

3rd Report of the PSL Strategic Directions Committee (SDC)¹

October 2016

Background

1. The members of the SDC were invited to Paris on 2-4 October 2016. In advance of the meeting, the PSL Directorate sent to us the self-assessment report, 'End-of-Probationary-Period Paris Sciences & Lettres Evaluation Report' that PSL had submitted in December 2015 to the international jury; the subsequent report of the international jury; and a document, 'An Integrated *Paris Sciences et Lettres* University: Objectives, Methods, Governance', which sets out progress since the jury's report and plans for next steps. These documents proved a very helpful foundation for the Committee's initial deliberations and for our discussions in Paris with colleagues from PSL. The SDC members are very grateful to all PSL colleagues for the time that they gave us.
2. This report is based on our reading of all the documentation provided, on background research carried out by members of the SDC, on our workshops, panels and discussions with senior PSL colleagues and our subsequent SDC deliberations in Paris, and on follow-up information provided by PSL after the interview visit.

Findings

3. The SDC continues to be impressed by the originality of the vision for PSL, which in its commitment to interdisciplinarity and to innovation in both research and teaching offers a new and exciting model of a university for the 21st century. It is pleasing to note that PSL's ambitious and coherent research strategy has now been embedded and serves as the foundational academic strategy for the University.
4. There is already a growing list of achievements that demonstrate the uniqueness of PSL, and PSL's international reputation is steadily increasing as more and more universities in different countries follow its development. Crucially, there is now a much greater level of collaboration between and across member institutions than 12 months ago thanks to the existence (and the integrative efforts) of PSL.
5. However, the SDC fully understands and endorses the international Jury's decision to extend the probationary period and its identification of 4 areas where significant further progress needs to be made if PSL is to continue to benefit from the IDEX label and the associated funding.
6. SDC urges PSL to respond to the guidance of the Jury in a creative and timely way. At the same time, it re-affirms its belief that PSL, more than any other IDEX university in France, presents the possibility both of transforming the nature of higher education in France and also of proposing an entirely new model for the rest of the world.
7. While enormous amounts of time and energy have been spent over the past year in internal discussions, the pace of progress is slower than is desirable and we urge that

¹ In French, the committee is known as the Comité d'Orientation Stratégique (COS).

more urgency, clarity, imagination and shared honesty about respective positions on all issues be now introduced into the process of realising the vision of an integrated research-led university which will be a leader in the complex and highly competitive environment of global higher education.

Integration and the ‘Target University’

8. We would stress that much has already been achieved, and we applaud PSL’s many creative innovations in teaching, in research, in university management and governance, and in knowledge transfer. Nonetheless, on the crucial issues of what exactly the ‘Target University’ should be and how this should be achieved, there remains much to be done, as there is still neither full clarity on what this actually means nor full agreement on what it must entail.
9. Disagreements and tensions will inevitably occur in a complex and dynamic university environment, and some have already arisen, but it is no longer sufficient for PSL only to speak of ‘its irreversible drive towards greater integration’.² This ‘greater integration’ needs now to be achieved.
10. There are many reasons for the lack of cohesion around a single shared vision of integration, but these must now all be openly scrutinised and challenged; above all, they can no longer be permitted to delay advancement towards the achievement of the ‘Target University’.
11. We are aware that there is greater appetite for moving forward swiftly in some member institutions than in others and that various scenarios have been emerged as possible ways forward. We urge those institutions which are ready and able to integrate to do so in what would be a Phase 1 of the full integration of all the member institutions which would ultimately constitute the new entity that will be PSL.
12. Such a phased approach would enable the clear definition of the ‘Target University’ of PSL-EP (PSL Établissement Public), with agreement assured by the Phase 1 members on how to address all of the issues identified by the Jury in its evaluation report. This approach would also have the merit of being organic, driven by institutions in partnership with the PSL leadership.
13. Phase 2 members would be those which, for internal reasons or for external reasons, such as reticence on the part of sponsoring bodies, are not yet ready to commit to the level of integration that is non-negotiable for the Jury – and which, in our view, is essential for any world-class university today.
14. The Phase 2 members must continue to have a voice in defining the ‘Target University’ and its processes and they could continue to belong to the ComUE, and we would hope that they would be able to join PSL-EP as soon as possible. However, clear criteria would need to be established for Phase 2 members to join fully. Furthermore, in order to avoid eternal deferral of decision-making regarding membership, a timeframe should be established by when members either join fully or part company formally from PSL (though collaborations could, of course, continue).

