

CHAPTER 24

Glion Colloquium X Summary Chapter

James J. Duderstadt and Luc E. Weber

In June 2015, the leaders of many of the world's most distinguished research universities gathered in Glion-above-Montreux to participate in the Glion X Colloquium to consider the array of responsibilities, priorities and constraints that both guide and shape their institutions. The Colloquium was organized into five topical sessions:

- The Role and Responsibility of Research Universities
- Intellectual Constraints
- Financial Constraints
- Structural Constraints
- Human Constraints

In addition, one of the participants, Peter Scott, former Vice-Chancellor of Kingston University and Glion participant, began the Colloquium with a retrospective review of the two decades of its activities. A sixth and final session was added both to allow participants to consider the most important issues and conclusions reached during the sessions and associated discussion and to provide guidance for future Glion Colloquia.

To provide a framework for the discussion in each session, participants prepared papers that were distributed in advance of the meeting. Although the format of each session allowed the presentation of brief summaries of these papers, most of the session generally consisted of open discussion of the issues raised both by the topic and the papers.

This summary chapter has been written to pull together several of the key points made by the participants and arising during the discussion phase of the sessions. These summaries have been provided in an order that conforms to the sessions of the Colloquium.

OPENING SESSION

The meeting began with a comprehensive analysis of the history of the Glion Colloquium by Peter Scott, one of its early participants and the former Vice-Chancellor of Kingston University. He observed that Glion was quite unique among university organizations since it had been sustained over such a long period of time characterized by significant change in the higher education landscape as considered by the presentation and discussions of an unusually large number of leaders of the world's major research universities. Launched in 1998 by Luc Weber, Rector of the University of Geneva, and Werner Z. Hirsch, Professor at UCLA, and with core funding initially from the Hewlett Foundation and later Hewlett-Packard Corporation, the Glion Colloquium has evolved from its initial character of a cross-Atlantic conversation between leaders of higher education in the United States and Europe into a truly global dialogue among the leaders of the world's major research universities. With the exception of the 2000 meeting held in La Jolla, California, all of its meetings have been held in Glion-above-Montreux in Switzerland, covering topics such as the challenges facing higher education at the beginning of a new millennium, university governance, the increasing engagement of the university with society, the evolving nature of the research university, relationships with business, the globalization of higher education, the importance of university research for stimulating innovation, global sustainability, and the need for universities to prepare for and adapt to change.

During this period, the key issues facing the world's research universities have changed dramatically, driven by demographic change (e.g., aging populations in the West and the growth of Asian populations and influence in the East), the shifting balance between public and private support of universities (particularly in the United States and United Kingdom), the impact of rapidly evolving technologies, such as the Internet and data analytics, on teaching and research, and the changing relationship between universities and governments demanding both education and research more directly related to economic growth and workforce needs. Scott summarizes his analysis of the impact of the Glion Colloquium as follows:

“The abiding significance of the Glion process (so far) has been the commentary it has provided on the shift from the overwhelming postwar emphasis on building mass higher education systems, certainly in response to new workforce demands from increasingly post-industrial economies, but predominantly to build more open, inclusive, opportunity-focused and perhaps more equal societies, to a 21st-century emphasis on the ‘knowledge economy’ characterized by global competitiveness and accompanied perhaps by an increasing degree of social pessimism as environmental risks and geopolitical threats have accumulated and older forms of solidarity have been shredded. The research university has been in a commanding position

to provide such commentary — prospectively as one of the most powerful agents of global competitiveness through its production of highly skilled graduates and outputs of research; but also retrospectively as a key institution in building national identities and shaping cultures (and also as an incubator, and preserver, of the values associated with modernity as they have emerged in the north Atlantic world over the past two centuries — and which are assumed, perhaps arrogantly, still to be transcendent).”

