



**Franco
British
Connections**

FBSA Second Annual Summit

Oxford, 14-16 December 2006

Higher Education in Global Competition: Are the French and British systems ready?

SCHEDULE

As was the case at the FBSA's last annual summit, held in Paris in October 2005, 300 students and around 40 speakers and panellists are expected to attend.

THURSDAY (14th December)

- 11.30: French students arrive at London.
- Christmas lunch at Westminster (Portcullis House: Atlee Suite).
- Official visits in London: Westminster, House of Lords.
- Reception at the French Ambassador's residence
- Evening: Opening Gala at the Foreign Office or at Lancaster House, welcoming message from the Queen read by the Rt Hon Jack Straw, Leader of the House of Commons, and welcoming message from the French President read by the French ambassador to the UK, speeches by Mr Straw and HE M. Errera. Military brass band (tbc).

FRIDAY (15th December)

Saïd Business School

- 9.15 – 10.00 am: Official opening of the Second Annual Summit of the FBSA, welcoming speeches by Dr John Hood (tbc), Professor Colin Mayer, and the Lord Mayor of Oxford.
- 10-11.30 am: Plenary session: speeches to be delivered by 7-8 keynote speakers. Q&A session between 11:00 and 11:30

- 11.30 – 12.00 am: Drinks & nibbles and forum with sponsors
- 12.00 - 1.45 pm: Lunch sessions with sponsors
- 1.45 – 2.45 pm : four one-hour conferences by two or three academics, aimed at ca. 80 students each, will prepare the ground for the afternoon workshops. Each lecture will deal with one of the four sections of the workshops:

I - The Internationalisation of Universities:

The Challenges and Opportunities of Globalisation and Europeanization

II – Funding, Education and Employability:

What should be the link between university, business and labour markets ?

III – Universities and the new challenges of R&D

IV – What should be the role of university? : for the individual, in society, in the economy

- 2.45-3.00 pm - Coffee break
- 3.00 pm: Workshops, followed by workshop reports
- 5:00 pm: Workshop reports
- 5:00 - 5:45 pm: drinks, networking
- 6:00 pm: Official Handing-Over Ceremony from one committee to the next.
- 8:00 pm Formal dinner at Keble College, following an evensong by Keble Choir in Keble Chapel at 7:30 pm.

SATURDAY (16th December)

- Tour of Oxford Colleges / Visit of the University Museum or Pitt Rivers Museum.
- Tour of some of the facilities of Oxford University (laboratories, libraries).
OR Sporting activities (rowing, rugby, football)

FRIDAY AFTERNOON WORKSHOPS

Please find below a brief introduction to the themes that will be debated during the summit.

The workshop session aims to allow for a maximum amount of interaction between all Summit participants as they debate the diverse aspects surrounding the Summit's theme. With this goal in mind, students will be split into groups of 20. Each panel will be chaired by two guest panellists,

typically experts in the issue being discussed. Guests would normally be expected to give a 10-minute talk introducing the workshop topic, following which participants will launch into the debate.

Guidance notes for panel chairs

We hope that the sessions will allow for a free debate between all participants and that it will be a challenging and interesting experience for students and panellists alike. It is hoped that, as well as taking part in the debates, panellists will use their experience to guide and inform discussion, using ideas to which non-experts may be able to respond. Chairs should do their best to encourage all participants to contribute to the workshop.

Structure:

The “chair” of the session will be asked to ensure broad and equitable participation in the debates, and to keep time. Chairs may like to close the session with a summing up of the discussion’s main ideas and some of the debate’s conclusions. At this point, chairs should ask for a student to volunteer and act as spokesperson for the group, presenting a summary of the debate in a 3-minute speech to be delivered during the closing session.

Workshop themes:

The workshops are organized under five main headings, which correspond to five important aspects of current change and evolution of higher education, both within France and the UK, and more generally on a global scale:

I - The Internationalisation of Universities:

The Challenges and Opportunities of Globalisation and Europeanization

● Workshop 1

Towards borderless universities ?:

What makes a university truly ‘international’? What does it change? How to make global universities with local roots?

- What makes a university ‘European’ or ‘global’? How can universities become ‘borderless’, while keeping their national intellectual traditions ? How to foster European/global convergence (in degrees, teaching, language), while preserving intellectual diversity ?
- The various possible paths to internationalization and its effects on the running of universities: the internationalisation of students, professors, researchers, curricula, campus and the reputation of universities through: academic exchanges, double degrees (Franco-British double degree Sciences-Po Lille/University of Kent), cooperation schemes between universities (LSE-HEC-Stern, LSE-Sciences-Po-Columbia), global networks (Global public policy network:

Sciences-Po-LSE-Columbia ; ‘Alliance’: Polytechnique- Columbia-Paris I-Sciences Po), multiple-campus universities (ESCP-EAP, Polytechnique in China, Insead in Singapore)

- Should we create ‘European universities’ (European Commission’s project of a European Institute of Technology) or ‘internationalise’ and strengthen the best universities in Europe ?