² ‘PSL’s ‘End-of-Probationary-Period Paris Sciences & Lettres Evaluation Report’, p. 5.

15. It is inevitable that Phase 2 members will not initially have full access to the full IDEX funds that will follow Jury approval, but we encourage them to play as full as possible a role in advancing the PSL project, whilst also seeking to overcome their internal or external obstacles to full integration.
16. A phased approach needs careful thought, but it would enable the creation of a smallish but resolute and fully integrated university entity; furthermore, it removes pressures of time from potential Phase 2 members, enabling them to proceed at an institutionally appropriate pace (albeit with the intention of making final decisions on joining within an agreed timeframe).
17. One of PSL's greatest strengths is its commitment to and capacity for interdisciplinarity – which comes from the broad diversity of disciplines represented in its member institutions. We regard it as important that interdisciplinarity be not simply an accident of which institutions joined it, but rather part of PSL's core mission and indeed part of its very identity. For this reason, it is vital that there be as wide as possible a range of disciplines represented in Phase 1 in order to enable radical interdisciplinarity rather than just pluridisciplinarity to flourish.
18. PSL plans to create an Academic Senate, presumably as a replacement to the current Academic Committee (Conseil académique). As the principal academic body in a university, a senate can be a very effective representative and open body. However, its responsibilities, powers and membership must be clearly defined, and the current size of the Academic Committee (111 members) seems to us far too large for it to be an effective, nimble and responsive body. We recommend that PSL considers carefully the different models of a Senate in, for example, the UK and the USA; we recommend that its constitution and membership be redrawn with an eye to effectiveness of process and decision-making.
19. One of the major obstacles to full and effective integration is the fact that the member institutions report to and are under the aegis of different sponsoring and funding bodies: the Ministry of Higher Education and Research, the Ministry of Industry, the Ministry of Culture, the Ville de Paris, and some private foundations. At present, the Ministries have differing views on the acceptability of the measures that PSL wishes to take in order to achieve full integration. From an international point of view, it seems extraordinary that in a national government project as important as the IDEX initiative, government Ministries can be responsible for preventing PSL and all of its institutions from meeting one of the key criteria set by the (government-appointed) international Jury. In this context, it would seem important to create a programme of advocacy with the aid of external champions to try to persuade the reluctant Ministries that it is in the best long-term interest of 'their' institutions to be full members of an integrated PSL.

Recommendation 1: We urge that PSL and its institutions adopt a phased approach to the realisation of an integrated university. Those members which currently share the enthusiasm and the readiness to proceed in this way will shape and create the 'Target University' as Phase 1, determining how best to satisfy all the requirements of the Jury, whilst also maintaining and enhancing the uniqueness of the PSL vision

Recommendation 2: We encourage those members not yet ready for full integration to continue to play a full role over the next months in discussions about advancing the PSL

project, whilst at the same time seeking to overcome the internal or external obstacles to their full integration.

Recommendation 3: We regard diversity of discipline and pedagogical approaches and a commitment to interdisciplinarity as foundational principles of PSL and hope that already in Phase 1, PSL-EP will have a broad range of disciplines.

Recommendation 4: While the pressing debates over the next few months are likely to have difficult moments, we urge all colleagues and institutions to engage in them collegially in a spirit of 'Together in Transformation'.

Recommendation 5: We recommend that PSL considers carefully the different models of a Senate in, for example, the UK and the USA, and that its constitution and membership be redrawn with an eye to effectiveness of process and decision-making.

Recommendation 6: We recommend that a programme of advocacy with the aid of powerful champions be created to try to persuade the reluctant Ministries that it is in the best long-term interest of 'their' institutions to be full members of an integrated PSL.