SESSION 1: THE ROLE AND RESPONSIBILITY OF RESEARCH UNIVERSITIES

Chair: James Duderstadt

Howard Newby: Global Diversity in Higher Education Systems

Bernd Huber: The Future of Universities: Academic Freedom, Autonomy and Competition Revisited

Rebecca Blank: The Role of the University in Economic Development

Alain Beretz: The Social and Political Responsibilities of Research-Intensive Universities

Lino Guzzella: Reflecting on the University’s Role in Society: Critical Thinking

This session focused on what universities consider as their most important priorities and responsibilities, and how these align with both the perspectives and needs of contemporary societies at the local, regional or global level. Today, the world’s research universities are pulled in different directions by demands for massification (enrolment growth), increased quality (as measured by league tables) and reducing the burdens on public financing, although with decidedly different priorities given to such demands in different regions. Aging populations in mature economies such as the United States, Japan and England are seeking to reduce public support, while rapidly growing populations and economies in Asian and African nations seek to build world-class research universities while meeting the enormous demand for higher education. The old cliché that “Europe is the past, America is the present, and Asia is the future”, while perhaps true today, will likely be challenged increasingly by global forces such as demographics and emerging technologies.

In both the United States and increasingly in Europe, higher education is increasingly viewed as a “commodity”, of value both to the student and to the economy, and the return on public investment is measured accordingly. Countering this utilitarian approach to the research university’s role and mission may be one of its greatest challenges. There are increasing criticisms both by governments and media of the research topics, the quality of research, the sources of research funding, and international collaboration in research.

Indeed, fundamental issues such as academic freedom and the autonomy of universities in decisions on teaching and scholarship are being challenged (particularly in the United States).

Yet, it has been estimated that in the United States, growth in GDP is due 20% to the size of the labour force (now stagnant), 12% to increasing work-force skills and 68% to growth in productivity, efficiency and innovation. Hence, universities relate to 80% of growth through education and research, not to other missions such as tech transfer and workplace training. The former must remain the priority of the research university, because all of its roles (not to mention its legitimacy and authority) in society will derive from the way it sustains the quality of these fundamental missions. We must continue to make the case for these unique roles of research universities to both governments and the public at large.

Furthermore, from an economic perspective, the university system provides an ingenious solution to an inherently public goods problem. Invention, scientific ideas, and the results of basic research offer little direct economic benefit to the inventor or to private investors, despite their long-term potential. However, by providing public support for research through a highly competitive system of grants and rewards, the university system provides a particularly efficient solution of creating inventions and progress in research to society. Moreover, academic freedom and the autonomy of universities are key pillars of the competitive mechanism to enhance the productivity of the research process in society.

Yet, it is also the case that the expansion of research activity, albeit in the public interest, requires increasing efforts of universities, research funders and research policy to maintain and improve research quality. This, in turn, critically depends on the credibility of and the public's trust in the quality of the research process. Yet, one must be cautious in making the case for the importance of the university to utilitarian objectives such as industrial innovation, workplace quality or economic growth, since the most fundamental missions of the university remain education and scholarly research. To be sure, research universities have established many mechanisms for more direct engagement with society, including joint university-industry-government applied research centres and workforce training.

But it must always be stressed by university leaders that, while important, these are not the most fundamental missions of the university. Over the long term, the research university's fundamental missions of education and scholarship will have far greater impact and should not be sacrificed to respond to near term demands nor to technology-based fads. Students still learn from human beings, not machines. Research still requires an unusual ability to think, to ask probing questions and to discover the unknown, albeit sometimes stimulated by practical problems. And the quality of a university is determined by its people, not its organization or its technology or its branding.

SESSION 2: INTELLECTUAL CONSTRAINTS

Chair: Ronald Daniels

Stefan Catsicas: Creating Shared Value through Open Innovation

Nicolas Dirks: The Evolution of Globalized Higher Education

Carlos H. de Brito Cruz: University Research Comes in Many Shapes

Patrick Prendergast: Global Research Questions and Institutional Research Strategy

This session concerned new approaches to extending the educational and research efforts of research universities to better serve the needs of society through several specific examples. The efforts of the Nestlé Company to restructure itself as the leading nutrition, health and wellness company required not only broadening its mission to include research on water resources and rural development, but also to develop a new paradigm of “open innovation” in which industry and academia join together to better understand and translate science into commercial opportunities. Although such relationships have appeared in the research cluster ecosystems in developed nations, Nestlé is interested in extending the paradigm to developing economies in South America, Africa and South-East Asia where much of their commercial activity will be focused.

A quite different approach was proposed by the University of California Berkeley, based on growing globalization of higher education. After reviewing the traditional approaches of study abroad programs, student-faculty exchanges, the development of branch campuses overseas and the creation of global networks of “consular offices” to provide a limited physical presence in various global centers, UCB has taken bold steps to create a new campus, the Berkeley Global Campus, in Richmond Bay, separate from, but close and deeply connected to, their home campus. This will involve the presence of both international and local partners — universities as well as private corporations and government agencies — joining in the design of an integrated global network of activities, programs and enterprises. In a sense, this effort inverts the usual model whereby U.S. universities establish themselves in sites around the world. At the core of this global campus will be a new College of Advanced Study that will take on issues related to global governance, global ethics, global citizenship and global relationships more broadly.

