



Association of University Administrators
Connecting and developing
HE professionals

The background of the entire page is a photograph of the United States Capitol building in Washington, D.C. The image shows the iconic white dome with its intricate architectural details, including the Statue of Freedom on top. The building is set against a clear blue sky. In the foreground, there are branches of cherry blossom trees in full bloom, with delicate pink and white flowers. A semi-transparent white hexagonal shape is overlaid on the bottom right corner of the image, containing the text for the study tour.

Study tour

USA

May 2019

Welcome

The US higher education system is globally regarded as one of the best, according to reputable rankings, with many other nations adopting a US-style system for their undergraduate and postgraduate programmes. The AUA USA Study Tour offered its participants a chance to gain an in-depth understanding of US HE's core structure, as well as the challenges faced by students, university workers and policy-makers as they seek to ensure the sustainability of their model.

The 2019 AUA Study Tour to the USA proved to be a fantastic personal and professional development opportunity for all involved. With over nine months of planning invested in developing the programme, the 13-day trip with the study tour based first in NYC and then in Washington DC, incorporated 15 visits, in an effort to study a comprehensive and representative sample of HE institutions within New York City, Washington DC and neighbouring states.

The group enjoyed a broad and wide-ranging programme encompassing public and private, large and small institutions, including universities and community colleges (in New Jersey, Maryland, Virginia in addition to the major metropolitan areas) as well as a number of D.C.-based Federal and independent HE organisations. We are thankful to the host institutions for their time, hospitality and engagement and hope that our visit was as interesting for them as it was for us.

The group represented a variety of UK HEIs and consisted of 12 AUA members, thus affording the flexibility to split into two groups on occasion and visit more institutions than would otherwise have been possible. The Tour's itinerary and the group's membership are included in this report. The group communicated effectively throughout the preparation period with a combination of WhatsApp, email and Google Docs being used to keep in touch, discuss travel arrangements and maintain a strong sense of shared responsibility and community across all the participants.

The AUA presented the group with three principal themes to underpin the programme of visits for the two-week trip in May 2019 and each of these is discussed separately in this report:

- a) Student expectations, experience and success
- b) Research and Teaching
- c) Funding in Higher Education

The group took these themes and developed a detailed portfolio of questions, lines of enquiry and points for discussion which were shared with the host institutions in advance of our arrival. This proved to be a great opportunity to engage with the detail of the visit at an early stage and to involve ourselves in researching the context of HE in the USA.

Our focus throughout remained on the three principal themes although the depth and breadth of a number of the group's fascinating discussions highlighted a series of important sub-themes, including policies on student conduct, evaluating Research Excellence and the need to successfully prepare students for the transition to higher education.

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The historical context of higher education in the USA

The oldest Universities in the USA are older than the Republic itself. Attempts were made to colonise North America as far back as 1526 but were, for the most part, unsuccessful. The continent of North America was populated by Native Americans before any European explorers dreamt of crossing the Atlantic. It was not until the second attempt of the Virginia Company in 1607 when they landed in Jamestown that a settlement took hold. By 1614 settlers began exporting tobacco to England and it was not long before other colonies began to grow. In 1624, New Netherland was founded by the Dutch West India Company. It would later change its name to New York (in honour of the then Duke of York). The colonies of New Jersey, Maryland, Carolina and Georgia would soon follow. By 1760 the population of the colonies had risen to over 1 million. By this time relations with Great Britain were becoming strained and a series of events led to the Boston Tea party in

1773, which ultimately led to the formation of the continental congress in 1774, who issued the declaration of independence in 1776 and subsequently war with the British. In 1777, the articles of confederation were drawn up, which paved the way for the 1787 convention in Philadelphia, where the Constitution of the USA was written¹. The first congress sat in 1789, with George Washington as the nation's first president.

The first University was established in 1640 after initial efforts began in 1636. The intention of puritan leaders was to model an educational establishment on Oxford and Cambridge. John Harvard, a graduate of Emmanuel College, University of Cambridge, set up Harvard College, and the arrival of Henry Dunster (a Magdalene college, University of Cambridge Master) provided the first President and teacher. Harvard produced its first graduates in 1642. Harvard was

¹ For a good overview of historical events see Brogan, H. (2001) *The penguin history of the united states of america*. 2nd edn. London: Penguin Books.

followed by a number of other colonial colleges, including Yale (1701), University of Pennsylvania (1740), Columbia University (1754) and Rutgers (1766). Higher Education was limited to the wealthy at this stage but after the formation of the Republic, the democratic ideals became a driving force behind access and education for all of society. Over the next 100 years Higher Education institutions grew at an amazing rate, with 500 degree-awarding institutions by 1870. The growth was essentially to meet the need of the expanding population and expansion westwards of the new nation².