Education and training

20. One of the great, though insufficiently known, success stories of PSL is its excellence, innovation and success in the domains of education and training, from the undergraduate phase through to the doctorate. One outstanding example is the CPES, where PSL has shown pedagogical innovation in developing a new concept of a Bachelors/'Licence' degree based on selective entry, which offers a radical alternative to the French 'classes préparatoires' system through its multi-disciplinary curriculum where the students can choose from a very wide range of courses and select projects from a broad range of subjects.
21. The SDC is delighted that the CPES programme is already proving highly attractive to outstanding students (1,600 candidates for 110 places) and is especially impressed that 40% of students on this new and demanding degree come from disadvantaged backgrounds. Universities have an important role to play in facilitating social mobility, and the CPES degree with its innovative curriculum and structure coupled with an excellent system of mentoring and support for students makes a nationally-leading contribution to this important area.
22. Other outstanding examples are the SACRe and ITI doctoral programmes, which demonstrate how educational programmes can fruitfully articulate well with the research strategy, in that they are based on an interdisciplinary approach to subject matter, on integration of schools in terms of delivery of teaching and training, and merging learning, teaching and research. Like the CPES, these doctoral programmes are embodiments in pedagogical and research practice of PSL's strategic vision.
23. SDC is pleased to note that the transfer of degree-awarding powers to PSL continues, and while recognising that Government Ministries will have to give their approval, we hope that PSL will argue hard for the transfer to PSL of all Masters as well as PhDs as soon as possible and at the latest by 2018 when PSL will renegotiate its offer with the Ministry of Higher Education and Research.

24. PSL has an impressive 14,000 Masters students, who constitute 70% of the student body. This is a very diverse group in terms both of subjects and of background (40% are international students), and there is good evidence that Masters students very easily find employment or go on to doctoral research. Given the diversity both of Masters programmes and of pedagogical approaches, we strongly support the intention to create a Masters College where representatives of all the schools can meet to share best practice and discuss the practical implications for Masters students and teachers of strategic decisions made by PSL.
25. Informal feedback from students is extremely enthusiastic about PSL, and there is evidence that they understand that PSL is simultaneously innovating and building on the best of French educational approaches in new ways. We note that a survey has already been undertaken of students who have already graduated, which has provided useful information. However, we regard it as vital that PSL puts in place, as a matter of priority, systemic surveying of students on all programmes (i.e. at undergraduate, Masters, doctoral and continuing education levels), so that student feedback can inform continuous improvement.
26. At present, each school had its own methods for quality control. However, if PSL is to have responsibility for awarding all degrees over time, it must also have ultimate responsibility for guaranteeing the quality of all degrees and consequently must put in place appropriate mechanisms. In this context, we urge PSL to develop a 'quality assurance pyramid' of quality assurance committees at the PSL level, at the school level and at the department or programme level. This will enable ongoing top-down and bottom-up dialogue about strategy and delivery and will help to embed a commitment to quality assurance in the everyday provision of teaching, training and student support.
27. In order to ensure that PSL programmes continue not only to meet but also in some cases to set international standards, serious consideration should be given to using external examiners on all programmes and to involving international reviewers in the process of programme and course creation and development and in programme reviews.
28. PSL students are fortunate that PSL offers them the opportunity of following courses in several different schools. While recognising the significant challenges involved in moving toward a common timetable, SDC recommends that PSL establishes clear principles for cross-registration on undergraduate and Masters programmes and designates the harmonisation of timetabling as one of its high priority actions for the next months. Furthermore, it is imperative that an ECTS credit transfer scheme across all the schools be put in place as soon as possible.
29. It is encouraging that some early consideration is being given to the need to support the professional development of all those teaching at PSL, given the diversity of its student body and given also, importantly, the rapidity with which pedagogical approaches are changing in universities across the world. If PSL is to be and to be perceived as a truly world-leading university, it needs to enable those teaching to understand how to use the best of both traditional and new, cutting-edge methods of teaching and assessment. We thus urge that a Continuing Professional Development programme be developed which is appropriate for teachers of all levels of experience.

Recommendation 7: Everything possible should be done to accelerate the transfer to PSL of all Masters programmes.

Recommendation 8: We strongly support the plan to create a Masters College where representatives of all the schools can meet to share best practice and discuss the practical implications for Masters students and teachers of strategic decisions made by PSL and hope that this can be realised within the next 12 months..

Recommendation 9: We recommend that systemic surveying of students on all programmes (i.e. at undergraduate, Masters, doctoral and continuing education levels) should be introduced as soon as possible, so that student feedback can inform continuous improvement.

Recommendation 10: We urge PSL to develop a 'quality assurance pyramid' of quality assurance committees at the PSL level, at the school level and at the department or programme level. This will enable ongoing top-down and bottom-up dialogue about strategy and delivery and will help to embed a commitment to quality assurance in the everyday provision of teaching, training and student support.

Recommendation 11: Serious consideration should be given to using external examiners on all programmes and to involving international reviewers in the process of programme and course creation and development and in programme reviews.