Yet another approach was described for Sao Paulo, Brazil, in building clusters for translational research that draw from the transformative research conducted by research universities. While society expects intellectual impact from university research, it places increasing priority on economic and societal impact such that the value of scientific research should include intellectual or cultural knowledge. However, for this to be successful, it requires that the core basic research programs of the university be strongly supported, since they are key to the success of applied activities.

Trinity University of Dublin is embarking on yet another approach based on defining “Global Research Questions (GRQs)” that address fundamental challenges to a region’s resources or security that cannot be solved by a single discipline or within a single country. Examples of GRQs include water shortage, energy provision, climate change, poverty, migration, inequality, aging populations and conflict resolution. To identify such GRQs as key priorities, a strategic process has been developed that extends beyond traditional scientific research to identify the interdisciplinary, international research collaborations necessary to address such challenges and then put into place the necessary supranational programming and funding.

SESSION 3: FINANCIAL CONSTRAINTS

Chair: Chorh Chuan Tan

Patrick Aebischer: The Business Model of the 21st Century European University

Leszek Borysiewicz: The Importance of Philanthropy

Ronald Daniels: The Convergence of Public and Private Universities

Luc Weber: The University of the 21st Century

This session began with a discussion of the emerging financial challenges in nations with aging populations and stable enrolments where the public support of higher education was increasingly challenged. The experience of the public research universities in the United States was of particular interest where student fees had increased dramatically to compensate for the loss of 30% of their state support over the past decade. Despite strong support for student financial aid by the federal government, student debt and public concerns had risen dramatically. The sense was that many of the nation’s leading public research universities were at considerable risk, in sharp contrast to private universities, which continued to benefit from high tuition revenue, private philanthropy and endowments.

Although both adequate public support and low tuition policies remained in place in most European nations, there were early warning signs from the rising tuition and debt characterizing English universities that suggested that the American experience of the shift of public perception of higher education — from that of a tax-supported public good to a student-support private benefit — might occur elsewhere. Hence, there was strong interest in exploring alternative financial models, similar to the mixed public-private model of the United States. Of particular interest was the growing importance of philanthropy and endowment in achieving financial sustainability of major research universities. Yet, for most nations, while research-intensive universities would draw from an increasingly balanced mix of public and private income sources, e.g., gifts, endowments, charitable income, business partnerships and

expansion of international students, there continued to be confidence that, in the end, the leading research universities would owe their success and financial stability to public support.

However, Cambridge and Oxford do provide strong evidence that the American approach to philanthropy deserves more attention in Europe. These institutions view philanthropy not only as a buffer to public finances increasingly burdened with debt, low growth and aging populations, but also as key both to institutional autonomy and the vital seed investment in intellectual breakthroughs. Fortunately, the U.K. is beginning to implement tax incentives for both private giving to charitable causes and endowment earnings, but universities still need to develop both the culture and capacity for sustained fund-raising, similar to the learning curve experienced by public universities in the United States. Cambridge, with both large fund-raising experience and a sizeable endowment of £1.3 billion, is providing an important model of how rapid fund-raising can become an extremely important part of a university's financial portfolio. Enabling philanthropy is not just a supplement to public support, but it has rapidly become an obligation for universities if they are to fulfil their mission.

The United States is fortunate in possessing a unique combination of world-class public and private research universities. While there has long been an ebb and flow in the benefits and challenges each face, today, with the erosion in state support (suspected to be of a permanent nature) and the increasing efforts of private universities to address public needs, there are signs of a convergence of both financial character (with private support now exceeding state support for many public universities) and public engagement (as private universities accept more responsibility for activities such as health care, technology transfer and economic development). Taken together, the privatization of publics and the publicization of privates suggest that American public and private universities are tending to converge on a single model of higher education that blends elements of both: the public-regarding private ("PRP") research university.

