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U.K.-U.S. Higher Education Partnerships:

Firm Foundations and Promising Pathways





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U.K.-U.S. Higher Education Partnerships: Firm Foundations and Promising Pathways

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CIGE Insights

This series of occasional papers explores key issues and themes surrounding the internationalization and global engagement of higher education. Papers include analysis, expert commentary, case examples, and recommendations for policy and practice.

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Executive Summary

The United Kingdom (U.K.) and the United States (U.S.) share a common history, deep cultural connections, and a generally positive relationship that serve as a basis for strong academic ties. Political developments in both countries in the last year—the “Brexit” vote in the U.K. and the election of President Donald Trump in the U.S.—have brought about a **parallel set of challenges for colleges and universities, particularly when it comes to internationalization**, and renewed attention to the U.K.-U.S. higher education relationship.

Given the breadth of existing ties and current political parallels, the time is right for an analysis of bilateral higher education collaboration, and opportunities for deeper engagement going forward. With the generous support of Sannam S4, this study endeavors to provide such an analysis. The report begins with an **overview of the current landscape of U.K.-U.S. connections**, including an inventory of institutional partnerships and activities, and a summary of evident trends. The inventory addresses four primary areas: student mobility (exchanges and collaborative degree programs), faculty activities, research collaborations, and institutional outposts.

Recognizing that engagement is facilitated by a variety of entities and organizations aside from higher education institutions themselves, a number of these **“other actors” and their activities that promote collaboration in the U.K.-U.S. context** are described; these include government agencies, associations, foundations, and other funders.

Using the inventory data and information gathered from interviews with U.K. and U.S. higher education leaders, the report then turns to a discussion of the **factors that facilitate engagement, as well as key challenges** that often arise in the course of collaborative ventures. In terms of facilitating factors, similarities between the two higher education systems—e.g., overall quality, access to funding, strength of the research enterprise, and general trajectory of internationalization—serve as “common ground” from which to build relationships. At the same time, some notable differences in these areas, as well as in country and culture contexts, give rise to (sometimes unexpected) challenges for institutions, and for students and faculty participating in joint endeavors.

Drawing together all of these elements, the report concludes with a **set of recommendations**—aimed at colleges and universities, policy-makers, and other stakeholders—for ways to enhance bilateral ties between individual institutions and the broader higher education communities of which they are a part. Recommendations include:

- Clarify and articulate the value proposition.
- Capitalize on existing connections.
- Develop innovative models for engaging students.
- Lay the groundwork for strong partner relationships.
- Create shared resources.
- Think broadly about how U.K.-U.S. collaboration can help address shared challenges.

Introduction

The United Kingdom (U.K.) and the United States (U.S.) share a common history, deep cultural connections, and a generally positive relationship that serve as a basis for strong academic ties. Political developments in both countries in the last year—the “Brexit” vote in the U.K. and the election of President Donald Trump in the U.S.—have brought about a **parallel set of challenges for colleges and universities, particularly when it comes to internationalization**, and renewed attention to the U.K.-U.S. higher education relationship.

In the wake of Brexit, well-established pathways for student and faculty mobility between the U.K. and the European Union (E.U.) are now in question. The extent to which U.K. universities will still have access to E.U. research funding programs is also unclear. In the U.S., the first four months of the Trump administration have seen a series of statements and executive orders that indicate a marked change in foreign policy, and new hurdles to collaboration with areas of the world that have been instrumental in terms of student mobility, scholarly connections, and other aspects of internationalization.

Beyond overt policies, the *perception* of a less welcoming climate for international students and scholars is on the minds of institutional leaders in both countries; in the U.S., at least, anecdotal reports and initial data on international student application rates (AACRAO 2017) indicate that such concerns are not unwarranted. On the whole, a more nationalistic tone to public discourse on both sides of the Atlantic raises questions about ongoing interest in and support for higher education institutions’ internationalization activities.

As colleges and universities in the two countries wrestle with this new reality, **U.K.-U.S. partnerships provide a potential avenue to maintain and strengthen international ties** in spite of current challenges. Thus far, the Trump administration’s foreign policy changes have not directly impacted student and scholar flows or other collaborative activity between the two countries. In the U.K., collaboration with the U.S. may be a means to mitigate the impacts of Brexit, particularly in terms of academic mobility and research funding. And both President Trump and U.K. Prime Minister Theresa May have reiterated their commitment to maintaining a strong bilateral relationship.¹

Given the breadth of existing ties and current political parallels, the time is right for an **analysis of the U.K.-U.S. higher education relationship, and opportunities for deeper engagement going forward**. With the generous support of Sannam S4, this study endeavors to provide such an analysis. The report begins with an overview of the current landscape of U.K.-U.S. collaboration, including an inventory of institutional partnerships and activities, and a summary of evident trends. This is followed by a discussion of the factors that facilitate engagement, as well as key challenges that often arise in the course of collaborative ventures.

Finally, the conclusion outlines a set of recommendations—aimed at colleges and universities, policy-makers, and other stakeholders—for ways to enhance bilateral ties between individual institutions and the broader higher education communities of which they are a part. These are complemented by case examples of individual institutions, specific partner relationships, and individual programs and initiatives that highlight promising practices in key areas and exemplify the recommendations set forth.

¹ <http://www.npr.org/2017/01/27/511985090/trumps-press-conference-with-british-prime-minister-annotated>

METHODOLOGY

For the inventory component of the study, information was gathered from the websites of colleges and universities in both countries, as well as from contacts at a variety of institutions and organizations. While the inventory is not exhaustive, it includes a “critical mass” of collaborations that allow for identification of patterns and trends.

Data on challenges, opportunities, and good practices were gathered through interviews with institution leaders, including a delegation of U.K. representatives who attended ACE’s Annual Meeting in March 2017. These discussions, along with the inventory data, also informed construction of the case examples. Representatives of Universities UK and Sannam S4, the project sponsor, provided additional information and insights.

ABOUT THE SPONSOR: SANNAM S4

ACE is grateful for the generous support of Sannam S4, which sponsored the production of this report and its dissemination.

Since its founding in 2008, Sannam S4 has supported more than 50 higher education institutions from seven countries in delivering their international objectives. Sannam S4 also advises governments on the development of international education strategies and is a global strategic partner to the U.S. Department of Commerce and the U.K.’s Department for International Trade.

Sannam S4 has two principal divisions:

- The Education Division, which supports institutions in establishing local in-country presence (LaunchPad™), developing student recruitment strategies and identifying institutional, corporate and public sector partnerships.
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Sannam S4’s U.S. partners include five of the top six universities in the world (QS World University Rankings® 2016/17), plus the University of Bridgeport, Colorado State University, and the University of South Florida.

Sannam S4’s U.K. partners include a third of the Russell Group; plus, a further 15 University Alliance, MillionPlus, Cathedrals Group, and unaffiliated institutions.

More information: www.sannams4.com

Existing Ties and Trends

Data from ACE's recent study, *Mapping Internationalization on U.S. Campuses: 2017 Edition*² (Helms and Brajkovic 2017), indicate a high level of partnership activity between U.S. colleges and universities and their U.K. counterparts. Over a third (36 percent) of the 1,164 U.S. institutions participating in the survey reported existing collaborations in the U.K.—putting the U.K. second only to China in terms of prevalence as a partner country.

With an eye toward understanding the nature of these collaborations and the activities entailed, the current project takes stock of U.K.-U.S. engagement in four categories: student mobility, faculty activities, research collaborations, and institutional outposts. As noted previously, the examples included in each category are not exhaustive; however, they illustrate the current scope and focus of institutional efforts, and highlight key trends and characteristics of the bilateral higher education relationship. A full list of the collaborations catalogued in the inventory is displayed in the accompanying document to this report, *Inventory of U.K.-U.S. Collaborations*, available on the ACE website.³

The inventory focuses on collaborations involving U.K. institutions that self-identify as members of four institutional groups—Russell Group,⁴ University Alliance,⁵ MillionPlus,⁶ and the Cathedrals Group⁷—and their U.S. partners, which are delineated by Carnegie Classification.⁸

INSTITUTION CLASSIFICATIONS

For purposes of this report, **U.K. institutions** are classified according to their self-identification with four widely-recognized “mission” groups:

- Russell Group—Twenty-four high-profile public research universities.
- MillionPlus—Nineteen “modern” universities (polytechnics that achieved university status in 1992) with a focus on access.
- University Alliance—Nineteen teaching and research institutions focused on serving particular U.K. cities and regions.
- Cathedrals Group—Sixteen universities and university colleges with historical ties to the early Christian church.

In addition, the inventory includes a number of institutions that have not chosen to be part of any of these four groups; while they may have other affiliations (e.g., with Guild HE, <http://www.guildhe.ac.uk/>), for purposes of this report these institutions are denoted as “unaffiliated.” Institutions in all four groups, as well as those that are “unaffiliated,” offer a variety of degrees and credentials.

U.S. institutions are identified by Basic Carnegie Classifications, which are based on the highest or predominant credential awarded.

- Doctoral Universities—Doctoral degree-granting, usually large, with high research output.
- Master’s Colleges and Universities—Grant master’s degrees, along with a small number of doctoral degrees in some cases; level of research activity varies.
- Baccalaureate Colleges—Bachelor’s degree is the predominant credential offered; include what are often known as four-year “liberal arts colleges,” and other institutions with a strong undergraduate teaching focus.
- Associate Colleges—Primarily grant two-year associate degrees; often referred to as “community colleges.”

2 At the time of this publication, *Mapping Internationalization on U.S. Campuses: 2017 Edition* is forthcoming; it will be published by ACE in June 2017.

3 <http://www.acenet.edu/news-room/Pages/CIGE-Insights.aspx>

4 <http://russellgroup.ac.uk/about/our-universities/>

5 <http://www.unialliance.ac.uk/>

6 <http://www.millionplus.ac.uk/>

7 <http://www.cathedralsgroup.ac.uk/>

8 http://carnegieclassifications.iu.edu/classification_descriptions/basic.php

STUDENT MOBILITY

By a clear margin, **student mobility dominates the landscape of U.K.-U.S. higher education partnerships.** Exchange programs of varying duration are ubiquitous, cover a wide range of academic fields and focus areas, and are available to both undergraduate and graduate students. Joint and dual degree programs, while much less common, are also part of the collaborative equation for some institutions. Though not catalogued as part of the inventory, ad-hoc, course-based, and faculty-led study trips between partner institutions complement these two program types.