It was in the mid- 1700s that the first fraternities and sororities, or Greek letter organizations (GLOs), collectively referred to as the Greek system or Greek life, began to emerge as secret social societies; notably the Phi Beta Kappa, founded in 1750 at the College of William and Mary in Virginia. Their organisation and purpose vary today but share some common characteristics such as single-sex membership, selection of new members based on vetting and a probationary process, ownership and occupancy of a residential property where (normally undergraduate) members live, and a set of complex identification symbols. These secret societies have roots in religion, race and culture in their early stages of development and although these elements have been overcome in today's HEIs, the element of secrecy and mystery still remains to an extent. About 800,000 US undergraduates are currently members of fraternities and sororities³ and are considered an important part of many HEIs in the US, partly due to the student's identification with a particular group, the networking opportunities that they present, their alumni, and the fact that many older fraternities enjoy highly valued prestige and status. Universities also promote the civic and other qualities that fraternities and sororities represent⁴. It has been reported that they currently own about \$3bn (£2.2bn) of property⁵. The Greek system has since also travelled overseas, mainly in Canada and in Asian countries, for example the

Philippines⁶ who adopted the American educational system, but also France.

In 1862 the Federal government became the first nation in the world to commit national resources to Higher Education when it introduced the Morrill Land Grant Act of 1862, which gave federal land to States to establish public universities. The Morrill Acts were designed to educate the industrial classes, specifically in rural areas. The public institutions created had to accept students without high school education, so would provide remedial and generalist education in the form of preparatory courses. This shifted the emphasis to access and the principle of a college education for anyone. Following the civil war, the Morrill Acts were re-enacted to ensure there was provision for African Americans. Abraham Lincoln had identified illiteracy as a threat to the nation.

The US constitution does not mention education so any further Federal involvement, up until the mid-20th century was limited. This really changed with the GI Bill and then the civil rights legislation. A series of legal cases in the 1950s led to the *Brown v Board of Education of Topeka* 1954 decision, which made segregation in public education illegal. The civil rights acts followed in the 1960s establishing affirmative action⁷ programmes at Universities. The GI Bill of 1944 provided funding for returning military veterans. Congress thought this expansion of education would help stabilise the nation. This made access to Universities possible for millions of people. Affordability soon became an issue for poorer students as operating costs began to rise. Federal aid through a series of loans was established. In the late twentieth century Federal funding through scientific research and student aid became a major source of income for Universities.

2 For a detailed history of Higher Education in the US see Noftinger Jr., J. B., & Newbold Jr., K. F. (2007). Historical underpinnings of access to American higher education. *New Directions for Higher Education*, 2007(138), 3–18.

3 What to know before pledging a fraternity or sorority: <https://edition.cnn.com/2018/04/12/us/fraternity-sorority-overview/index.html>

4 The American University, Fraternity and Sorority Life: <https://www.american.edu/ocl/student-involvement/fsl.cfm>

5 The deadly problem with US college fraternities: <https://www.bbc.co.uk/news/world-us-canada-42014128>

6 HISTORY OF PHILIPPINE FRATERNITIES - <http://oddfellowsoforder.blogspot.com/2017/11/history-of-philippine-fraternities.html>

7 Affirmative Action is Laws, policies and guidelines introduced to correct the effects of discrimination on certain protected characteristics.



COLUMBIA UNIVERSITY
CONGRATULATIONS TO THE CLASS OF 2019

Higher education in today's USA

In line with the principles behind the ideology that often defines and describes the national ethos of the USA - the American Dream - the US government encourages competition within the HE market which has led to its vast size in terms of students engaged in post-secondary education and considerable range of institutions, as outlined below. Higher education institutions can be broadly divided into two-year and four-year institutions (for undergraduate study). Two-year institutions offer programmes up to Associate degree level, whereas four-year institutions offer Bachelor degree programmes, as well as graduate (referred to as postgraduate in the USA) programmes. Two-year institutions include community colleges, junior colleges and technical colleges. Community colleges are public institutions that provide associate degrees but also preparation for transfer to four-year institutions, vocational and technical education and training as well as opportunities for continuing education. Four-year institutions can be universities or undergraduate colleges and both public and private. The most prestigious and highly selective institutions, whether they be high-ranking research universities or niche arts colleges, tend to be private. One of the distinguishing features among private HEIs is whether they are religiously affiliated or not, for example Georgetown University in Washington DC which is a Catholic and Jesuit institution.

Both public and private institutions charge tuition fees, but fees at different types of institution vary. Many students choose to go to university within their own state as fees at public institutions are reduced for state residents¹. See Theme 3 in this report for more information on this.

¹ NARIC: Country Overview (Education): USA

Overview

Most institutions use a credit system to record academic work. The system used varies between institutions but generally, full-time study is defined as 15 credit hours per semester and HEIs divide their academic year most commonly into two semesters of 10-12 or up to 14 weeks each (although there is also the system of a quarter calendar that divides the academic year into three terms plus an optional summer session. Credit hours are calculated slightly differently in these systems). 60 credit hours are usually required for an Associate degree and a minimum of 120 for a Bachelor degree. One semester credit hour is defined according to the type of student work or study; i.e. lab work, lectures and seminars or independent study. Bachelor degrees last four years on a normal course load and require a minimum of 120 credits.