Recommendation 12: While recognising the significant challenges involved in moving toward a common timetable, SDC recommends that PSL establishes clear principles for cross-registration on undergraduate and Masters programmes and designates both the harmonisation of timetabling and the introduction of an internal ECTS credit transfer scheme as high priority actions for the next months.

Recommendation 13: We urge that a Continuing Professional Development programme be developed which is appropriate for teachers of all levels of experience.

Budgets and Resource Allocation,

30. SDC was pleased to learn that a more strategic dialogue is now in place between PSL and the institutions via bilateral meetings, and that this has enabled PSL to better understand the institutions and the way in which their budgets are determined (and the various constraints surrounding their funding).
31. While this is still in an early learning-by-doing phase, several mechanisms have already been put in place to promote collaboration and in pursuit of PSL's strategic aims. Notable examples are PSL offering match-funding from PSL for innovative research projects and doctoral scholarships. An exciting proposal under discussion intends to create a new category of PSL Professors who would be employed by PSL, with the 2 or more schools where they would be based transferring the funding for the salary to PSL, which would then pay the professor's salary directly and also contribute funds to the overall package offered (laboratory costs, seed money for research, etc.). This type of model would be aimed at mid-career individuals and would enhance cross-school working.
32. Such initiatives represent more than much-appreciated financial additionality for the member schools; they show that, collectively, PSL is thinking radically and imaginatively and using the (small) PSL budget for strategic purposes to facilitate collaboration and interdisciplinarity.

33. One of the most contentious proposals currently being discussed is the right of the President to sit on the Boards of institutions and to have the right to veto their budgets. Some objections have been made about what some see as an arrogation of fiduciary power. SDC has considered this proposal carefully, and we strongly support what we regard as a hugely symbolic signal that PSL and its member institutions are committed to realising the vision of a truly integrated university.
34. We recognise that it is unlikely that the right of veto would actually ever be invoked, given the upstream process of dialogue and discussion about budgets that is now being proposed. Nonetheless, it seems essential (a) that the President should have oversight of the budget decisions and the arguments informing these in the various schools and (b) that the President should have the right to exercise a veto if a particular school seeks at whatever point and for whatever reason to make decisions that are contrary to decisions made and commitments agreed collectively by the Board of Directors or the Council of Member Institutions. We therefore strongly support this proposal which furnishes a vital final institutional check on PSL's complex budgetary processes.

Recommendation 14: More use of the PSL budget for strategic reasons Such initiatives represent more than much-appreciated financial additionality for the member schools; they show that, collectively, PSL is thinking radically and imaginatively and using the (relatively small) PSL budget for strategic purposes to facilitate collaboration and interdisciplinarity.

Recommendation 15: We strongly support the proposal of a Presidential right of veto over institution budgets in exceptional circumstances, as it will furnish a vital final institutional check on PSL's complex budgetary processes.

Human Resources (HR), Top Talent Recruitment and Talent Management

35. One of the major challenges for PSL is to formulate and implement a harmonised HR Strategy. Recruitment of the best talent at all levels from Early Career Researchers to senior Professors is vital to the ongoing success of the University, and in today's extremely competitive global market, PSL must find ways of making itself particularly attractive and distinctive.
36. We recognise the constraints posed by France's higher education system where civil service contracts for university staff are the norm. Nonetheless, there is room for creative thinking in the construction and issuing of some contracts, and we are impressed that PSL is increasingly moving down this path. One example is that of the PSL Professors (see paragraph 31 above). Another is the brokering role that PSL played when 3 chemistry institutions were targeting the same individual and PSL was able to offer a joint recruitment package. A third successful example is that of PSL appointing 11 non-permanent Chairs, all of whom have contributed significantly to the University. Furthermore, interesting discussions are under way about how PSL could make creative use of fixed-term contracts to enable early career researchers to move around the PSL network of institutions. SDC sees this as an excellent way of retaining outstanding young talent, building cross-school knowledge and fostering interdisciplinary working, just as the plans under discussion to facilitate the internal mobility of administrative and technical staff will also build cross-school knowledge and will share and embed best practice, and help to retain outstanding staff.