Exchange programs

A total of 762 exchange programs between U.K. and U.S. institutions are included in the inventory (see *Inventory of U.K.-U.S. Collaborations*, available on the ACE website⁹); they involve 70 U.K. institutions, and 390 U.S. counterparts. Noteworthy trends include:

- **Research universities in both countries lead in terms of number of exchange partnerships.** Forty-three percent of the exchange programs included in the inventory involve one of the 24 Russell Group institutions in the U.K.; in most cases, their U.S. partners are also research-intensive doctoral universities. On average, each Russell Group institution has around 15 U.S. exchange partners. The top three Russell Group institutions in terms of number of U.S. exchanges are University of Birmingham (36 programs), University of Glasgow (27 programs), and University of Bristol (27 programs). Figure 1 illustrates the total number of exchanges by U.K. institution group.
- **Partnerships often—though not always—involve similar types of institutions.** Just as Russell Group universities tend to partner with research intensive institutions in the U.S., University Alliance and MillionPlus institutions most often engage with U.S. master’s colleges and universities which focus on serving a broader-based, often more local student population.

There are, however, a variety of exchanges that do not fit these patterns; for example, Abertay University and Edinburgh Napier University, both MillionPlus institutions, partner with George Mason University and University of Missouri, respectively, both of which are doctoral universities. Cathedrals Group institutions work with a particularly diverse set of U.S. partners including doctoral and master’s universities, liberal arts colleges, and Catholic institutions. The University of Wales Trinity Saint David’s U.S. partners, for instance, include two (public) institutions that are part of the California State Universities system, as well as Elms College and Presbyterian College, both of which are private, religious institutions.

“Unaffiliated” institutions also partner with institutions of a variety of types throughout the U.S. The University of Essex, for example, has exchanges with 49 U.S. institutions, including Purdue University (a doctoral institution), and Mount Holyoke College (a baccalaureate institution).

- **While there are concentrations of activity in certain areas, there is considerable geographic diversity among U.S. partners.** Forty-seven of the 50 states are represented among U.S. partner institutions (all except Delaware, Nevada, and North Dakota). Just under two-thirds of the exchange programs included in the inventory involve U.S. institutions located in “coastal states”;¹⁰ among these, New York, California, and Pennsylvania are most heavily represented. While a number of U.S. partner institutions in these states are located in their largest and/or most well-known major metropolitan areas, a sizeable proportion are

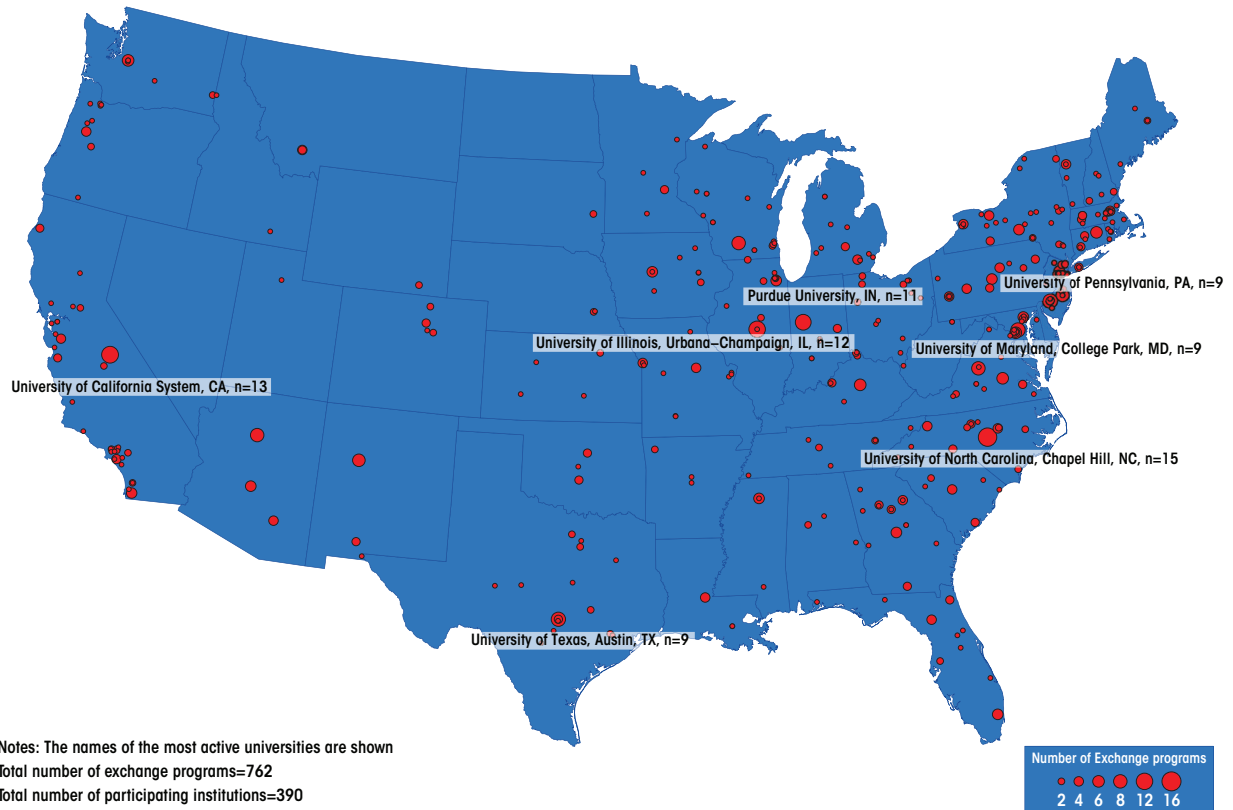
⁹ <http://www.acenet.edu/news-room/Pages/CIGE-Insights.aspx>

¹⁰ For purposes of this analysis, “coastal” states include: California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Oregon, Pennsylvania, Rhode Island, South Carolina, Vermont, Virginia, and Washington.

not; in New York, for example, of the 72 programs accounted for in the inventory, less than half involve institutions within two hours (by car) of New York City.

Among the one-third of exchanges that involve “inland” U.S. colleges and universities, Illinois, Texas, and Wisconsin comprise the top three states in terms of the number of programs. Russell Group institutions, for example, partner with major research institutions in these states, including University of Chicago, University of Illinois, The University of Texas at Austin, and University of Wisconsin.

Universities in the contiguous U.S. with exchange programs in the U.K.



Universities in the U.K. with exchange programs in the U.S.



- **Exchanges involving U.S. associate colleges are rare.** The inventory includes only one example: an exchange program between Canterbury Christ Church University (a MillionPlus institution) and St. Louis Community College. ACE's *Mapping Internationalization* report (Helms and Brajkovic 2017) indicates that a sizeable proportion of U.S. associate colleges do, in fact, partner with U.K. counterparts in some capacity; other (nonmobility-focused) types of collaborations may predominate because these institutions often serve student populations for whom study abroad may not be feasible due to family and work commitments, financial constraints, and other factors. There may also be collaborations between U.S. community colleges and the 300+ institutions that comprise the U.K. further education sector,¹¹ which were not included in the analysis conducted for this report.
- **The most common program model is one semester in duration, and flexible in terms of discipline and degree level.** The academic semester is generally the base unit for exchanges; some programs also offer a year-long option, while others are shorter in duration and/or operate during a summer term. Nearly 400 of the 762 programs included in the inventory allow for participation by students in any academic discipline (with occasional exceptions for certain departments). The remaining exchanges are more specialized, focusing on business, biology, engineering, and the social sciences, among other fields. For about one-third of programs, enrollment is limited to *either* undergraduate or graduate students, while the rest are open to students at both levels (though departmental restrictions apply in some cases).

¹¹ <https://www.aoc.co.uk/about-us/membership-and-subscription>

Figure 1: Total number of exchange programs by U.K. group

Russell Group institutions	329
Cathedrals Group institutions	77
MillionPlus institutions	57
University alliance institutions	94
Unaffiliated institutions	205
Total	762

Collaborative degree programs

Collaborative degree programs provide a structured path for student mobility between some U.K. and U.S. institutions. Such programs take two primary forms:

- **Dual/double degree program:** Students take courses and receive a degree or diploma from each participating institution.
- **Joint degree program:** Students receive a single diploma or degree endorsed by both participating institutions.

Though potentially appealing to students because of the resulting credential, such programs are **not particularly common in the U.K.-U.S. context**; possible reasons for their lack of prominence are explored in subsequent sections of this report.

The inventory includes seven dual degree programs and five joint degrees (see *Inventory of U.K.-U.S. Collaborations*, available on the ACE website¹²), involving six U.K. institutions and eight U.S. institutions. Almost all offer master's or professional degrees in specific disciplines, including business, law, and international/global comparative fields (e.g., comparative history, global public policy). The majority are two years in duration, and require students to spend time on both campuses.

One exception to these overall trends is a joint degree program offered by St. Andrew's University and the College of William and Mary. The program is for undergraduates; while participants split their time evenly between the partner institutions (two years at St. Andrew's and two years at William and Mary), they have a variety of options when it comes to major field of study, including classical studies, economics, English, film studies, history, and international relations.

Although physical mobility is the norm for U.K.-U.S. collaborative degrees, some programs also incorporate on-line learning. A joint degree program in addiction studies offered by King's College London, the University of Adelaide, and Virginia Commonwealth University, for instance, is in fact entirely virtual; students participate in on-line lectures that are both pre-recorded and delivered in real time.

¹² <http://www.acenet.edu/news-room/Pages/CIGE-Insights.aspx>

STUDENT MOBILITY BY THE NUMBERS

Robust student mobility has long been a feature of the U.K.-U.S. higher education relationship. In addition to exchanges, collaborative degree programs, and other modes of mobility facilitated by institutional partnerships, U.K.-U.S. student mobility takes place through “third-party” programs—administered by companies, organizations, and individual institutions—that are open to students at multiple colleges and universities, as well as via direct enrollment by degree-seeking students.