Many HEIs offer the same undergraduate programme but with different degrees – a Bachelor of Arts (BA) or a Bachelor of Sciences (BS) or Bachelor of Engineering (BE). Breadth of study is an important and distinguishing feature of an American Bachelor degree programme and is often referred to as general studies or the liberal arts curriculum. Students are required to complete general education courses and introductory courses in a number of subjects, in addition to courses related to their “Major” subject. Academic advisors guide students in planning their programme of study and choosing suitable general education courses. Most US colleges and universities offer ‘honors’ degree programmes, which require more independent study and completion of a thesis or project.

A Bachelor of Arts degree offers students a broader education in their Major while a Bachelor of Science degree offers students a more specialized education in their Major. Generally, a BS or a BE degree requires more credits in their Major than a BA degree and students have fewer chances to take classes outside of their major. A BS/ BE degree is generally offered in subjects like engineering, technology, mathematics, computer science, nursing, and biochemistry. A Bachelor of Arts and a Bachelor of Sciences/ Engineering are all perceived as of equal value, regardless of number of credits and programme compositions.

The majority of the liberal arts curriculum takes place during the first two years of undergraduate study to provide the foundations to enable students to think laterally in their final two years of their Major. Students regularly pursue Minors and certificates to show a particular concentration of electives on their transcript and will also earn credit for non-academic areas such as service learning, athletics and lab research. It is worth noting that Liberal Arts colleges in particular may offer a curriculum with or without an option for a Major^{1,2}. Students who enrol as “undeclared” (that is, those yet to select a Major) may try out different classes across Majors and generally confirm their Major by the end of the Freshman year. Students may decide to change Major at a later point but this may delay their journey to graduation.

1 What a Liberal Arts College Is and What You Should Know: <https://www.usnews.com/education/best-colleges/articles/2018-12-07/what-a-liberal-arts-college-is-and-what-students-should-know>

2 So what is liberal arts, and why does everyone in America study it? <https://www.independent.co.uk/student/study-abroad/so-what-is-liberal-arts-and-why-does-everyone-in-america-study-it-8933110.html>

The liberal arts four-year degree model attracts students from all over the world and encourages a breadth of study in scientific and numerical reasoning, humanities and ethics, languages, literature and the arts regardless of the Major of study³. It also encourages transferability of credits within institutions and study abroad opportunities so whilst the total number of students is high, they are transient across institutions and it is not unusual for a student to have attended multiple institutions during their degree, usually with the final destination serving as the awarding institution.

The grading systems vary but most institutions use a numerical Grade Point Average (GPA) system, out of a maximum of 4.0. For grading, students are assigned letter grades (A, B, C, D, F) which are associated with a percentage (for example: an A is worth 4.0, F is a fail). Students with a high GPA may be awarded Latin Honors on graduation and this is normally shown on the transcript and / or final certificate upon graduation (Source: NARIC).

The total enrolments (2017/18) in degree-granting post-secondary institutions was c.19.7million equivalent to 67% of high school leavers (and 40% of the overall 18-24 US population). However it is worth noting that this actually represents a 4% drop from 2012-2017, so it was noted that the US seems to be facing similar recruitment challenges as the UK in an era of the marketization of HE.

There are approximately 4,313 institutions accredited to award degrees including two-year associate degrees, four-year Bachelors, two-year Postgraduate and doctoral programmes which are traditionally longer than those in the UK. As will be discussed further in Theme 3 of this report, there is a higher number of private institutions compared to public ones in the US and the National Center for Education Statistics (NCES) listed (as at fall 2017), 4,298 institutions of which 1,626 were public colleges, 1,687 private non-profit schools and 985 for-profit schools. Included in the public institutions are community colleges, which provide a value for money alternative to freshmen starting at traditional four-year colleges.

Despite community colleges making up only around 25% of all institutions, approximately 41% of students graduating with a degree attended a community college originally (with some graduating with an associate degree before completing the final two years of a bachelor degree at a university). As well as the distinction between public and private institutions, the US also embraces its range of faith-based universities, including some still-strong female only colleges, and this all contributes to the strong communities associated with US university life. The Greek system, often depicted perhaps unfairly in popular film with hedonistic fraternities and sororities, is still a crucial part of a student's decision to study at a particular college. These bodies vary in size, wealth and influence across the nation, with some playing a crucial role in future employability and family life^{4,5}.

3 Footnote missing from master

4 Community Colleges https://www.aacc.nche.edu/wp-content/uploads/2019/05/AACC2019FactSheet_rev.pdf

5 Historical Data - Noftinger Jr., J. B. , & Newbold Jr., K. F. (2007). Historical underpinnings of access to American higher education. *New Directions for Higher Education*, 2007(138), 3–18. <https://doi-org.glos.idm.oclc.org/10.1002/he.250>

Higher education state systems

In most countries, including the UK, the higher education system is largely developed from a central, government-supported policy. The USA HE environment operates very differently as it is largely self-regulated, so although there is no national system of higher education, all states have developed some type of public educational system. Its self-governance is shaped by state and local needs, demographics, religion, and changing social contexts¹. These systems are structured and organised in a number of ways. All states assign responsibility for operating public colleges and universities to governing boards. The accreditation system in US HE developed as part of its evolution and, in the absence of a central body, existed to set educational standards².