● Workshop 2:

Modernisation through internationalisation:

What changes are students expecting from European convergence and global benchmarking ?

- The revolution of European universities through the Bologna process (standardization and recognition of degrees at European level); global degrees (MBA, MPA): how are these processes transforming universities? ; What kind of problems do they bring? ; What opportunities do they create? ; How to foster European/global convergence (in degrees, teaching, language) without leading to some standardization of thought and education ?
- How important has become global competition and the European policy framework in the modernisation of European universities? What should be their role ?
- The reliability and significance of assessments of academic excellence by independent non-governmental bodies (Shanghai University, The Times, Guardian, FT rankings etc)
- Problems involved in the comparison of universities (specialised/universal universities, institution size, varying standards).

● Workshop 3:

Global Competition: How to improve the global competitiveness of universities? Should universities compete like companies?

- Universities competing (within Europe and with US and Asia) for the best students & professors, and for international recognition: is there a European and/or global market for higher education? How competition and cooperation between universities should be balanced ? What should be the role of ‘regional’ universities (at sub-national level)?
- The development and importance of world-wide academic branding: should universities compete like companies ?
- How to compete ?: Selection criteria and procedures for admission ?; private funding (to upgrade curricula, R&D, facilities, services and increase scholarships) ?; increase the critical mass of the university ?; cooperation networks between universities ?; innovative degrees and teaching methods (esp. with the use of IT)?

● Workshop 4:

Elitism or Excellence ?:

French and British top universities and the problem of two-tier systems.

- How selective must a university be in order to achieve international excellence? Is broader access necessarily detrimental to excellence?
- How problematic are two-tier systems of higher education? How harmful is this segmentation within higher education? How can it be overcome ?
- What are the strengths and weaknesses of:

- a) Top British and French universities
- b) British and French higher education systems in the face of global competition?

II – Funding, Education and Employability:

What should be the link between university, business and labour markets ?

● Workshop 5:

Between government and private partners:

Which autonomy for universities ? What kind of partnership with the business community ?

- To what extent should universities have administrative autonomy and independent management (breaking away from the influence of state and private sponsors) ? What are the benefits and drawbacks of close partnerships with the state, regional authorities and/or private firms ? Does one kind of partnership rule out the other ?
- The different intellectual and political traditions and recent evolutions:
 - a) of the French and British systems of higher education and their governance
 - b) of the French and British policies of higher education
- What kind of partnership should be envisaged with private firms ?

● Workshop 6:

Funding and Autonomy: What should be the roles of state, companies and the EU in improving resources and competitiveness ?

- Funding gap (with the US) and financial pressures (from public budget and massification of universities) : public, corporate and/or student fees - what is the winning formula?
- EU funds to support the competitiveness of the best universities in Europe (Centre for European Reform proposal): how is this funding to be allocated, and on what criteria?
- Intellectual property rights

● Workshop 7:

University and Employability:

How specialised and vocational should higher education be?

- What is the “right mix of skills and competencies for the labour market” (European Commission, May 2006 communication)?
- How desirable is the development of sandwich/”year in industry”, internships, and practice-oriented courses? How far should specialisation go? Where does the balance between generalist and specialist skills lie?
- How can professionals play a role within universities in improving graduate employability? How far should they be involved in co-designing the curricula in order to adapt education to the needs of the labour market?
- How can universities maximise graduate employability? What role should career services play within universities?

● **Workshop 8:**

The growing importance of post-graduate education:

The whys and wherefores of post-graduate education before and after working experience

- Increasing numbers of students are choosing to pursue postgraduate studies: why? Are the reasons the same in France and the UK ? What new programmes are on offer?
- How is the development of postgraduate education changing the role and workings of universities?
- University for life: life-long learning, re-training, conversion courses: how useful and efficient are they?

● **Workshop 9:**

A University career boost: What difference does the MBA make?

- Why take an MBA?
- When, where, and in which sector to take an MBA?
- What makes one MBA different from another?

III – Universities and the new challenges of R&D

● **Workshop 10:**

PhD or Master ?, Europe or the US ?:

How to make more attractive the career of researcher in Europe ?

- The increasing globalisation of research labour market: retaining talent, combating brain-drain
- Funding gap with US R&D; career prospects, quality of facilities and research in Europe and the US: what should France and the UK do to improve the attractiveness of R&D (for both researchers and investors) ?

● **Workshop 11:**

Should UK and France be allies or competitors in obtaining investment and students?

● **Workshop 12:**

Universities and national systems of R&D between cooperation and global competition

- Relevance of nationality in today's science and technological landscape?
- Scientific and technological cooperation:
 - Between the UK and France
 - Within Europe
 - Globally

- How to improve the quality of research in France and the UK? Questions of funding, critical mass, fragmentation, assessment (reform of the RAE in the UK, recent reform in France) of research

● **Workshop 13:**

Ethics, Intellectual property rights and the commercialisation of research

- The implications of university ownership of scientific findings: academic independence and the ethics of research.
- A financial market for patents: the consequences of equity firms (e.g. Microsoft) buying patents
- How far should we apply the 'precaution principle' and restrict research for ethical reasons ? (cases of stem cell, GMO and animal research); should some forms of contestation (ie against GMO, animal research) be sanctioned ?