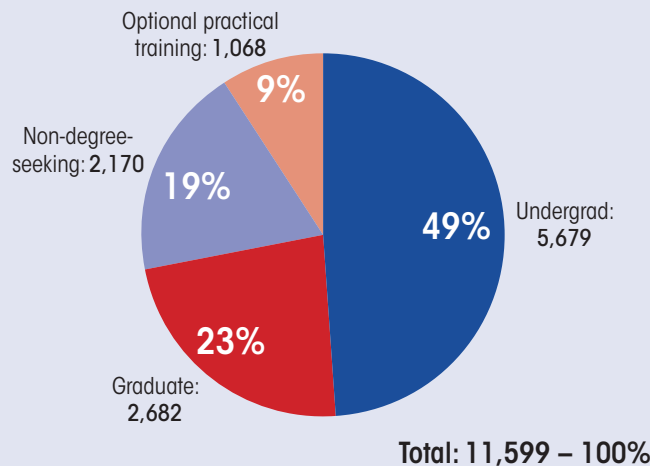
In terms of short-term mobility, data from the Institute of International Education’s Open Doors study (2016) rank the U.K. as the number one study abroad destination for U.S. students. During 2015–16, 38,189 U.S. students studied in the U.K. (both for academic credit and not for credit), comprising more than 12 percent of all U.S. students studying abroad worldwide.

According to Universities UK’s *Gone International: Mobility Works* study (<http://www.go.international.ac.uk/>), the U.S. was the third most popular destination (behind France and Spain) among U.K. students who studied abroad during the 2015-2016 academic year; a total of 3,615 U.K. students studied in the U.S. during that timeframe.

When it comes to degree mobility, the U.K. ranks twelfth among countries of origin for degree-seeking international students in the U.S. The *Open Doors* study found that in 2015-16, 11,599 U.K. students were enrolled in U.S. colleges and universities. Enrollment by degree level is illustrated in **Figure 2**. The most common field of study for these students was business management, followed by social sciences, and fine/applied arts. Data from the U.K.’s Higher Education Statistics Agency (HESA) (<https://www.hesa.ac.uk/news/12-01-2017/sfr242-student-enrolments-and-qualifications>) indicate that the U.S. is among the top source countries for U.K. international enrollments, with over 17,000 degree-seeking (both undergraduate and graduate) U.S. students studying at U.K. universities during the 2014–15 academic year.

ACE’s report *Mapping Internationalization on U.S. Campuses: 2017 Edition* (Helms and Brajkovic 2017) provides data on U.S. institutions’ level of interest in recruiting degree-seeking students from the U.K. The 2016 survey found that among institutions with an international student recruiting plan that specifies geographic targets, 8 percent have identified the U.K. as a focus—a relatively small percentage compared to the proportion focusing other countries such as China, India, and Vietnam.

Figure 2: U.K. Students Studying in the U.S.



FACULTY ACTIVITIES

While faculty-to faculty teaching and research collaborations are difficult to track and beyond the scope of this inventory, there are some noteworthy faculty-focused programs and initiatives that are designed to foster connections between U.K. and U.S. academic staff, and facilitate collaborations of various types.

It is not uncommon for institutions in both countries to organize **visits by delegations of faculty** and staff to existing (and sometimes potential) partner institutions abroad on an ad-hoc basis. These, like individual faculty collaborations, are difficult to track. In some cases, however, institutions have developed **longer-term, ongoing programs** to spur faculty engagement—both to deepen existing partnerships, and to identify potential new ones.

Since 2007, for example, the University of Glasgow (UG) has awarded “International Partnerships Development Funding”¹³ to faculty in order to “pump prime the development of sustainable and mutually beneficial international partnerships between the University of Glasgow and high quality academic institutions and education providers worldwide.” For 2016-17, approximately 70 percent of these funds were awarded to faculty pursuing partnerships with institutions identified as “strategic partners” for UG; in the U.S., these include Columbia University, The Ohio State University, University of Connecticut, and University of Maryland.

In the teaching realm, The State University of New York (SUNY) **Collaborative Online International Learning (COIL) Center**¹⁴ facilitates teaching collaborations between faculty at several SUNY institutions and counterparts at nearly 30 institutions around the world. Through this collaborative global network, several modes of teaching occur: online, dual hybrid, and “carrot,” an approach that emphasizes student interaction and includes short-term travel. Currently two U.K. institutions are part of this network: Glasgow Caledonian University (GCU) and University of the West of Scotland (UWS). Examples of their COIL engagement include a travel and tourism course between GCU and Rockland Community College, and a presentation by faculty of UWS’s School of Media, Culture and Society at the 2016 COIL Conference¹⁵ on COIL pedagogy and lessons learned from joint courses in the area of criminal justice.¹⁶

RESEARCH COLLABORATIONS

During the period of 2011-16, U.K.-U.S. research collaborations generated nearly 150,000 journal articles.¹⁷ Much of this joint activity takes place at the faculty-to-faculty level, which is, as noted previously, beyond the scope of this inventory. The inventory does, however, include 20 larger-scale research collaborations between U.K. and U.S. institutions or units (e.g., research centers, academic departments) within them (see *Inventory of U.K.-U.S. Collaborations*, available on the ACE website¹⁸). While these represent only a fraction of existing collaborative activity in the research realm, they illustrate the variety of endeavors underway, as well as their potential reach and impact.

Collaborations focus on a **wide range of topics and fields**, including transatlantic studies, bioengineering, medicine, cosmology, and many others. Some involve a small team of researchers with a relatively narrow focus; others are multidisciplinary, institution-level connections, with multiple projects underway simultaneously.

Illustrative of the increasingly globalized nature of the academic research enterprise as a whole, a number of collaborations involve **partners in other countries**, as well as in the U.K. and the U.S. Researchers at Indiana

13 <http://www.gla.ac.uk/about/internationalisation/fundingopportunities/internationalpartnershipfunding/#/strategicpartnersforipdfinclusion>

14 <http://coil.suny.edu/>

15 <http://coil.suny.edu/page/2016-coil-conference-agenda-tuesday>

16 <https://vimeo.com/175390909>

17 <https://www.timeshighereducation.com/news/uks-global-research-links-firm-baseor-upper-limit>

18 <http://www.acenet.edu/news-room/Pages/CIGE-Insights.aspx>

University, for example, participate in Durham University's Ice Law Project¹⁹ along with colleagues at Dalhousie University (Canada), University of Akureyri (Iceland), University of Lapland (Finland), and University of Warwick (U.K.).

In some cases, **nonacademic entities** are also engaged, including funding agencies. The C-BASS (C-Band All Sky Survey) cosmology project,²⁰ for instance, is a collaboration involving the Universities of Oxford and Manchester and the California Institute of Technology (Cal Tech), as well as Hartebeesthoek Radio Astronomy Observatory in South Africa and the King Abdulaziz City for Science and Technology in Saudi Arabia. The project is designed to observe cosmic microwaves and diffuse radiation; Cal Tech's participation is supported by the National Science Foundation.

Other notable variations in terms of project characteristics, along with representative examples, include:

- **Explicit involvement of students.** In 2014, the University of Sussex and the University of California, Santa Cruz launched a digital media exchange program for faculty and doctoral students in the arts, media, film, music, and informatics. With initial funding from the University of Sussex Partnerships Office and support from media and arts departments at both schools for 2014-16, each institution sent a delegation of two faculty members and four graduate students to the partner campus for seminars, workshops, and joint research activities. Additional funding to continue the program is pending.
- **Consortia arrangements.** Durham University, The University of Edinburgh, and Queen's University Belfast in the U.K., and the University of Hawaii, Johns Hopkins University, the University of Maryland, and a number of non-university entities in the U.S. are among the 14 members of the PS1 Science Consortium. Through a memorandum of understanding, consortium members have agreed to jointly fund Pan-STARRS (Panoramic Survey Telescope And Rapid Response System),²¹ a tool for astronomical imaging developed and operated by the University of Hawaii's Institute for Astronomy. Consortium members share access to project data and results.
- **Expanding scope over time.** In 2009, University College London and Yale University established a strategic collaboration that began with a focus on biomedicine, but eventually grew to include fields in the arts and humanities. Through the Yale-UCL Collaborative,²² the two institutions partner on faculty workshops, joint research projects, joint grant submissions, and research opportunities for PhD candidates in comparative literature, internal medicine, history, and other disciplines.

INSTITUTIONAL OUTPOSTS

Institutional "outposts" provide colleges and universities with a base of operations from which to manage their partnerships and activities abroad. Branch campuses and other such entities have garnered periodic media attention in recent years, but on the whole, are operated by a small subset of higher education; among U.S. institutions that completed the 2016 Mapping Survey, for example, less than 5 percent reported having any type of physical presence abroad (Helms and Brajkovic 2017).

A handful of U.K. institutions have established entities of various types in the U.S. The most common among these are **administrative offices**. Examples include:

- King's College London²³ operates an outreach office in the Washington DC metropolitan area. Its purpose is "to enhance the College's profile in North America and provide support and services to students,

19 <https://icelawproject.org/>

20 <http://www2.physics.ox.ac.uk/research/c-bass>

21 http://pswww.ifa.hawaii.edu/pswww/?page_id=154

22 <http://medicine.yale.edu/ucl/about/index.aspx>

23 <http://www.kcl.ac.uk/youandkings/kings-US.aspx>

partners, and alumni.” The DC area location was chosen based on proximity to King’s academic partners, alumni, and incoming students.

- St. Mary’s University Twickenham²⁴ recently opened its first international outreach office in Chicago, Illinois. The new office is one aspect of the institution’s overall internationalization strategy, objectives of which include recruiting international students, bolstering study abroad participation, and developing new international partnerships with at least five “high profile” institutions by 2025.
- University of Cambridge’s Cambridge in America (CAm)²⁵ office in New York City “advances the mission of the University and its thirty-one member Colleges by providing expertise in fundraising and alumni relations and by growing the base of support for Collegiate Cambridge among alumni and friends in the US.” The office sponsors events for alumni and other supporters, facilitates networking, and administers planned giving programs.