As a recent Congressional Service Report explains, there are three types of accrediting agencies, each of which serves a specific purpose. Regional accrediting agencies operate in six regions of the United States and concentrate their reviews on HEIs within specific regions of the country. National accrediting agencies operate across the United States and review institutions with a common theme (e.g., religiously affiliated institutions). Finally, 'programmatic' accrediting agencies operate nationwide and review programmes and single-purpose institutions.

The accreditation process is voluntary and must be requested by educational institutions or programmes to demonstrate to their peers and sometimes to employers and licensing agencies that their credits and degrees meet minimum quality assurance standards. It is worth mentioning that regional and national accreditation agencies comment on the overall quality of the institution and its programmes in general but do not address the quality of individual programmes in terms of whether they meet certain professional guidelines. This specific accreditation process is the 'programmatic accreditation'³, akin perhaps to the PSRB (Professional, Statutory and Regulatory Bodies) accreditation process in the UK.

There are seven active regional accrediting agencies for educational institutions in the United States linked to the various regions and States. The full list can be found in Appendix 1.

Each regional accreditor oversees the vast majority of public and private educational institutions, both not-for-profit and for-profit, in its region. Their primary function is accreditation of post-secondary institutions. It is worth noting that the US Department of Education also recognises ten national accrediting bodies but in terms of academic standards and minimum quality assurance expectations, regional accreditation agencies carry more esteem because they are academically oriented and most are non-profit.

New York State has around 301 degree-awarding institutions. This is second only to California.

In New York, the publicly funded Higher Education is provided by the State

1 Higher Education in the United States: <https://education.stateuniversity.com/pages/2043/Higher-Education-in-United-States-SYSTEM.html>

2 An Overview of Accreditation of Higher Education in the United States, Congressional Research Service report, 2017: <https://fas.org/sgp/crs/misc/R43826.pdf>

3 An Overview of Accreditation of Higher Education in the United States, Congressional Research Service report, 2017: <https://fas.org/sgp/crs/misc/R43826.pdf>

University of New York (SUNY) which is the largest public university system in the USA, and the City University of New York (CUNY) which is the third largest. The SUNY and CUNY are separate public university systems, and whilst both receive funding from New York State, CUNY also receives funding from New York City. SUNY has 64 campuses across the state while CUNY has 23 campuses in all five boroughs⁴. Both systems include universities, colleges, and community and technical colleges. SUNY's funding has remained flat since 2011, representing a decrease when adjusted for inflation. US institutions have been facing the same pressures on costs that institutions in the UK have seen. As well as an extensive public system, New York is home to several colonial institutions as well as some globally recognised "newer" Universities such as Cornell and New York University (NYU).

It was clear to the AUA USA Study group that the history of US HE will play a large part in its future in terms of curriculum, diversity, workforce development, institutional finance and student funding, and the next sections of the report will examine the three study tour themes in detail, whilst also drawing on other considerations and final reflections.

⁴ <https://getschooled.com/dashboard/article/1426-suny-vs-cuny>

In the areas that the study tour visited the total enrolments at the time of writing were:

State	Total enrolments
New York State	1,200,000
Maryland	364,000
New Jersey	420,000
District of Columbia	96,000
Virginia	545,000

The Ivy League

Many people will have heard of the Ivy League Universities and perhaps associate this as an equivalent to the Russell Group or Oxbridge. The Ivy League actually refers to a collegiate athletic league and was only officially formed in 1954. There are only eight members of the Ivy League, although there are now associated members. Although its beginnings were in athletics, the original eight are now globally recognised for their academic excellence. The Ivy League comprises Harvard University, Yale University, University of Pennsylvania, Princeton University, Columbia University, Brown University, Dartmouth College and Cornell University. All of the Ivy League institutions are found in the North Eastern region of the USA and the group was fortunate to attend Columbia University to learn more about the significance of the Ivy League and what it is like to work at an institution with such an established history and international reputation.





Theme 1

Student expectations, experience, and success

First steps

Visiting a range of institutions provided an insight into the admissions process. Differences were clear between different types of institution in terms of entry criteria and qualification, with stark contrasts between what might be expected of a student applying for a two-year Community College or a four-year public or private institution. For example, BMCC had a motto of “start here go anywhere”, which meant anyone of college age could go to the college and start the post-secondary journey. Whatever level a student might be at they had a programme to get them started with the ultimate aim of a vocational qualification or transfer onto a 4-year degree institution. In contrast, institutions like Columbia and Georgetown expected high grades and a well-rounded application of extra curricula interests with clear evidence the student could succeed at the highest level.

The application process shares similarities and differences with those in the UK; key differences include firstly, the opportunity for students to apply without deciding on a major, whereas most UK students are specialising at the time they apply (and have already likely specialised through their A Level choices) and also, the use of standardised testing to go alongside high school marks. Students for undergraduate provision do not apply through a national scheme such as the University and College Admissions Service (UCAS) in use in the UK; students apply directly to the institution(s) in which they are interested. American higher education institutions focus a lot of attention on attracting students to their institutions; as in the UK this may take the form of web and social media advertising, HE fairs, alumni and student word of mouth, sporting and cultural successes. Some students may choose to target particular institutions because of their place in national and global ranking exercises, subject specialisms, tuition fees and access to institutional and federal aid, geography, access to extra-curricular opportunities. This is similar to how students make choices in the UK. However, in the US, financial decision-making may be of particular importance given the difference in fee levels between different types of institution and for in-state and out-of-state students.