IV – What should be the role of university? : for the individual, in society, in the economy

● **Workshop 14:**

The functions of university:

What are the goals of higher education ?

- Is the aim of higher education: knowledge production and legitimation ?, teaching and transmission ?, social selection and social reproduction vs social integration and social promotion ?, education industry and business-oriented education or education of citizens ('honnête homme') in the spirit of humanism and Enlightenment (difference between first two years and the third one more specialised) ?
- Are these different, if not divergent, goals compatible ? How can they be reconciled

● **Workshop 15:**

Idea-fuelled Growth:

Universities at the centre of the knowledge-based economy:

- The importance of close ties between companies, laboratories, and teaching (clusters, pôles de compétitivité to generate innovation, and the creation of new patents: How to build such bilateral company/university ventures or partnerships ? What changes does it imply for universities ?
- Are universities unique in benefiting from cross-disciplinarity for innovation requiring broad expertise?
- Coordinating research: How to build co-operative networks and foster collaboration (Oxford, Cambridge, Polytechnique...)?

● **Workshop 16:**

Open Universities for Open Societies:

Universities at the heart of social integration:

- Integrating social, economic and democratic objectives through a broader access to university
- Should the selection procedures be changed ? and how ? Should more equal opportunities policies be introduced (e.g. affirmative action notably the initiative at Sciences Po)? Is it acceptable to increase the amount of fees to broaden the access to university (thanks to more scholarships) ?
- Building tomorrow's society at university: social, ethnic, international and political pluralism at university : how to transfer the results from university to society ?

● **Workshop 17:**

Explaining, Questioning, Debating:

Universities at the heart of modern democracy:

- The role of universities in fostering public debate, producing new ideas, proposing new economic, scientific or political solutions to the challenges of our time
- Academic education and citizenship (the role of universities in educating responsible citizens)
- academic expertise and policy-making ; the relationship between academia and the media: how can academics foster public debate? : Franco-British comparaisons
- Opening university lectures to the wider public (public lectures at LSE and Sciences Po; the success stories of the 'université de tous les savoirs' in France, 'Battle of Ideas' in London), conferences, publications, bringing academic debates to the wider world via the media.
- Europeanisation, internationalisation of the problems and the public debate: For international academic communities: promoting active clusters of researchers scattered in different countries to address common problems and propose common solutions ();
-
- Exchanging ideas to overcome prejudice; contributing to national debates (between Fr/UK, EU/US, East/West and Muslim/Western societies).

CONFIRMED GUEST SPEAKERS INCLUDE THE FOLLOWING:

Welcoming message from Her Majesty The Queen

Welcoming message from the French President of the Republic

The Rt Hon Jack Straw, Leader of the House of Commons

M. François Goulard, Minister for Research

HE Sir John Holmes, British Ambassador to the UK

SE M. Gérard Errera, French Ambassador to the UK

The Marquess of Salisbury

Le Marquis de Breteuil

Dr John Hood, Vice-Chancellor of the University of Oxford (tbc)

Professor Colin Mayer, dean of the Saïd Business School

Mr Andrew Cahn, CEO, UK Trade&Investment agency

M. Philippe Favre, CEO, Invest in France

Tom Brake MP, Vice-President of the Franco-British All-Party Parliamentary Group

Lord Butler of Brockwell, Master of University College, former Head of the Home Civil Service

Sir Christopher Mallaby, former British ambassador to France and founder of the Entente Cordiale scholarships

M. Tristan Lecoq, Special adviser to the French Prime Minister

Sir Howard Davies, director of LSE

Professor Christian Lequesne, Sciences-Po-LSE Professor

Professor Sir Roderick Floud, vice chancellor of London Metropolitan University

Professor I. A. Johnston, former vice-chancellor of Glasgow Caledonian University

Professor Gwyn Prins, Director of Studies in History, Emmanuel College, Cambridge

Dr Terence Kealey, vice-chancellor of the University of Buckingham

Professor Timothy Garton Ash, director of the European Studies Centre

Professor Bahram Bekhradnia, director of the Higher Education Policy Institute

Professor Jacques Marseille, Université Paris 1 - Sorbonne

Professor Alexis Tadié, Director of the Maison Française d'Oxford

Dr Jessica Olley, EU/Bologna Process Officer, Europe Unit, Universities UK

Professor Susan Hallam, Head of Lifelong education and international development, Institute of Education, University of London

Dr Philippe Yvergniaux, Director, Invest in France

Professor Robert Gildea, Regius Professor of History, University of Oxford

Dr Frédéric Ogée, Director of the British Pavilion of the Paris *Cité universitaire internationale*

Professor Hassan Hassan, University Director of Research, University of Central Lancashire

Olivier Rollot, director of L'Etudiant

- and many more...