In addition to administrative offices, some U.K. institutions have established **teaching centers**, or are in the process of doing so, including:

- Glasgow Caledonian University New York²⁶ “offers a range of non-credit and non-degree related executive education programs and masterclasses in key areas of strength, including the business of fashion, luxury brand management, social business, and finance and compliance.”
- The University of Warwick is working to establish a campus in California.²⁷ According to its website, “The phased project will first develop teaching in a small number of postgraduate courses that would be offered in interim accommodation. As the project then develops dedicated teaching facilities will be created and undergraduate students will be admitted across a range of subjects. The aim would be to have a campus supporting around 6,000 students by 2031.”

Similarly, some U.S. institutions have established a physical presence in the U.K. These include a number of **academic centers and branch campuses**, such as:

- Florida State University (FSU)²⁸ has operated a study center in London since 1971. The center serves students enrolled at FSU’s home campus; offerings include a first-year study abroad program for undergraduates, a semester program for students pursuing a British studies minor, and internship opportunities.
- New York University (NYU) London²⁹ is an academic center where students (from NYU and other U.S. institutions) can spend a semester, summer, or academic year taking courses in a variety of disciplines. NYU is the only institution in London that offers science coursework approved by the American Medical College Application Service (AMCAS) for medical school admission.
- Hult International Business School is based in Boston, Massachusetts, but also operates in New York and San Francisco in the U.S., as well as Dubai, Shanghai, and London. The London campus, which meets the Cross-Border Education Research Team’s (C-BERT)³⁰ definition of an international branch campus, offers a Bachelor of Business degree, as well as five master’s degrees.
- University of Chicago’s Booth School of Business³¹ offers an Executive MBA and non-degree Executive Education programs at its London location. The campus also hosts events for corporate partners and alumni.

24 <https://www.stmarys.ac.uk/about/vision-2025/international-strategy.aspx>

25 <http://www.cantab.org/about-us/mission-and-history>

26 <http://www.gcunewyork.com/programs/>

27 http://www2.warwick.ac.uk/newsandevents/pressreleases/warwick_takes_forward/

28 <https://international.fsu.edu/london/>

29 <http://www.nyu.edu/london.html>

30 http://cbert.org/?page_id=34

31 <https://www.chicagobooth.edu/about/locations/london>

Facilitators, Funders, and Other Actors

Around the world, higher education internationalization and global engagement are facilitated by an array of entities and organizations aside from colleges and universities themselves, including regional and national government bodies, nongovernmental organizations, and associations. In the U.K.-U.S. context, a number of such “other actors” administer government grants that support collaboration, and provide programs and other services that facilitate networking and institutional partnerships. Key examples include:

- **UUK International (UUKi).** UUKi is the international arm of Universities UK—the national association for U.K. vice chancellors—representing U.K. universities and acting in their collective interests globally. Its aim is “to be an influential, trusted and credible voice for U.K. universities internationally which, through our knowledge, expertise, networks and strategic partnerships, adds value to what individual universities can do in working to achieve their international aims.”³²

UUKi’s strategy and activities are focused around three main strands of work which aim to help U.K. universities flourish internationally: “enable” (promoting the sector; pooling good practice; providing information, intelligence, and advice); “influence” (creating the policy conditions, both in the U.K. and internationally, to support internationalisation); and “create” (administering international programmes, coordinating international activities; facilitating networking—including via overseas delegations—so as to open up new international opportunities for U.K. institutions). UUKi works closely with higher education institutions, sector organizations and a wide range of U.K. and overseas government departments and agencies to deliver its objectives.

In the context of the U.K.’s vote to leave the European Union, UUKi is reviewing how best it can support the interests of U.K. universities seeking to work with the U.S. An important early step in this work has been to forge closer links with organizational counterparts such as ACE.

- **British Council.** A “registered charity incorporated and governed by a Royal Charter [that] is operationally independent from the U.K. government,” the British Council “engages in cultural relations and creating international opportunities for the people of the U.K. and other countries, and building trust between them worldwide.”³³ With operations in over 100 countries, the organization manages government scholarship and exchange programs, coordinates education fairs to attract international students to the U.K., conducts research, and administers U.K.-based academic examinations worldwide.

With an office located in the British Embassy, Washington DC, the British Council seeks to foster dialogue and deepen partnerships between U.K. and U.S. higher education institutions and organizations. It also supports the U.K. higher education sector through its Services for International Education Marketing (SIEM) program with a focus on student recruitment, market research, and alumni engagement.³⁴

Globally, the British Council administers an array of grants and funding programs to support international research collaborations and other joint activities. Most are substantially funded by the U.K. government, though many also include funding from foreign governments, corporations, and other outside sources. Although there are no open programs with a specific U.S. focus currently, a recent program—the Global Innovation Initiative (GII)³⁵—exemplifies the types of opportunities that arise. Funded by the U.K. government (the former Department for Business, Innovation and Skills), the British Council, and the U.S. Department of State, the GII awarded grants of \$200,000–\$250,000 to university consortia conducting multinational research focusing on globally significant STEM-related issues. Each consortia

32 <http://www.universitiesuk.ac.uk/International/Pages/about-universities-uk-international.aspx>

33 <https://www.britishcouncil.org/organisation/facts/what-the-british-council-does/relationship-uk-government>

34 <https://www.britishcouncil.org/organisation>

35 <http://www.britishcouncil.us/programmes/education/global-innovation>

group was required to have representation from the U.K., U.S., and at least one of four other countries: Brazil, China, India, or Indonesia. Competitions, held in 2014 and 2015, were administered jointly by the British Council and the Institute of International Education (IIE)³⁶. Many of the originally selected 37 partnerships will continue through 2018.

- **U.S.-U.K. Fulbright Commission.**³⁷ With joint funding from the U.S. and U.K. governments, the U.S.-U.K. Fulbright Commission administers the U.S. Department of State's Fulbright Scholarship Program in the U.K. Since 2010, the Commission has helped bring over 400 students, scholars and professionals from the U.K. to the U.S. for stays of varying lengths, and more than 850 from the U.S. to the U.K.³⁸ As a member organization of the EducationUSA³⁹ network, the Commission also organizes university fairs, webinars, workshops, and live information sessions to help U.K. students navigate the U.S. higher education system and make informed decisions in choosing an American university for their studies.
- **U.K. Marshall Scholarships.** Founded in 1953 as part of U.K. Parliament efforts to “strengthen the enduring relationship between the British and American peoples, their governments and their institutions,”⁴⁰ the U.K. Marshall Scholarships provide funding for U.S. students to pursue a graduate degree at a U.K. university. Named in honor of U.S. Secretary of State George C. Marshall, the program is funded primarily by the U.K.'s Foreign and Commonwealth Office, and is overseen by the Marshall Aid Commemoration Commission. Each year up to 40 U.S. students (in any field of study) are awarded scholarships; Marshall Sherfield Fellowships, a subset of the Marshall program, fund U.S. scientists and engineers to conduct post-doctoral research for one to two academic years at a British university or research institute.
- **The Gatsby Charitable Foundation.**⁴¹ Founded in 1967, the U.K.-based Gatsby Charitable Foundation funds a variety of projects focused on six key areas: plant science, neuroscience, education, Africa, public policy, and the arts. As part of its activity in the education realm, Gatsby funds the Sainsbury Management Fellowship, which allows engineers from the U.K. to enroll in MBA programs at leading international business schools. Since the program's inception in 1987, approximately 300 U.K. engineers have participated; in the U.S., receiving institutions include the business schools at Harvard University, Massachusetts Institute of Technology (MIT), Stanford University, University of Pennsylvania, Columbia University, Northwestern University, and the University of Chicago.
- **The US-NI Mentorship Program**⁴² places undergraduates, recent graduates and early career professionals from Northern Ireland in U.S. corporations for one-year paid work experiences that include mentorship by U.S. professionals. In 2017, the seventh year of the program, there are 10 students participating; host organizations include The Coca Cola Company, IBM, KPMG, and HBO Time Warner Inc., among others.⁴³ The program is funded by the American Ireland Fund and Catalyst Inc.⁴⁴
- **Research Councils UK (RCUK).**⁴⁵ Research Councils UK (RCUK) is a U.K. government body that coordinates activities of the U.K.'s seven government-funded Research Councils: Arts & Humanities, Biotechnology & Biological Sciences, Economic & Social, Engineering & Physical Sciences, Medical, Natural Environment, and Science & Technology Facilities. Each year the Research Councils invest around £3 billion in research activities covering the full spectrum of academic disciplines.

36 <https://www.iie.org/>

37 <http://www.fulbright.org.uk/about/what-we-do>

38 Figures obtained through a search of participant data available on the U.S.-U.K. Fulbright Commission website: <http://www.fulbright.org.uk/about/meet-our-fulbrighters>.

39 <https://educationusa.state.gov/>

40 <http://www.marshallscholarship.org/about/generalinfo>

41 <http://www.gatsby.org.uk/education/about>

42 <http://www.usnimentorship.org/>

43 <http://www.usnimentorship.org/class-of/2017/>

44 <http://www.usnimentorship.org/about/partners-affiliates/>

45 <http://www.rcuk.ac.uk/>

The majority of U.K. Research Council funding is focused on U.K.-led research groups. There are a range of opportunities to support international collaboration, though most of these either focus on supporting mobility or are awarded on the basis of the unique expertise that international collaboration brings to a research challenge and research excellence. These opportunities are advertised on the individual Research Council web pages, as RCUK itself does not disburse funding.

With the goal of strengthening its U.S. ties, in 2007 RCUK established an office at the British Embassy in Washington, DC. Staff work with U.S. federal funding agencies and other organizations to promote dialogue, foster collaboration between the two countries, and articulate the benefits of U.K.-U.S. research collaboration to the U.S. audience. The U.S. office interacts on behalf of all Research Councils with U.S. partners such as the National Science Foundation, the National Institutes of Health, the Department of Energy, the Department of Defense, and NASA.