While we were in the US, there was an interesting development in relation to the most widespread standardised test, the SAT, which was introducing a diversity index to help contextualize a student’s score in relation to the environment in which they had engaged in their high school education. There were many sides to the debate about the extent to which this might be a good or bad development and is similar in some aspects to the debate in the UK around the use of contextualised admissions. High school outcomes and standardised testing scores were less important in the context of admissions to Community Colleges, though it was interesting to note that the American University had introduced the ability for applicants to choose whether or not they wanted their SAT scores to be taken into account in the admissions process.

The group noted that overall, institutions had every intention to design admissions processes that were fair, clear and transparent to all parties and based on academic potential and their fit with the institution’s mission and environment. Shortly before the Tour commenced, there was considerable news coverage of cases where potential students’ standardised test scores had been amended or their sporting abilities exaggerated in order to give them an edge



The AUA Study Tour was a great opportunity and I would urge anybody else who has the chance to take part in a future tour to do so without hesitation. I learned a huge amount about Higher Education in the US but learned as much, if not more, from my UK based tour colleagues. I also surprised myself in discovering that I know much more than I had given myself credit.

in the admissions process. There were also cases of some staff involved in the admissions decision-making process receiving financial contributions to sway decisions¹. We did not

1 <https://eu.usatoday.com/story/news/education/2019/03/26/college-admissions-scandal-education-department-betsy-devos-investigation/3277353002/>

go into other issues such as legacy admissions but it is clear, as in the UK, there can be many factors which go in to making admissions decisions which may not always be entirely in line with the agreed process.

Admissions decisions were made without regard to financial need on the part of students. Please see the section on Theme 3: Funding in HE, for more on this.

Transitions

At all the institutions visited there were conversations around the transition from High School to College. These conversations varied across the institutions from ensuring the students came

500 events and activities before classes start such as historical walking tours and meals together. There is also a geographic diversity policy in housing, meaning that when students are allocated residence they are paired with a student from another part of the country, or the world, while at NYU Shanghai, it is policy that every student in a hall of residence is paired with someone from another nationality. Additionally NYU New York has 33 faculty staff who live in halls to support students and a further 50 who engage with students outside of halls – a couple of examples provided were dumpster diving and visiting the 5 boroughs (of NYC). At Rutgers they provide a summer orientation for new students on what it means to be a student

and a scarlet knight (mascots at US institutions are of great importance in setting the identity and association with a particular institution). Rutgers also stated their intention to be providing sessions for parents of first generation students with the intention of equipping the parents with the language of HE and resources for them to be able to support their sons and daughters in the HE journey. Stony Brook provide a first year academic transition programme to ease the transition from high school to university. Transition programmes are common across the sector in the form of First Year Seminar courses which provide an extended introduction to higher education.



Taking part in the AUA Study Tour to the USA was an incredible experience which afforded me the opportunity to meet and network with colleagues from the institutions we visited and gain a unique insight into the workings of American Higher Education. I particularly valued the opportunity to hear different perspectives on issues facing institutions in both countries, and to share insights into the UK system.

The experience also enabled us as Study Tour members to learn from each other and to build connections which will hopefully last well into the future.

with realistic expectations to ensuring that students had the essential study skills to succeed at the higher level. For example, at BMCC new students take an assessment to identify if any additional remedial needs are required and 1-2-1 support is provided. All BMCC lecturers are trained in delivering the curriculum for English and Mathematics. New York University (NYU) talked about a big focus on transition with over

Widening Participation

Widening participation is an important part of a university's mission in the US and there is a significant amount of outreach activity underway across the sector. Some institutions were much more reliant on local students engaging with the institution; this was particularly evident at Northern Virginia Community College (NOVA) which largely served the local commu-

nity in terms of the students it recruited and the subjects it offered to meet employment needs within the area. Other institutions had a broader reach across the country or internationally but efforts were made to target students less likely to engage in Higher Education, including first generation students and those from demographic backgrounds traditionally less represented in those institutions. Notable examples include the University of Maryland and its outreach programme to community colleges, Georgetown University and its outreach to High Schools but smaller, more niche institutions also engaged in outreach programmes, for example the New York Academy of Arts (NYAA). Rutgers has a specific initiative, the Rutgers Future Scholars program, which offers 200 first generation, low-income, academically promising middle school students from the local geographical area the opportunity for a college education by providing a five-year personal development plan to run alongside their normal high school classes. It is intended to prepare students for college by providing them with honors classes, cultural events, career skills, sports, and more and successful completion means receiving full tuition funding to Rutgers University.²

The group noted that work which started with the initial outreach activities did not end with the admissions process and saw many examples of programmes in place to help integrate these students into the institutions and to support them through their studies. These included specialised rooming options, mentoring from students / staff / alumni / local community and business leaders, cultural and academic literary programmes and many more. Notable examples include New York University and its strategic focus on Enrollment Management and student integration. In some cases the results of these mechanisms meant that those students' results outstripped those of students who had not needed the same sort of support on entering. Thinking about how to extend the good practice established in these programmes to all students, thus providing everybody with the opportunity to thrive within their chosen HE environment may be of relevance to the UK context and may relate to the social model of disability being employed more widely in UK Higher Education which seeks to make learning, teaching

and assessment more diverse and inclusive for everyone, rather than making adjustments for individual students.