37. While the title of PSL Professor has been created for a category of non-permanent professors, it would help to cement institutional belonging if all full, permanent professors were ultimately to carry the title of PSL Professor as well as having their Chair in a particular institution. There is precedent for this in other complex, multi-institutional universities, such as the University of London. (The current use of this title for non-permanent professor would, however, have to be changed to avoid confusion).
38. However, the member institutions still define their own recruitment procedures for academic staff, and we were told that it was not possible to have a collective hiring policy at this point. PSL aims to share best practice, and it currently states that it is committed to both overall consistency and a respect for the specificity of each institution. We would argue that respect for institutional specificity does not preclude universal adoption of core principles of recruitment, and that PSL should work hard at defining these principles and ensuring their adoption by all the institutions. Furthermore, as well as ensuring that these principles meet the highest contemporary international standards, PSL should also include principles that can advance institutional values and strategic aims, such as ensuring that every interview/recruiting panel should include at least one female and one male colleague and at least one colleague from another member institution.
39. The HR Conference on 12 December offers an important opportunity for the PSL community to discuss harmonising HR practice in recruitment (and elsewhere). We would urge PSL then and over the next months to continue to think creatively about how its HR principles as practices can contribute to the realisation of its vision of integration and excellence in a world where the professional aspirations of academics are evolving and becoming much more globally focused.
40. We urge PSL to elaborate its Talent Management Strategy and implement it as a matter of priority, so that implementation can begin by mid-2017. We recommend also that a Continuing Professional Development strategy for all staff should be incorporated into the over-arching HR Strategy.
41. Only 30% of publications are being signed with the PSL common signature. It is vital for reputational reasons as well as for international rankings reasons that all colleagues include this common signature in all publications and in all public engagements (they can also, of course, include reference to their respective institutions). We therefore recommend once again that strenuous efforts be made by the PSL leadership and by all heads of institutions to ensure that the entire staff use the common signature in all research, policy and other outputs.

Recommendation 16: We encourage PSL to continue to dedicate a significant part of its central funds to creative and imaginative HR initiatives which further key integrating institutional aims.

Recommendation 17: We hope that in the near future all full professors in all of the PSL will hold the title of PSL Professor as well as holding a Chair in their respective institutions.

Recommendation 18: We urge PSL to work with all member institutions to define core principles of recruitment that will then be adopted by all the institutions. As well as ensuring that these principles meet the highest contemporary international standards, PSL should also include principles that can advance PSL's own institutional values and strategic aims,

Recommendation 19: We encourage PSL to elaborate its Talent Management Strategy and implement it as a matter of priority, and we also recommend that it develop a Continuing Professional Development strategy for all staff and incorporate it into the over-arching HR Strategy.

Recommendation 20: It is essential for PSL's reputation and its future standing in the international rankings that the PSL leadership and all heads of institutions convince the entire academic staff to use the common signature in all research, policy and other outputs.

Communication

42. Communication, both external and internal, is a weakness in most institutions around the world, and this applies especially to PSL, which is an enormously exciting initiative but one that is not easy to describe. Work should therefore be undertaken to develop a short, sharp message that can be easily understood by all, both outside and inside PSL.
43. Before this can happen, PSL needs to articulate what can be achieved *only* through PSL as an integrated university. The 25 member institutions are all highly prestigious, yet to the outside world, there is no immediately obvious reason why they have come together and how PSL is more than the sum of its parts. A crucial message to crystalize is how PSL as an integrated entity takes a strategic approach to serendipity and not only enables but actively fosters interdisciplinarity and innovation – and how it offers a new model of the research university for the 21st century. A
44. A process which can help this process of self-definition is one that we again strongly recommend: a *directional narrative*, which gives a sense of where PSL is going, what is being proposed and why, how and when they will proceed to do it. In other words, this will be a story which has clear milestones, and in which the past, the present and the future are linked. This document should also stress that PSL's development is an organic one led by PSL and the member institutions in partnership. Once this has been written, different versions should then be drafted, one for external audiences and the other for the internal audience, each being written in a meaningful way for the intended audience.
45. Our perception of reading PSL's documentation, such as its December 2015 self-assessment report, 'End-of-Probationary-Period Paris Sciences & Lettres Evaluation Report' and its September 2016 report for us, 'An Integrated *Paris Sciences et Lettres* University: Objectives, Methods, Governance', is that PSL systematically underplays its achievements, and we were delighted to discover during our annual visit that much more had been achieved than had been indicated in the document.
46. While we would not recommend that PSL should fill its documentation with case studies and examples, it is nonetheless important that, wherever possible and especially in press releases, it explains how its various strategic principles are being concretised in its research and teaching activities. On our visit we were, for instance, struck by how the small film school, La Fémis, was collaborating in transformative interdisciplinary ways with institutions as different as Paris-Dauphine (on the training of cinema managers) and the Paris Observatoire (on imaginative visualisations of exoplanets).