As of the writing of this report, the U.K. Parliament has recently passed legislation that will dissolve RCUK and its current coordination role between the seven independent Research Councils. In its place, a new entity, U.K. Research and Innovation (UKRI) will be established to serve as “a single, strategic body, bringing together the seven Research Councils,” as well as other research funding agencies.⁴⁶

- **National Science Foundation (NSF) and other U.S. funding agencies.** With an annual budget of over \$7 billion, the National Science Foundation (NSF) funds about 24 percent of all federally supported basic research conducted at U.S. higher education institutions.⁴⁷ The International Science and Engineering Section⁴⁸ administers fellowship programs for students to study and conduct research abroad, and a limited number of project-based grants to support international research collaborations. The bulk of NSF funding, however, is awarded through an array of discipline-based grant programs; many allow for and encourage—but do not specifically focus on—international collaboration as warranted by the topic and scope of the research they fund.

The NSF and RCUK maintain an agreement⁴⁹ to help support international research partnerships between the two countries, designed to enable a simplified and flexible process for researchers wishing to apply for U.K.-U.S. collaborative research funding through the standard systems and processes of both funding agencies.

The NSF has a number of counterpart agencies in the U.S. that fund research in other areas, including the National Institutes of Health (NIH)⁵⁰ and the National Endowment for the Humanities (NEH).⁵¹ Like NSF, standard grant programs administered by these agencies can provide opportunities for researchers to access support for internationally collaborative research. NIH’s Fogarty International Center⁵² and National Institute on Drug Abuse⁵³ are particularly focused on global issues, and both administer programs and grants specifically intended to spur international collaboration. Focusing on U.K.-U.S. collaboration in particular, in the 2012, NEH and the U.K.’s Arts and Humanities Research Council initiated a grant program to support joint research in the area of health and well-being.⁵⁴

46 <https://www.timeshighereducation.com/news/higher-education-and-research-bill-passed-uk-parliament>

47 <https://www.nsf.gov/about/>

48 <https://www.nsf.gov/dir/index.jsp?org=OISE>

49 <http://www.rcuk.ac.uk/media/news/130904/>

50 <https://www.nih.gov/>

51 <https://www.neh.gov/>

52 <https://www.fic.nih.gov/Pages/Default.aspx>

53 <https://www.drugabuse.gov/international>

54 <https://www.neh.gov/divisions/research/grant-news/the-neh-and-the-ahrc-new-collaborative-research-guidelines>

- **U.K. Science and Innovation Network (SIN).**⁵⁵ To promote international collaboration, the U.K. government's Department for Business, Energy and Industrial Strategy and the Foreign & Commonwealth Office jointly fund the U.K. Science and Innovation Network, based in 31 countries around the world. SIN officers collaborate with local science and innovation communities in order to build partnerships that benefit both the U.K. and the host country.

Coordinated by staff housed at the British Embassy in Washington, DC, the SIN team in the U.S. includes fourteen officers working across seven geographic regions. Activities include making introductions between U.S. and U.K. universities, laboratories, and other potential partners; bringing together U.S. and U.K. research staff and policy makers; and organizing meetings and researcher exchange visits between the two countries. SIN does not fund, commission, or conduct specific research.

E.U. SUPPORT: AN UNCERTAIN FUTURE

The U.K.'s membership in the European Union (E.U.) has meant access to a wide range of programs and funding to support student and scholar mobility, joint research, and other collaborations within and beyond Europe. While Universities UK has strongly urged the U.K. government to prioritize maintaining such access in its Brexit negotiations, (<http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2017/government-brexit-priorities-universities.pdf>) it is still unclear how and to what degree U.K. institutions and individuals will be able to participate in E.U. initiatives going forward.

Engaging with Europe: Enduring Ties, New Opportunities (ACE and Boston College Center for International Higher Education 2016), the most recent installment in ACE's International Briefs for Higher Education Leaders series, profiles existing E.U. programs and opportunities, such as Erasmus+ and Horizon 2020, that may continue to factor into the U.K.-U.S. collaborative relationship, depending on how post-Brexit policy unfolds.

55 <https://www.gov.uk/government/world/organisations/uk-science-and-innovation-network-in-the-usa>

Common Ground, Key Differences, and (Sometimes Unexpected) Challenges

A substantial body of existing collaborations—and the considerable expertise developed by those individuals involved in them—provides the basis for a robust analysis of factors that facilitate U.K.-U.S. partnerships, and the challenges entailed in creating, maintaining, and sustaining such relationships. Framed by data from ACE’s *Mapping Internationalization* report (Helms and Brajkovic 2017) and other sources, this section highlights insights gleaned from institution and organization leaders in the U.K. and U.S. on the conditions and circumstances that work in favor of bilateral collaboration, as well as potential stumbling blocks.

COMMON GROUND

In terms of facilitating factors, the U.K. and U.S. higher education systems share a number of key characteristics that together form a solid base of “common ground” on which to build partnerships. Examples cited by institution leaders comprise two categories: similarities between the higher education systems as a whole, and parallels in institutional internationalization trajectories.

System similarities

- **Overall strength and global standing.** Both the U.K. and U.S. higher education systems are, on the whole, productive and healthy. They are well regarded internationally, as reflected by their prominence in international rankings and league tables, such as the Academic Ranking of World Universities⁵⁶ (ARWU) and Times Higher Education World University Rankings.⁵⁷ A variety of institution types (in terms of size, academic focus, student population, and other characteristics) comprise both systems, and their activities are supported by broad-based as well as sector-specific associations and organizations. Quality assurance mechanisms are well established and sound, if different, in the two countries. In pursuing partnerships, a high baseline in both countries allows colleges and universities to focus on amplifying existing strengths, and generating added value for students, faculty, and their institutions as a whole.
- **Access to funding.** Compared to many counterparts around the world, the U.K. and U.S. higher education systems are relatively well resourced. Institutional funding comes from a variety of sources, including the government, student tuition, alumni, foundations, other donors, and increasingly, the corporate sector. Solid accounting systems, support structures, distribution mechanisms, and reporting requirements ensure that allocated funds are consistently received and adequately managed. While funding challenges and imbalances certainly exist within each system—and vary between the two countries—there is reasonable parity in terms of overall resource levels, and the ability of institutions to contribute funding and other support to partner relationships.
- **A robust research enterprise.** Academic research is a core activity of higher education in both countries. Though there is variability by institution type and mission in terms of its priority relative to other activities, rankings and other indicators of global research productivity (e.g., citation indices⁵⁸) clearly place U.K. and U.S. universities as worldwide leaders in terms of research output, quality, and impact. The government funding agencies described in the previous section provide substantial support for academic research in a wide variety of disciplines. Solid existing infrastructure in both countries can help facilitate a relatively easy start-up phase for bilateral research collaborations, and ambitious timelines for progress and tangible results.

56 <http://www.shanghairanking.com/aboutarwu.html>

57 https://www.timeshighereducation.com/world-university-rankings/2017/world-ranking#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/stats

58 <http://login.webofknowledge.com/error/Error?PathInfo=%2F&Alias=WOK5&Domain=webofknowledge.com&Src=IP&RouterURL=http%3A%2F%2Fwww.webofknowledge.com%2F&Error=IPError>

- **Institutional autonomy.** Colleges and universities in both countries have substantial control over their missions, priorities, and day-to-day affairs; the European University Association’s (EUA) University Autonomy Tool,⁵⁹ for example, ranks the U.K. first among 29 European higher education systems when it comes to organizational autonomy, and third for financial, staffing, and academic autonomy. Education policy in both countries has often focused more on the primary and secondary level, rather than on higher education. Overall, in both countries, decisions about strategy, positioning, and how to engage with other entities are largely in the hands of institutions themselves.
- **Established support systems and structures.** In general, U.K. and U.S. institutions maintain a similar level of technology infrastructure to support long-distance communication and engagement, and employ staff with the expertise to use it effectively. Institutional policies, procedures, and systems are in place to manage and facilitate international engagement by faculty and students.
- **Ease of travel and communication.** The relatively small time difference between the U.K. and the U.S. allows for simultaneous interaction during daytime hours. Frequent trans-Atlantic flights and a variety of intra-country transportation options facilitate in-person connections. A shared language and generally similar culture ease communication—though, as noted in the following section, linguistic and cultural differences do pose some level of challenge.

Internationalization parallels

- **Increasing attention to comprehensive internationalization.** Internationalization has been on the U.K. and U.S. higher education radar for a long time. In both countries, however, it is becoming more integral to many institutions’ overall missions and activities.

In ACE’s *Mapping* study (Helms and Brajkovic 2017), for example, 72 percent of responding colleges and universities reported an accelerated rate of internationalization in recent years; national-level data from Universities UK⁶⁰ also indicate robust activity in many areas of internationalization. While there is still substantial variability in both systems in terms of priorities and accomplishments, many institutions are engaging in strategic planning for internationalization, and are pursuing a comprehensive approach that impacts activities and engages stakeholders throughout campus.

- **Emphasis on strategic partnerships.** When it comes to international partnerships, colleges and universities in both countries are moving away from quantity (e.g., amassing memoranda of understanding), and focusing on quality, depth, and sustainability. The term “strategic partnership” is gaining traction on both sides of the Atlantic; forty percent of the institutions included in ACE’s 2016 Mapping Survey, for example, have articulated a formal strategy for international partnership development or are in the process of developing such a strategy. While student mobility continues to be a core activity, many institutions are seeking to establish broader, multifaceted, long-term relationships based on shared institutional characteristics, strengths, and goals.
- **Limited government policy influence.** The general emphasis on institutional autonomy noted above also applies when it comes to internationalization. While many countries around the world have implemented broad-based higher education internationalization policies in recent years,⁶¹ this is not the case in the U.K. and U.S.

As described in ACE’s report *Internationalizing U.S. Higher Education: Current Policies, Future Directions* (Helms 2015b), U.S. government policies and initiatives that support internationalization-related activities are dispersed among numerous agencies, and impact a relatively small proportion of insti-

59 <http://www.university-autonomy.eu/countries/united-kingdom/>

60 <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/international-facts-and-figures-2016.pdf>

61 <http://www.acenet.edu/news-room/Pages/Internationalizing-Higher-Education-Worldwide-National-Policies-and-Programs.aspx>

tutions. The U.K. government's 2013 report *International Education: Global Growth and Prosperity* proposed a national strategy for higher education internationalization, however its influence has been limited, and because it was produced by a previous administration, it is no longer active policy.