New York University (NYU) is one of many institutions across the state taking part in the Higher Education Opportunity Programme, funded jointly by New York State and HE institutions. Students from low income backgrounds who may need a greater level of academic support during their studies are identified at the point of application. They attend a programme of activities during the summer prior to their admission where their needs and level of support required are assessed. Students on the programme have a dedicated counsellor for their four years of college who has specific knowledge of topics such as study skills and financial support. Students are also awarded a generous financial aid package. This programme has been found to help greatly with the transition from school to university with retention rates at 98%.³

Accommodation

Most four-year institutions we visited guaranteed university-provided accommodation for first year students and the majority of the institutions we visited, including those in central city locations, also provided meal plans for students with a wide variety of choices and catering for most dietary requirements. NYU for example stated that 93% of their first year students live in residences and this reduces to 18% by the time they enter their final years. At the American University, undergraduates are guaranteed accommodation for the first two years of study but postgraduates do not live on campus. For Community Colleges, most students would commute to campus and tended to live nearby.

As in the majority of cases in the UK, a big part of the student experience can be moving out of home when going to university. To cater for a diverse student body, the institutions offered a range of accommodation options, in terms of price, layout, location, etc.. The extent of meal plan options, largely in place at the larger institutions, was impressive and provided many students with options to have easy access to affordable food throughout the day and catering for a variety of dietary requirements and preferences. The mentoring programmes in

2 <http://www.futurescholars.rutgers.edu/app/content/aboutUs.jsp>

3 <http://www.nysed.gov/postsecondary-services/higher-education-opportunity-program-heop>

some cases were extended into accommodation where students with similar interests or from similar backgrounds might be co-located or where they might be placed with different students so as to fully integrate them into the university experience. For example, at Georgetown, students could search profiles via an app to find students with whom they might want to share accommodation. A large number of students would be expected to share rooms; this is less common in the UK. This makes the ability to choose a roommate particularly important. We learned about the roles of fraternities and sororities in providing a special environment and support network for students, beyond the more high-profile stories that often get circulated about their role on campus.

We also came across the Resident Tutor model at halls of Residence at New York University, operating in a similar fashion to the UK universities. Referred to as “Res Life assistants” the students are trained in conflict resolution to manage any housemate relationship clashes.

Student experience

The student experience was a major topic during our visit, reflecting its importance to UK and US universities. Trying to encapsulate the meaning of ‘student experience’ was difficult as there were so many examples of different ways in which students were engaged with in contributing to university life, or engaging with and feeding back on their experience. The group saw multiple examples of the ways in which institutions were promoting inclusive learning and teaching approaches and curricula and providing students with opportunities to engage with other students on disciplinary and non-disciplinary studies; this was perhaps made easier by the liberal arts curriculum requirements in place at US universities which would ensure all students, regardless of major, were exposed to core studies in other disciplines. In addition, a number of institutions discussed how they were looking to build on existing widening participation efforts and enable all students to share their cultural capital in curricula and extra-curricular activities.

Linked to the mental health of students was the increased provision of soft skills training. BMCC

had made particular efforts in this area and had introduced a complementary transcript which detailed personal development and extra-curricular activities. It was also keen on modelling good behaviour to students such as smart dress for work and respectful interactions with colleagues. Stony Brook talked about taking into account students’ development in softer, intangible skills as well as grades from summative assessment and highlighted the particular example of the Alan Alda Center for Communicating Science⁴, supported by and located at Stony Brook University campus, which offers courses in science communication to graduate students in the sciences and health professions in order to engage more effectively with the public. Also worth noting is the University of Maryland’s Partnership for Action Learning in Sustainability (PALS)⁵ initiative that develops students’ softer skills of communication, teamwork, problem solving, creativity and adaptability by engaging with the community.

Competitive entry institutions noticed that some students found the transition from high school to university difficult partly because of the change ‘from being extraordinary amongst the ordinary to ordinary amongst the extraordinary’. These students found it hard to accept constructive criticism or critique, as it may well have been the first time it had been levelled at them. One method of addressing this problem was to normalise asking for help. Institutions like Columbia, Georgetown and NYAA, were working on developing students’ resilience and ability to accept feedback. At the same time, institutions were training students in being able to give feedback to their classmates in a positive and constructive manner.