47. It is important to remember that concrete examples and stories give often necessary contextualisation to official reports, submissions and other documents and bring them to life. They also have the significant benefit of always being powerful and of speaking to a broad audience. We thus urge PSL to harness the power of stories in order to communicate effectively with a wide range of audiences.

48. A surprising omission from PSL's documentation and self-presentation is mention of excellence. We understand that PSL is reluctant to use a term that is sorely over-used in university discourse and propaganda, but we would suggest that explicit expression of PSL's aspiration to excellence not only in research and teaching but also in all of PSL's processes would be appropriate and would keep PSL striving ever forward on all fronts.

Recommendation 21: We again strongly recommend that PSL formulates a directional narrative, which will serve as the foundation for all external and internal communications about its vision, mission and operations.

Recommendation 22: We recommend that in press releases and other communications about successes and innovative initiatives, links should, wherever possible, be made to PSL's strategic vision, values and aims. We also remind PSL of the power of stories and concrete examples and urge it to make use of them in order to communicate both more powerfully and more widely.

Recommendation 23: We encourage PSL to make more explicit reference in its documentation to its aspiration to excellence in all of its activities and processes.

Conclusion

49. SDC was very impressed by how much excellent work is going on in teaching and research at PSL. It is particularly gratifying to see how much interdisciplinary innovation is emerging from the exploitation of the synergistic opportunities offered by PSL with its 26 very different member institutions.

50. We were impressed by the enthusiasm for the PSL project expressed by many of the colleagues whom we met. We note also with pleasure that the students in member schools as well as on the CPES are extremely enthusiastic about PSL and see it as offering many new opportunities as well as new intellectual horizons.

51. There is much that needs to be done (and much is already planned). However, the top priority must be to meet all of the requirements indicated by the international Jury. This means that now is a time for decisive action – and this will mean the taking of some hard decisions by PSL and its member institutions. Further delay through another extension of 'probation' would, we suspect, be unacceptable to the Jury, and it would do irreparable damage to PSL's reputation.

52. PSL's vision of a comprehensive integrated research university is a very new and complex one in the world of universities. This poses real challenges in terms (a) of the varying states of readiness of the member institutions and (b) of the labyrinthine processes that it needs to navigate in its negotiations with the various 'tutelles' involved and with the legal and constitutional statuses that obtain in the current French higher education system.

53. However, this vision is PSL's greatest asset, greater even than the excellence and prestige of the member institutions, for it is striving to create something that differs radically from the traditional comprehensive university, something that is much more than the sum of its parts: a university that will be world-leading and defined by its commitment to excellence, innovation and interdisciplinarity.
54. We urge PSL to have confidence in itself and its vision.
55. We hope that our Report will be of help to PSL as it prepares for its final submission to the international Jury – and for its subsequent operation as a fully integrated university.
56. Finally, we would like to thank PSL for their hospitality and care for us during our visit, and we would especially like to thank all the PSL colleagues and students with whom we have communicated in meetings and in informal settings and in written or telephonic exchanges for the openness and thoughtfulness with which they have responded to our questions and comments.

28 October 2016

PSL Strategic Directions Committee (SDC)

Professor Dudley Andrew, R. Selden Rose Professor of Film and Comparative Literature, Yale University

Professor Sir Tony Atkinson, Fellow of Nuffield College, University of Oxford

Dr Jo Beall, Director of Education and Society and Member, Executive Board of the British Council

Professor Gérard Ben Arous, Director of the Courant Institute, New York University

Professor Dame Jocelyn Bell Burnell, Astrophysicist, Fellow of the Royal Society and President of the Royal Society of Edinburgh (Professor Bell Burnell)

Professor Hubert Girault, Professor of Analytical and Physical Electrochemistry, École Polytechnique Fédérale de Lausanne

Professor Dame Julia Higgins, Physicist, Professor at Imperial College London, Fellow of the Royal Society and President-elect of the Institute of Physics

Professor Pierre Magistretti, Professor of Neuroscience, École Polytechnique Fédérale de Lausanne and Director, National Center of Competence SynaPsy

Professor Andrew Pettigrew, OBE, Professor of Strategy and Organisation, Saïd Business School, University of Oxford

Professor Michael Worton, CBE, Emeritus Professor of Arts and formerly Vice-Provost, University College London (Chair)