Overall, while research funding schemes and other government programs and initiatives in both countries incentivize international activities of various types and may influence institutional priorities to some degree, government policy is not a primary driver of—or impediment to—institutional internationalization efforts. Institutions themselves set their internationalization agendas.

- **Shared challenges.** In addition to the concerns, noted previously, that have arisen due to the current political climate, the U.K. and U.S. share a number of other challenges when it comes to internationalization. While the two countries are among the top study abroad destinations for each other's students, only a small fraction of students in either country participate in study abroad at all—around 10 percent in the U.S.,⁶² and under 7 percent in the U.K.⁶³ With an increasing focus in both countries on ensuring that graduates are well prepared for the workforce, in order to increase participation (or at least maintain current levels), drawing a tangible connection between study abroad experiences and employment outcomes is critical.

In both countries, many institutions are also wrestling with the challenge of balancing “top-down” internationalization initiatives and policies with “bottom up,” energy and efforts. Institutional structures to reward faculty engagement in internationalization are limited; ACE's *Mapping* study (Helms and Brajkovic 2017) found, for example, that only one in 10 institutions include internationally-focused activity as a criterion in tenure and promotion decisions. Figuring out how best to engage and support faculty, while at the same time developing institution-wide guidance that channels their activity, is a key priority for both U.K. and U.S. institutions as they refine their internationalization and partnerships strategies.

DIFFERENCES AND CHALLENGES

Mirroring the commonalities that facilitate U.K.-U.S. partnerships, there are also a number of differences between the two higher education systems and broader country contexts that pose challenges when it comes to collaboration. None of these are unsurmountable or necessarily unique to the U.K.-U.S. relationship, but as one U.S. institution leader commented, **the impact of differences is often magnified when they are unexpected.** Because U.S. and U.K. higher education share so many commonalities, it can be easy to overlook the divergences; those involved in developing and implementing partnerships may anticipate smooth sailing, and find themselves unprepared for the obstacles that arise.

Size and structure of the higher education system

- **171 U.K. institutions, 4,000+ U.S. institutions.** A key challenge cited by U.K. institution representatives was navigating the comparatively massive U.S. higher education system. Because there is no central coordinating body for all of U.S. higher education, identifying potential partner institutions is often a time-consuming, research-intensive exercise, and something of a “fishing expedition.” While the inventory data on student exchange programs indicate a fair level of geographic diversity among the U.S. institutions involved, U.K. institution representatives report that they continue to struggle with identifying partners from among the huge number of U.S. colleges and universities.
- **Academic requirements and degree structures.** The three-year undergraduate degree structure prevalent in the U.K. (except Scotland, where the standard degree is four years) means that U.K. students are often more sharply focused on taking courses in their majors than are their U.S. counterparts. As one U.S.

62 <https://www.iie.org/Research-and-Insights/Open-Doors/Open-Doors-2016-Media-Information>

63 <https://thepienews.com/news/uk-aims-to-double-number-of-students-going-abroad-by-2020/>

institution representative noted, this may result in their over-extending themselves while studying in the U.S. U.K. students whose concentrations are in reading and writing intensive areas (e.g., history, literature) often select a full schedule of courses in those fields, rather than balancing them with courses in math, art, or other areas that require different skills and may be less demanding from a time perspective. Even if their home institutions' degree requirements allow room for non-major courses, U.K. students may not fully understand—or may not be optimizing—the flexibility they have to explore other fields while in the U.S.

- **Calendar and course equivalencies.** While the base course unit in the U.S is typically a semester or quarter, there is greater variation in the U.K. Some institutions—particularly those with strong international ties—operate on a similar system to the U.S., but for others, the base course unit is a full academic year. This structural difference can be problematic in determining equivalencies and ensuring that students receive the appropriate academic credit for courses taken while studying abroad. Considerable faculty time may be required to review course content in detail and map it to program requirements at the home institution.
- **Regulatory and compliance requirements.** While there is little government policy in either country pertaining to higher education internationalization per se, various regulatory and compliance issues come into play for certain types of activities. Access to relatively abundant resources, for example—noted above as a commonality and facilitating factor for partnerships—usually means “strings attached,” and substantial reporting and accountability requirements. Both U.K. and U.S. institutions are well accustomed to dealing with such requirements in their own country contexts, and typically have dedicated offices and procedures in place to manage them. In neither country, however, is navigating the complex web of regulations and compliance requirements an easy task—when coming from outside, it is especially difficult.

One U.K. institution leader, for instance, cited figuring out the documentation required for National Institutes of Health (NIH) grant reporting as particularly challenging. Establishing institutional outposts in either country involves various legal and tax issues. Accreditation and quality assurance guidelines impact program development; standards set forth by the U.K.'s Quality Assurance Agency for Higher Education, for example, include restrictions and regulations when it comes to joint and dual degrees.⁶⁴ Before even dealing with compliance, institutions must first figure out *what* laws, regulations, and standards in both countries are relevant to a given collaborative endeavor; with policy shifts occurring on a regular basis, the current political environment in both countries adds an additional layer of complexity.

Cultural differences

- **Subtle variations.** While cultural and linguistic commonalities create an initial sense of comfort for students, faculty, and staff involved in U.K.-U.S. partnership activities, many soon discover that seemingly small differences—often unnoticed at the start—add up. Differences in interpersonal communication styles, classroom conduct, expectations for faculty-student interactions, academic writing conventions, and broader social and professional norms may cause confusion and frustration over time. And because they are often subtle, they may be difficult to identify and address.
- **Intra-country diversity.** U.K. institution representatives noted that significant cultural differences *within* the U.S. can make it challenging to anticipate the specific cultural issues that will arise in a given partnership, and when exchanges are involved, to adequately prepare participants for what to expect. In particular, they noted “coast” versus “non-coast,” and differences between cities and rural areas—not only

64 <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2953#.Vt2AAaNFBRg>

in terms of figuring out and educating students and faculty about actual differences, but also the need to address perceptions and stereotypes that may impact decisions about whether or not to participate in joint activities.

On the U.K. side, the age of Scotland's historic universities, coupled with structural differences such as those noted previously (four-year versus three-year degrees) give rise to a distinct academic culture. U.S. representatives also noted a "London" versus "non-London" distinction, but it was generally perceived as less of a challenge than what U.K. institutions face in trying to navigate the U.S. cultural landscape.

- **Working with industry.** While many U.K. higher education institutions are highly engaged with business and industry when it comes to research and consulting,⁶⁵ a common impression among U.S. college and university representatives is that on the whole, U.K. institutions are less accustomed to (and comfortable with) partnering with the corporate sector than are their U.S. counterparts. Some, for example, cited reluctance, particularly among older U.K. institutions, to creating internship-based programs that would place students with local companies, or to seeking corporate sponsorship for joint projects—both of which are an important part of the internationalization equation for many U.S. institutions.
- **Faculty expectations.** As noted previously, institutions in both the U.K. and U.S. have relatively robust administrative structures and support systems in place. U.K. institution leaders, however, noted that in their experience, U.S. faculty are often accustomed to a higher level of institutional and administrative support than are their U.K. counterparts. When U.K. and U.S. faculty collaborate on research or teaching, timelines may need to take into account a greater administrative burden for U.K. faculty, who may be responsible aspects of the project (e.g., reserving classroom space, arranging conference calls, ordering supplies, maintaining websites, processing expense reports) that are managed by nonacademic staff in the U.S.

Internationalization and partnership goals

- **Importance of research and rankings.** One theme highlighted by U.K. institution representatives was the importance of research as a focus for global engagement activity. This was due in part to an interest in improving (or maintaining) institutions' status in national and international rankings and league tables, given that global prominence of research and other research-related indicators factor significantly into rankings schemes.⁶⁶

Data from ACE's *Mapping* study (Helms and Brajkovic 2017), however, indicate that research and rankings do not figure prominently for U.S. colleges and universities when it comes to internationalization. Just under one in ten institutions include "to raise international reputation and rankings" among their three most compelling reasons for internationalizing. And as illustrated in Figure 3, international research collaborations ranked last in terms of focus areas for internationalization, cited by only 6 percent of respondents as one of their top three priorities.

65 <http://www.hefce.ac.uk/pubs/year/2016/201619/>

66 <https://www.timeshighereducation.com/world-university-rankings/methodology-world-university-rankings-2016-2017>

Figure 3: U.S. Internationalization Priorities

Percentage of institutions ranking activities among their top three internationalization priorities	
Increasing education abroad for U.S. students	54%
Recruiting international students	51%
Partnerships with institutions/organizations abroad	42%
Internationalizing the curriculum and/or co-curriculum	37%
Faculty development	21%
International research collaborations	6%

- Geographic interests.** As noted previously, ACE’s *Mapping* study (Helms and Brajkovic 2017), found that the U.K. ranks second (behind China) in terms of countries where U.S. colleges and universities have existing partnerships; about a third of survey respondents indicated that their institutions currently collaborate with U.K. partners. While a number of U.S. institution representatives interviewed for this study expressed an interest in deepening their U.K. ties, only 5 percent of Mapping Survey respondents identified the U.K. as a target country for partnership expansion. As illustrated in Figure 4, China holds the top spot, followed by India, Brazil, Mexico, Vietnam, and South Korea—countries that also figure prominently in U.S. strategies for recruiting degree-seeking international students.

Given their focus on research, the U.S.’s relatively high standing in this area, and uncertainty about the impact of Brexit on engagement with Europe, interest among U.K. institutions in partnering with U.S. counterparts is on the rise; Universities UK’s intensified focus, noted previously, on U.S.-related policy and programming reflects this trend. Data collection for the Mapping Survey was completed in December 2016—after the election of President Donald Trump, but before his inauguration. It is not yet clear whether the relative ease of working with U.K. counterparts (compared to those in parts of the world more directly impacted by recent U.S. policy changes) will bring about a heightened interest among U.S. institutions in expanding U.K.-U.S. collaboration that is commensurate to what is emerging in the U.K.