University life appeared therefore to mean a lot more to students than just learning, teaching and assessment. We met with a number of students during our visit who were able to tell us about how they had had the opportunity to develop new interests and build on previous interests through societies and a range of facilities. Sport was a big part of the university experience for many students (and their families, through attendance at sporting events) and the sporting facilities at a number of the institutions were impressive, such as Stony Brook and Rutgers, while the mascots and mottos appeared critical

4 <https://www.aldacenter.org/>

5 http://hub-media.aashe.org/uploads/pals_flyer_final_080614_white_outline.pdf

to the student experience.

The ability for students to book spaces or use public spaces to work and play together was important and mirrored similar conversations around space in UK institutions. In addition, opportunities for staff and students to come together were valued whether through formal academic-related events or more novel interactions with academic staff, such as ‘Dancing with the Stony Brook University Stars’⁶.

Student Voice

US institutions do not have the same representation structures as we are used to in the UK, with few equivalencies to the traditional Students’ Union. Many institutions have Student Governments and Associations served by elected students on a voluntary basis alongside their studies rather than as sabbatical officers. These associations and affiliations offer students an advocacy platform, from campaigns and protests on campus issues such as student fees and access to sanitary products and contraception, through to world issues on civil rights and environmental conservation. The group saw a wide range of student publications across all visits, with some institutions offering a dedicated physical space for students to express their views peacefully.

Student representation in relation to learning, teaching and assessment and the broader student experience was clearly present. Student evaluations were a common part of university life as they are in the UK, and we found that students might be asked to engage in a range of surveys during their time in HE, including freshers’ surveys (for new students), module surveys and end of year/programme evaluations. As will be discussed in the following section “Research and Teaching”, the group found that, as in the UK, there was some debate over the extent to which student evaluations of teaching staff should be used in considering teaching staff performance, given the potential for unconscious bias impacting on results for staff from particular demographic groups and for the risk that the correlation between marks and satisfaction might lead to an impact on marking processes.

Student Support

The group noted that student support was referred to in similar terms to the UK in terms of careers advice and support, student wellbeing, library services and financial support – the latter is covered in more detail in Theme 3 of the report. Specific examples regarding careers include New York University where they employ a full time member of staff to support alumni in career development for life and coaching students to build rewarding careers beyond their first job. Additionally, academic departments liaise with the careers team about the curricula and discuss how to make these more relevant to career requirements. NYU recognise that students are likely to go to someone they trust to ask for careers advice and have invested in training both professional and faculty staff to be able to support careers advice to students in addition to employing student career ambassadors who provide workshops for students in halls at the weekends.

Marketing

As previously noted, American higher education institutions give considerable attention on attracting students to their institutions as it is a highly competitive market. Although we did not cover this much in our meetings, we did hear about some of the methods used. We learned about the role of recruitment visits and fairs, for example, our guide at NYAA described how she had visited a number of high schools across the country to try to raise the interest among potential students and to clarify the type of experience at the Academy as it would not be for everyone. We heard about the power of branding in the form of sporting success, with many people aware of College sports and being encouraged to identify with particular institutions in competitive sports which might lead to future interest in engaging with the institutions. Some institutions routinely advertise and seek students overseas, for example through attending global HE fairs. Other institutions were largely focussed on local or regional populations and this would be reflected in their marketing reach. Alumni, student and parental word of mouth was considered as important as it is in the UK, as was the use of web and social media advertising.

6 <https://stonybrook.campuslabs.com/engage/news/25331>

Internationalisation and Study Abroad

There was widespread practice at many of the institutions we visited of encouraging students to engage in internationalisation opportunities, including studying abroad. This was particularly evident at some of the larger institutions such as American University which offers over 130 study abroad programs in over 30 countries but smaller institutions such as the NYAA also had links with a couple of European institutions to which students would be able to apply to study at for a period of time. While opportunities for formal internationalisation opportunities were on a smaller scale at the Community Colleges we visited, they were also committed to the principles of internationalisation, as seen by the engagement of NOVA in the 'Generation Study Abroad' initiative, launched in 2014 by the Institute of International Education (IIE) 'to mobilize resources and commitments with the goal of doubling the number of U.S. students studying abroad by the end of the decade'⁷. Students were also able to create opportunities for intercultural engagement through clubs and societies, similar to the UK.

Graduation/ Commencement

We were fortunate to be undertaking the study tour during Commencement season, when a large number of HEIs were holding commencement ceremonies for students who have recently completed their studies. The scale at some universities, such as Columbia was huge and there was a large event management organisation behind it. These were designed to celebrate students' achievements and the contribution of their parents and families in their studies and create links which might build into productive alumni relations. At The New School, we also heard about examples of special services for students from different demographic groups, such as first generation students, veterans, people of colour, LGBTQ students and more; this practice was not familiar to those of us on the tour and could be worthy of reflection back at our own institutions. These were in addition to the commencement ceremonies for all students but provided a tailored opportunity for

celebration for students who wished to engage in them. Similar to the UK, Commencement ceremonies were also used to celebrate those receiving honorary degrees.

Student Conduct

In recent years the UK Higher Education (HE) sector has been subject to heightened scrutiny in terms of how universities are responding to alleged misconduct on their campuses. The tour group therefore explored the issue of managing misconduct for the purposes of understanding the challenges in the US as well as any good practice that might help inform how the UK sector should approach this issue going forward.