Of course, even if this is a possible endpoint, it does not necessarily follow that the transition to this model will be equally easy for public and private research universities. Origins matter, and it is here that the legacy of state ownership and control of publics impairs organizational evolution in a way that is less true of the privates. The challenge for policy-makers is how to adopt principled and politically feasible arrangements that still confer autonomy and resources on America's great public research universities, so that they can compete on a level playing field with increasingly publicized privates. One possible route is to adopt a mechanism proposed by the University of Oregon to convert the stream of state appropriations into servicing the loan for a debt-financed endowment that would provide state universities

with financial autonomy. Of course, there would still be the issues of state regulation and politically determined governing boards to address, but the model of a public research university without public ownership but with a private endowment that throws off funds comparable to the public investment is an interesting model to explore.

More generally, the real question is whether today's research universities will be able to adopt to the new world that is opening up, and whether they will be able to do this quickly enough to preserve the quasi-monopoly they currently enjoy in terms of higher education and basic research. The challenges are those of globalization, competition, the increasing pace of scientific and technical progress, and the emergence of the knowledge economy. The capacity to respond depends strongly upon regional characteristics, such as the eroding priority for higher education funding given by aging populations and level student populations in North America and Europe, or the rapidly growing populations and need for economic development in Asian and African nations. In both cases, adapting to the imperatives of a new era will require rapid attention and adaptation. Put another way, universities face a double challenge: First, innovate, modernize and restructure to keep their quasi-monopoly for discovering new knowledge and transmitting it. Second, be capable of doing this with stagnant or decreasing public budgets. This situation will be very challenging for both the governance and the leadership of institutions.

SESSION 4: STRUCTURAL CONSTRAINTS

Chair: Linda Katehi

Tony Chan: Impact of China's Economic Rise on Global Higher Education

Meric Gertler: Cities, Universities, and the Economic Geography of Innovation

Chorh Chuan Tan: University Leadership and Governance

Atsushi Seike: The Role of Universities and Social Needs in Times of Great Change

The discussion began with a review of the remarkable progress of higher education in China as its government realized that developing a modern and effective higher education system is essential to drive the nation's economic goals: the development of human capital, investment in research, cultivating an entrepreneurial culture, and building a new economy based on innovation rather than low-cost labour.

As one of the world's largest higher education systems, China has close to 2,500 accredited universities and colleges, with a current student enrolment of 35 million producing 7.5 million graduates a year. It faces the challenge of providing adequate faculty for this large system, and beyond building more research universities capable of faculty development, it is making efforts to attract back to China the large diaspora of talented students who have gone

overseas for study and graduate education, many of whom are now established faculty members at Western universities. It also must address the challenge of a rising middle-class in which many families can send their children overseas for university studies, often paying full tuition. Although China has adopted many of the characteristics of the Western model of research universities, it is likely to merge these with both a unique culture (e.g., its Confucian philosophy) and national character to achieve a new model. There was a strong sense that the rapid growth and change in the Chinese higher education system are not only good for Chinese citizens, but also present tremendous opportunities for universities worldwide.

Looking more broadly at university development around the world, the case was made for the impact of urban resources on universities located in major cities. Beyond cultural and economic strengths, urban regions are privileged sites for innovation, entrepreneurship and the flourishing of ideas and opportunities. The relationship between universities and their host city-regions is fundamentally symbiotic and confirms the importance of location for research, education, innovation and entrepreneurship. Success in a knowledge-based economy requires thoughtful, strategic support for a nation's urban regions and for its leading institutions of advanced research and education.

But if universities are to play important transformative roles in addressing the challenges and goals facing society, a key requirement is for them to have a high degree of autonomy, tied to adequate and diversified funding, competition for resources, and clear lines of accountability to stakeholders. The university landscape has been impacted and transformed by the powerful forces reshaping the societies that they serve: globalization, intense competition across all sectors, the quickening pace of technological innovation and fundamental changes in demographics and societies. These forces are reshaping the higher education sector in several key dimensions: 1) massification; 2) the proliferation of new higher education models included private sector providers, a much wider range of trans-national educational partnerships, and new modes of learning including online or blended learning; 3) greater scrutiny and benchmarking of output and impact against a global field; and 4) dramatic increases in international student mobility.