Figure 4: U.S. International Partnership Activity

Percentage of institutions with current partnership activity and targeting countries for expansion					
Existing Activity			Targeted for Expanded Activity		
1.	China	50%	1.	China	27%
2.	United Kingdom	36%	2.	India	18%
3.	Japan	36%	3.	Brazil	16%
4.	Germany	34%	4.	Mexico	15%
5.	France	33%	5.	Vietnam	13%
6.	South Korea	31%	6.	South Korea	12%

Looking Forward

Taken together, the collage of facilitating factors, subtle and not-so-subtle differences, and long-standing and emerging challenges that comprise the current landscape of U.K.-U.S. higher education engagement point to a number of strategies and opportunities to sustain and augment collaborative activity going forward. The following recommendations are directed to individual institutions in both countries, as well as policy makers, the various “other actors” that facilitate bilateral engagement, and the broader higher education communities in which they are situated.

CLARIFY AND ARTICULATE THE VALUE PROPOSITION.

Given the prevalence of existing U.K.-U.S. collaboration and the considerable enthusiasm of institution representatives interviewed for this study, it is clear that colleges and universities in both countries see value in their bilateral ties. As data from the *Mapping Internationalization* report (Helms and Brajkovic, 2017) indicate, however, this mutual commitment should not be taken for granted; nor should the interest, participation, and support of students, faculty, and funders. Going forward, “making the case” for U.K.-U.S. engagement to a variety of audiences will ensure that current activities receive the attention and resources needed to remain viable, and will help build momentum for additional modes of engagement.

Existing data and resources can go a long way toward building an effective case. A number of studies, for example, underscore the value of study abroad when it comes to getting a job—a key concern, as noted previously, for many students and their parents in both countries. UUK’s *Gone International: Mobility Works* (2016) report presents data on employment outcomes for U.K. students who have studied abroad, including what they earn, where they work, and the type of jobs they do. In the U.S., the Institute of International Education’s *Generation Study Abroad*⁶⁷ project has gathered similar outcomes data from a variety of sources. Underscoring the case for U.K.-U.S. mobility in particular, *A Competitive Edge: Value of an International Degree*, a 2012 report by the British Council, notes: “Most employers (73 percent) in the United States and Canada consider degrees earned in the United Kingdom to be equal or better to those earned in North America.” (p. 4)

Data on research impact can form the basis of a compelling argument for faculty engagement in U.K.-U.S. partnerships. While international collaboration per se rarely factors into U.S. tenure and promotion policies, research productivity certainly does; positioning collaboration with U.K. researchers as a potential means to increase their overall research productivity and visibility may be a more effective way to build U.S. faculty enthusiasm than arguing for international collaboration for its own sake. Though reward structures are different, the same principle applies in the U.K.; Universities UK’s report, *The Implications of International Research Collaboration for UK Universities* (Adams and Gurney 2016), makes a persuasive, data-based case along these lines.

Publicizing successful outcomes is also an important step in articulating the value of U.K.-U.S. engagement to a wide base of stakeholders. One institution leader noted that when an initiative is launched in China, for example, or another comparatively “new” partnership country, there is often a press release and other announcements. Ensuring that the outcomes of U.K.-U.S. endeavors—even if they are not “new”—are highlighted periodically within and beyond institutions will draw attention to their successes and impact, and help garner interest from funding agencies, alumni, and others who might support additional collaboration.

67 <https://www.iie.org/Programs/Generation-Study-Abroad/About/Why-Study-Abroad>

INNOVATIVE PROGRAMS AND ARTICULATED VALUE: MASSACHUSETTS INSTITUTE OF TECHNOLOGY (MIT)

MIT Science and Technology Initiatives (MISTI) (<http://misti.mit.edu/about-misti/our-mission>) supports MIT's dual educational and research mission by creating hands-on, international learning experiences for MIT students, as well as promoting research collaborations between MIT faculty and their counterparts abroad. In addition to collaborating with universities and research institutes, MISTI also partners with foreign companies, which often host its students and faculty.

In the U.K., MISTI administers a research- and technology-focused internship program that places students with companies, universities, and research institutions, and provides support for joint research projects involving teams of faculty and students. In articulating the value of these initiatives, the program website highlights data on U.K. research activity: "With nearly one-sixth of the world's most highly cited articles, the U.K. has the most productive research activity among the G7 countries. The MIT-U.K. Program taps into this vital research landscape, creating new and lasting connections between faculty and students at MIT and their counterparts in the U.K."

Financial incentives also convey a message to faculty and others about the value placed on U.K.-U.S. engagement. The MIT-Imperial College London Seed Fund (<http://misti.mit.edu/mit-imperial-college-london-seed-fund>), created by MIT's Office of the Associate Provost for International Activities and Imperial College London, provides support for early-stage research collaboration between faculty at the two institutions. Grants are awarded through an annual call for proposals, and range from \$30,000 to \$50,000 for an 18-month project period. Both MIT and Imperial College researchers have access to the online program portal, and teams from either institution may take the lead in completing the application.

CAPITALIZE ON EXISTING CONNECTIONS.

Given the two countries' shared history and established track record of collaboration, U.K. and U.S. colleges and universities are well positioned to tap existing connections—both within academia and beyond—in order to identify new partners and bring added dimensions to existing relationships.

First, a **close look at current partners** may yield additional modes of collaboration. With both U.K. and U.S. institutions seeking deeper, more strategic global relationships, the 762 existing student exchange programs catalogued in this report are a potential jumping off point for other activities. An accounting of the academic strengths and weakness of both partner institutions may yield shared niches where efforts can be amplified, as well as areas where students and faculty may benefit from complementary programs. Research centers, administrative offices and other nonacademic units might also serve as nodes for additional connections.

When it comes to seeking new partners, intra-country higher education networks—in the form of **established consortia and institution groups**—can provide a single point of connection to multiple partner institutions, and serve as a platform for multi-institutional endeavors. In the U.K., for example, the N8 Research Partnership,⁶⁸ Midlands Innovation,⁶⁹ the Northern Consortium (NCUK),⁷⁰ and similar groups might actively seek comparable institutions in the U.S. with which to initiate joint activities; on the U.S. side, the Big 10 Academic Alliance⁷¹ and other existing bodies are well positioned to do the same. Institutions seeking to expand U.S.-U.K. partnership activities might also consider creating ad-hoc consortia of institutions with similar interests and goals—such as the PS1 Science Consortium described previously—in order to pursue collective engagements.

68 <http://www.n8research.org.uk/>

69 <http://midlandsinnovation.org.uk/midlands-innovation.aspx>

70 <https://www.ncuk.ac.uk/>

71 <https://www.btaa.org/home>

Looking beyond higher education, historical and geographic ties between the U.K. and U.S. are a potential means for identifying partner institutions, and may provide a starting point for innovative initiatives. **Sister city relationships and connections between municipal governments** and other entities can serve this purpose and may also allow access to previously untapped funding streams.

FINDING A FOOTHOLD: THE UNIVERSITY OF BIRMINGHAM AND THE UNIVERSITY OF GLASGOW

The University of Birmingham and the University of Glasgow have each seen considerable success in establishing a strong portfolio of U.S. engagement. Both have leveraged existing ties to identify focal points within the vast U.S. higher education landscape, and hone in on potential partner institutions.

While the University of Birmingham maintains exchange relationships with colleges and universities in various parts of the U.S., it has targeted the state of Illinois for deeper, more strategic engagement. A cornerstone of this activity is a multifaceted relationship with the University of Illinois at Urbana–Champaign (UIUC), which involves exchanges and faculty research collaborations in several disciplines including psychology, economic and physical geography, and environmental genomics. An existing sister city relationship between the cities of Birmingham and Chicago has facilitated collaborations with Chicago-based institutions including the University of Chicago and Northwestern University, as well as non-profit entities such as the National Public Housing Museum of Chicago and the Chicago Shakespeare Theater.

Exemplifying the consortium approach, the University of Glasgow administers a study abroad program specifically for students enrolled in nearly 30 U.S. colleges and universities—of all types—that constitute the Principia Consortium (<http://www.gla.ac.uk/subjects/scottishliterature/undergraduate/principia/>). Honors students from those institutions participate in a semester-long study abroad program focusing on the Scottish Enlightenment. Glasgow is also part of Universitas 21 (<http://www.universitas21.com/>), a global network of research universities, through which it developed a relationship with the University of Maryland.

Finally, **multilateral partnerships** hold particular promise as a way to both broaden and deepen U.K.-U.S. engagement. Drawing third-country higher education institutions into existing bilateral relationships offers new opportunities for students and faculty in both countries to connect with peers in other parts of the world, and can increase the attractiveness of all participating institutions to international students from additional countries. A number of the research collaborations included in the inventory illustrate the power of multilateral collaboration in this realm; global consortia, such as Universitas 21, can facilitate research-based connections. Thinking creatively about how to engage nonacademic entities—in the U.K., U.S., and beyond—may yield new programmatic opportunities as well as funding; examples of such entities include national research labs, corporations, nongovernmental organizations, and community groups.



HISTORIC TIES, NEW COLLABORATIONS: THE MAYFLOWER 400 PROJECT

Plymouth University's (U.K.) Transatlantic Exchanges Forum (<https://www.plymouth.ac.uk/research/transatlantic-exchanges>) is an interdisciplinary network of faculty researchers, primarily in the U.K. and the U.S., focusing on transatlantic studies. In addition to Plymouth, University of York and University of Exeter in the U.K. are represented; U.S. participants include faculty at Amherst College, Simmons College, and Northern Illinois University.

Currently, a key project of the Forum is the Mayflower 400 (<http://www.mayflower400uk.com/>), a partnership of thirteen English, Dutch, and American locations working together to commemorate and celebrate the 400th anniversary of the Mayflower in 2020. The anniversary marks the beginning of the relationship between these three nations, which started with the sailing of the Mayflower on September 16, 1620.

A series of transatlantic events are proposed with the goal of "linking people and communities of these nations through their shared heritage, culture, arts, sports, education, science, commerce, law, politics, and international relations." Partner cities include Scrooby and Babworth, Gainsborough, Doncaster, Boston, Immingham, Rotherhithe, Harwich, Southampton, Dartmouth, and Plymouth in the U.K.; Leiden in Holland; and Plymouth and Wampanoag in Massachusetts, U.S.

DEVELOP INNOVATIVE MODELS FOR ENGAGING STUDENTS.

