the calls for projects, namely on their selection criteria and expectations. The final decision on the project selection and funding allocation will be the responsibility of the Academic Council: the aim will be to support innovative and bold initiatives both regarding R&D and teaching. Moreover, one of the criteria for the funding allocation for the R&D calls for projects will be the presentation of a plan about how the project will contribute to obtaining additional funding and/or investments.

Finally, we want to stress that the **UNITE project is the backbone of our institutional strategy and of the transformation of our university**.