Studies support the view that greater autonomy is necessary to address these challenges, including academic autonomy (over teaching and research), financial autonomy, organization autonomy and staffing autonomy. The National University of Singapore (NUS) provides an interesting model of how this has been achieved. The Singapore government corporatized NUS (and Nanyang Technology University) as not-for-profit companies limited by guarantee to provide them with greater autonomy. This requires wide-ranging changes in organizational autonomy, financial arrangements and the supervision role of the Ministry of Education. It also enabled NUS to think fundamentally,

boldly and long-term about its strategic positioning and goals and how these could be achieved. It enhanced the professional and administrative capabilities of NUS. And it engendered a much stronger sense of collective ownership and participation among faculty, staff and students.

An interesting contrast was provided by a discussion of Keio University, the oldest private university in Japan, that was engaged in a strategic process to conduct research through a Longevity Initiative concerning aging populations, a Security Initiative for a safer and peaceful society, and a Creativity Initiative to promote more innovative research that can generate high economic value. The private universities in Japan face a competitive challenge from the national universities, which receive much greater public support from the government. But private universities such as Keio benefit from greater autonomy and the ability to set their own course.

SESSION 5: HUMAN CONSTRAINTS

Chair: Patrick Aebischer

Yves Flückiger: From MOOCs to MOORs: A Movement Towards Humboldt 2.0

Arnoud De Meyer: Impact of Technology on Learning and Scholarship

James Duderstadt: Adapting the University to a New Age

Ihron Rensburgh: Reinventing Greatness: Responding to Global Responsibilities

Linda Katehi: The University of the 21st Century

This session began with a broad discussion of the role of technology in reshaping the nature of teaching and research. A particular example was the major commitment of the University of Geneva to the use of MOOCs in expanding the educational programs of the institution. Although this online technology was used externally primarily for lifelong learning, it has already shaped much of the new thinking about how learning occurs, how knowledge is disseminated to wider audiences, and how students interact with one another both to learn and to reshape their learning environment. The MOOC process also provided the opportunity to use analytics to study learning data, thereby providing an important tool to improve pedagogy.

A second example of the impact of technology on the activities of research universities was provided by the growth of research about and anchored in “big data” that seems to change the very nature of the research paradigm. Predictive analytics are influencing the way we perform empirical research. It is also reshaping the way we view student learning and designing the learning paradigm. Finally, big data and predictive analytics have become an important tool in radically internationalizing research.

The discussion then shifted to a final discussion of both the challenges and new responsibilities faced by research opportunities. It was noted that in the

United States, the perspective of the missions of education and research had shifted from those of public goods benefiting all of society to private benefits for students and industrial patrons of universities that should be expected to pay directly for the services of teaching and research, rather than being heavily subsidized by public tax dollars. Hence, it was becoming increasingly apparent as the pace of change continues to accelerate, our schools, colleges and universities will need to become more adaptive if they are to survive. It is not enough to simply build upon the status quo. Instead, it is important that we consider more expansive visions that allow for truly over-the-horizon challenges and opportunities, game changers that dramatically change the environment in which our institutions must function.

Among these were the importance of considering a possible shift in the intellectual focus, from the preservation or transmission of knowledge, to the process of creativity itself, as the powerful tools of creation in areas such as creating objects atom-by-atom, genetic engineering to new life forms, and artificial intelligence. But perhaps more profoundly, it was time once again to seek a bold expansion of educational opportunity, setting as the goal to provide all citizens with universal access to lifelong learning opportunities, thereby enabling participation in a world both illuminated and driven by knowledge and learning. This will require new paradigms for learning and scholarship, but the rapid evolution of information and communications technologies, evolving at rates of 1,000-fold or more every decade, make even these goals more achievable.

Such ambitious goals will be necessary in any event to meet the massive needs for higher education, particularly in underserved regions such as Africa, experiencing rapid population growth. After Asia, Africa is the world's most populous continent. By 2050, it is forecast to be home to one quarter of the world's population (or some 2.3 billion people, half of whom will be urbanized), and including 40% of the world's children. Much higher and more sustained investment in higher education will be required if Africa's universities are to accommodate growing demand for higher education and lift the participation rate from its current level of 8% to the approximately 32% which was the global average in 2012.

In fact, given their functions of knowledge production and innovation, the training of highly skilled citizens, and the promotion of social mobility, knowledge institutions are key to delivering the knowledge requirements for development. Knowledge institutions in general and research universities in particular must lead the effort to enrol and embrace far higher proportions, and secure the success of youths and minorities from poor and marginalized urban and rural communities. More often than not, the poor and the marginalized are locked out of our universities, especially the research universities, which they either cannot afford or are assumed to be academically unprepared for, or both.