While institution leaders in both the U.K. and U.S. expressed a desire to establish partnerships that go beyond student mobility, in no way do they intend to leave exchanges and other student-focused programming by the wayside. Exploring new modes of delivery and activities will potentially expand the reach of existing programs to additional segments of the student population and increase their attractiveness to prospective participants; new connections created in the process may serve as a springboard to additional types of collaborations, and the multifaceted, broad-based strategic partnerships many institutions are currently seeking.

Exchange programs with **an internship, practicum, or project-based applied component**, for example, align well with the current focus among students on career outcomes; industry connections established in the process of placing students may also be leveraged for joint research projects and sponsorship of other activities. Co-curriculum-based collaborations (i.e., those originating with student clubs and other activities outside the classroom) may appeal to students for whom traditional study abroad is not possible due to their co-curricular involvement and schedule—a key barrier to mobility for the sizeable proportion of U.S. students who play competitive sports, for example. Particularly when shared causes are involved (e.g., human rights, animal welfare, disability awareness), connections that begin with co-curricular clubs and groups may expand to include ongoing joint projects with academic and research components, and participation by additional students, faculty, and staff.

CONNECTING COURSEWORK, PRACTICAL EXPERIENCE, AND THE CO-CURRICULUM: BOSTON UNIVERSITY AND LANCASTER UNIVERSITY ACCRA GLOBAL HEALTH PROGRAM

In 2016, Boston University (BU) and Lancaster University (LU) together launched the Accra Global Health Program (<https://www.bu.edu/abroad/programs/ghana-global-health-program-summer/>), a six-week summer term program for undergraduates from both institutions that takes place at Lancaster University's Ghana campus. Courses are delivered by BU and LU faculty, and focus on the relationship between microbiology and the social determinants of health. Students participate in a health sciences practicum, which allows them to "see firsthand how public health strategies are implemented on the ground and apply their [classroom] learning." They also engage with University of Lancaster Ghana students through co-curricular components of the program.

As noted previously, U.K.-U.S. joint and dual degree programs are not overly common; relatively strict guidelines on the U.K. side combined with the challenge of aligning academic requirements and course equivalences limit their appeal as an academic mobility mechanism. Given the overall quality and reputation of both U.K. and U.S. higher education, however, a formal certification of some type from an institution in the other country often adds value to students' resumes. **Non-degree certificate programs** that allow students to supplement their home campus degree with an established credential—perhaps in a complementary academic area—can fulfill this function. And by providing a well-balanced set of requirements and a clear path to completion, they may also mitigate the workload issues noted previously, and other academic challenges faced by some students.

Finally, given aforementioned synergies when it comes to IT and communications infrastructure, time zones, and other logistics, **virtual exchange** (i.e., relying on technology rather than in-person contact) holds significant promise as a means of connecting U.K. and U.S. students—in and beyond the classroom. The relative ease of travel between the U.K. and U.S. makes hybrid models (joint courses and programs with both virtual and in-person components) an attractive possibility; particularly in light of trends in both countries toward shorter-term mobility experiences, they are a way to facilitate extended contact beyond what takes place when students are abroad. Strong professional development support—such as that provided by the SUNY COIL program⁷²—is needed to help faculty identify potential collaborators at partner institutions and build the technical and pedagogical expertise required for successful virtual teaching.

LAY THE GROUNDWORK.

While numerous similarities serve as facilitating factors for U.K.-U.S. partnerships, they do not eliminate the need for **careful planning and relationship management**. Just as it is important to articulate the value of U.K.-U.S. higher education engagement in general, individual institutions considering a partnership need to think through and articulate the value of the particular proposed collaboration. As noted previously, many institutions in both countries are past the "gathering MOUs" phase of global engagement; getting specific about how joint activities will further the mission, strategy, and interests of the institutions involved is a necessary first step toward a successful relationship.

Once collaboration is initiated, standard good practices—such as those outlined in ACE's report *International Higher Education Partnerships: A Global Review of Standards and Practices* (Helms 2015a)—for international partnership management apply, even if they seem less necessary in the U.K.-U.S. context than when working in other countries. While resource imbalances may not be at play, it is still important to **delineate each**

⁷² <http://coil.suny.edu/>

party's commitments, expectations for the relationship, and the benefits they are likely to accrue. As noted previously, time zone compatibility and adequate telecommunications technology in both countries facilitate ongoing communication—but should not substitute for regular in-person contact and visits that allow for longer interactions and a first-hand understanding of institutional character and culture.

As when working in other countries, **support for students and faculty participating in collaborative activities** is also an important aspect of partnership management. Orientation programs that articulate differences in academic culture and expectations can help participants anticipate and prepare for situations that may arise. Keeping in mind that adjustment issues may be subtle and might surface later than when students and faculty travel to other places can help partner institutions (both sending and receiving) design effective and timely programs to check in with students, and facilitate the self-reflection and intercultural learning that are hallmarks of a successful experience abroad.

CREATE SHARED RESOURCES.

As noted previously, there are a number of research studies and other data that support the case for U.K.-U.S. engagement and serve as important tools for institutions as they seek participation in and resources for joint activities. Various policies and regulations potentially impact U.K.-U.S. collaboration, and require monitoring by institutions in both countries. Funding opportunities for research and other joint projects are available through governments and other entities, but figuring out who is eligible, how to apply, and what compliance-related steps are required can be daunting—within each country, and certainly for those attempting to navigate such opportunities from the outside. And while institutions in each country often have a basic understanding of the higher education system in the other, detailed information about different sectors, academic structures and cultural differences would further inform partner identification, program design, and student support.

Establishing a **central source for this and other related information** would be a useful endeavor. Given their research capabilities, government connections, and broad access to the higher education sector, ACE, Universities UK, and various “other actors” are potentially well positioned to contribute to such a resource. And while the onus is ultimately on individual institutions to determine whether a particular partner is a good fit, by increasing their own collaboration and engaging members in joint events and programs, these organizations can facilitate introductions and interactions between institutions and individuals in both countries that may lead to robust, substantive relationships down the road.



PUTTING IT ALL TOGETHER: THE UNIVERSITY OF SOUTH FLORIDA AND UNIVERSITY OF EXETER

The University of South Florida's (USF) partnership with the University of Exeter exemplifies a number of the good practices highlighted in this report, and illustrates the type of strategic, multifaceted relationships many U.K. and U.S. institutions are seeking as they expand their global engagement portfolios.

In pursuit of its mission as a "globally-engaged research university," in 2009 USF established the Global Academic Partners (GAP) program (<http://www.usf.edu/world/resources/gap/>) as means to build "a small number of high impact strategic institutional partnerships." At the time the program enabled USF faculty to develop projects with colleagues at five key partner universities that could serve as a foundation for external funding, collaborative teaching, and research cooperation. Along with Nankai University, China Ocean University, University of Ghana, and Ghana University of Cape Coast, the University of Exeter was one USF's GAP partners.

Currently, USF and University of Exeter have in place a half-dozen collaborative research ventures, including joint projects in anthropology and geography that examine the politics and policies of socioeconomic responses to and recovery from environmental hazards or disasters. Planning is underway to expand cooperation to additional fields, including marine science, business, and engineering. The two universities have jointly pursued external funding from U.K. Research Councils, the British Council, and the NSF's Partnerships for International Research and Education program.

USF and Exeter maintain a sizable and well-balanced student exchange program. Each year approximately 25 students—in a wide variety of academic fields—from each institution participate, with stays at the partner institution ranging from a three-week summer visit to a full academic year. Mechanisms to facilitate faculty engagement and professional development have also been established; funding is available for travel by faculty at both institutions to international conferences, and to offset expenses related to specific projects and joint publications.

Recently, USF and Exeter have also developed exchange programs for nonacademic staff. USF advancement staff, for example, traveled to Exeter to share their expertise on institutional fundraising—a relatively new focus area for many U.K. institutions. Exeter finance department staff, in turn, visited USF to exchange good practices in their field. Members of the USF Board of Trustees traveled to Exeter in the summer of 2015 and met with University of Exeter Council members to exchange experiences, and engage in a comparative discussion of high-level administrative issues and challenges.

Looking to the future, Roger Brindley, vice president for USF World, sees a collaborative degree program as a potential next step for the USF–Exeter partnership. "USF has tried, and so far failed, to create programs where students could have a profound, two-continent dual degree, and we would very much like to do that," he notes. A primary hurdle thus far has been accreditation. Currently, however, Exeter College of Business is seeking AACSB accreditation and, "there may be a real possibility of establishing a dual degree in business or a STEM area."

As noted previously, USF is a U.S. partner of Sannam S4, the sponsor of this report. Sannam S4 was not involved in establishing the partnership with University of Exeter.

Expanding the Scope

Given the solid base of existing activity, the numerous factors that facilitate collaboration, and a variety of pathways available for expanded engagement, when it comes to institution-to-institution connections, enhancing the U.S.-U.K. higher education relationship is largely a matter of fine-tuning. Going forward, however, there is an **opportunity to look beyond the level of institutional partnerships** to ways in which the two higher education systems can interact on a broader level.

In the context of similar political climates, the U.S. and U.K. higher education systems are wrestling with the need to define and articulate their societal and economic contributions; both systems also face challenges when it comes to access, equity, and completion. Concerns about future directions for internationalization will likely continue to loom large; even since work on this report began, a U.K. election has been scheduled that may lead to cabinet changes and policy shifts, which could in turn impact aspects of higher education internationalization. A **comparative perspective and sharing of approaches and good practices on an ongoing basis** will potentially lead to new insights and strategies for tackling these and other shared issues—existing, as well as newly emerging. ACE, UUK, and other organizations might provide fora for discussion and mutual learning.

More broadly still, the overall strength of the two higher education systems and the synergies between them offer exciting potential to **build on and amplify their collective contributions to global higher education, and to society more broadly**. As U.K. and U.S. institutions pursue innovative program models to facilitate student mobility and engage corporations and other entities, lessons learned can inform the global conversation on higher education collaboration; multilateral relationships will expand the scope and tangible impact of existing activity, and further enhance this conversation. Research collaborations and other joint projects that bring complementary knowledge, skills, and perspectives to bear on key world challenges will potentially accelerate progress, and help U.K. and U.S. institutions fulfill their shared imperative to contribute to local, national, and global society.

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