The knowledge institution which can match its global-level responsibilities with its university-level priorities will elevate itself way beyond its standing in terms of global rankings. The research university that includes the world in its research, which promotes and shares the flow of knowledge and scholars, which embraces the poor and does research for humanity, will be a truly great research university.

The final discussions turned to achieving the appropriate balance between education and research, between the desires of the faculty and the needs of the students. To be sure, over the past half-century, universities have become dynamic, indispensable sources of innovation and discovery. They contribute mightily to our economies, our welfare and the world at large. But in their evolution, they have become institutions that revolve around faculty and their research. Our academic and administrative structures and our intellectual priorities have very clearly been based on the concept of creating higher education as a community of scholars, where the entire organization rotates around our faculty. As Clark Kerr, the leader of the University of California in the 1960s, put it: “How to escape the cruel paradox that a superior faculty results in an inferior concern for undergraduate teaching is one of our more pressing problems.” As research prowess grew, the quality of graduate education did as well, Kerr noted, “because the teaching of graduate students is so closely tied to research, that when research is improved, graduate education is almost always bound to follow. At the undergraduate level, however, the subtle discounting of the teaching process has been aided and abetted by the heavy emphasis on faculty research.”

Yet, today’s students are much different than during the formative years of the research university. They can learn in many places and in many ways, both inside and outside the university. When they come to universities like ours, we are one choice among a diverse marketplace of possibilities for them. They understandably want places and institutions that will address their individual needs and interests. Staff expectations have similarly evolved. The university is not as segregated and organized in silos as it has been in the past. We are challenged to foster a community of learners which prepares our diverse student body to become outstanding world citizens and leaders at the same time we are creating a productive environment for our faculty to pursue their own passions and interest for scholarship and research. We must transform our campuses from a 20th-century university community of scholars to the 21st-century university community of learners — a university where all of us use learning to achieve excellence in ourselves and for our communities and the world.

Those who say that a revolution is needed in higher education are correct. But it is not going to be the kind of transformation that some are advocating or predicting where thousands or millions of students are scattered around the

world, staring into a laptop or smart phone and watching an online lecture in physical and social isolation from one another. The challenge is how do we evolve into a new kind of community of learners where we make all of our choices based on the needs and aspirations of everyone who is part of this community? How do we transform the university from a self-centred intellectual community into one that asks itself what are the needs of our students, of our faculty and staff working collectively? It will require us to change our priorities and the structures and processes we have built to pursue those priorities so we are a university where the emphasis is always on learning.

SESSION 6: A GENERAL DISCUSSION

The Glion Colloquium concluded with a final session of open discussions among the university leaders, both to identify the key themes and possible conclusions that had arisen during the meeting, as well as to provide guidance on future efforts. Among the most important topics considered were:

- University autonomy and accountability
- Financial sustainability (with a particular focus on the importance of private fund-raising and endowments)
- Intergenerational equity of educational opportunities (particularly in nations with aging populations)
- Providing affordable and sustainable higher education to regions characterized by major population growth (particularly in Africa and Asia)
- Mission differentiation (e.g., comprehensive universities vs. technical institutions vs. workforce training)
- Impact of rapidly evolving disruptive technologies
- Achieving a balance between competition and cooperation in addressing global issues
- How to project the importance of research universities and influence their support

An array of possible topics for future Glion Colloquia were also suggested:

- How research is changing, and its implications for the faculty.
- What is the role of elite institutions for access and equity?
- What are the political strategies to advance university interests and address social challenges?
- How do we accommodate faculty and students who run against the grain (i.e., “essential singularities”)?
- A more focused discussion on achieving appropriate governance and leadership of 21st-century universities.

The concluding remarks from the group expressed strong support for the existing Glion paradigm:

- The priority given to inviting participants currently serving in university leadership roles.
- The request for advance drafts and final papers from each participant both to inform the discussions and to provide material for a widely distributed book concerning the meeting.
- The importance of a balance between brief presentations, extensive discussion during planned sessions and ample opportunity for informal discussions during dining and other planned events for the participants and their partners.
- Continuing to host the meetings in the Hotel Victoria in Glion-above-Montreux.

There was strong agreement among the participants about the value of the Glion experience for their institutions and higher education more generally. They expressed their strong encouragement and support for the continuation of the Glion Colloquium as an extremely important resource for world's research universities and the global society that it serves.