One of the most notable differences between the UK and US is the existence of federal legislation in the US to tackle misconduct most notably 'Title IX', a civil rights law from 1972 which states that:

'No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance'

In 2011, the Obama administration issued comprehensive guidance⁸ relating to 'Title IX' to educational institutions which clearly outlined their obligations to respond promptly and effectively to sexual violence⁹. As a result of this guidance, every educational institution that receives federal funding is required to have a 'Title IX Coordinator' who has responsibility for ensuring institutions are compliant, coordinating the investigation and disciplinary process and adopting and publishing grievance procedures outlining the complaint, investigation and disciplinary process for addressing sex discrimination, sexual harassment, and sexual violence. When asked about the resources that were required to implement such legislation, it was clear from discussions during the tour that this was extensive. Such resources included wide-ranging recruitment activity and training for staff at all levels of seniority across institutions including up to senior management who were impressively highly engaged in discussions on this topic

⁷ <https://www.iie.org/Programs/Generation-Study-Abroad>

⁸ United States Department of Education: Office for Civil Rights: <https://www2.ed.gov/about/offices/list/ocr/letters/col-league-201104.pdf>

⁹ Know Your IX' <https://www.knowyourix.org/college-resources/title-ix/>

at Stony Brook and Rutgers in particular. Thus far, no such legislation has been developed for this purpose here in the UK. Instead, the obligation for UK HE to manage instances of student misconduct is a matter of contract law and is borne out of institutions' duty of care to their stakeholders. Conversations around student misconduct are intensifying however both within the sector and in the wider public domain. As recently as June 2019 for example, a report from the Office for Students¹⁰ recommended that institutions appoint specialist staff to investigate hate crimes and sexual harassment. The UK sector may therefore have to consider and prepare for the possibility of being subject to formal requirements for managing student misconduct in the future.

platforms for the purposes of enabling reporting pathways and making information around support that is available more accessible. Such support for reporting students was echoed throughout the tour and in some cases was more enhanced. For example, some institutions reported having dedicated physical space for students to work through their options in the event of them reporting being a victim of sexual misconduct, while others reported having professional members of staff available who are trained in supporting victims of crime. Rutgers, for example, also outlined some of their activity which included unique outreach initiatives designed to target those student communities less likely to report instances of sexual misconduct such as male students.

With regards to support for an accused student in the disciplinary process, there was a key difference between the UK and the US in that a number of the institutions visited had defined advocacy support for students in that students could access a trained member of staff (named in some institutions as 'navigators' or 'campus advisors') who could advise them on how to conduct themselves in an administrative process, offer clarity in terms of guidance and even help prepare statements and ask questions. In the UK however such

support is not generally available to students through their universities but rather through student representative bodies such as student unions which are independent of their university. Therefore, such support is not always guaranteed particularly if the student representative body is already supporting the other party. Given how important it is to the integrity of the disciplinary process for both the reporting and accused student to have equal access to support, UK institutions may have to give further consid-



The study tour was a fantastic personal experience. The welcome and hospitality shown by our American hosts was a humbling experience. Our hosts were open and eager to share their knowledge and experiences with us. The study tour has also provided me with a new network of colleagues in UK HEIs which has already been beneficial

Student Wellbeing

As part of the discussions around student conduct, the tour group also explored how students are supported through the disciplinary process in terms of both the reporting and the accused student. In the UK, it would be normal practice for a reporting student to be directed to help and guidance available through their university and/or be referred to appropriate external organisations. More recently a number of UK institutions have also developed and implemented online

¹⁰ Catalyst for change: Protecting students from hate crime, sexual violence and online harassment in higher education: <https://www.officeforstudents.org.uk/publications/catalyst-fund-projects-evaluation/>

eration to the support they provide to accused students in light of the increasing support provision made available for reporting students.

Many of the host institutions that the group met with sought to educate students with non-punitive measures in their disciplinary procedures, for example using educational assignments as penalties aimed at educating students about the implications of their actions on their victims, as well as restorative practices such as mediation and facilitating conversations between groups of students so to allow them to understand the impact of their conduct on the wider community. They also discussed preventative activities they engage in to try and change behaviours and attitudes on their campuses; for example engaging with fraternities to try and change cultures within them to lessen the concern of 'hazing', while others detailed policies which makes students immune from disciplinary action if they call for help in a drug or alcohol-related emergency.

The latter can be compared to the bystander initiatives which many institutions in the UK are developing aimed at encouraging students to safely intervene when they recognise someone is in danger of being a victim of sexual misconduct. Further educational activity outlined by our hosts aimed at improving student wellbeing included teaching on 'affirmative' consent as part of the student induction as well as health education aimed at teaching students how to make good choices about relationships and their personal wellbeing.

Student wellbeing covers a range of other personal issues which may arise during the course of a student's time at university or college. We heard a lot about support for mental health, an area of increasing concern in the UK as well. We also heard about the ways in which institutions, particularly the Community Colleges we visited, tried to overcome financial and structural barriers to education, for example by providing nursery care for student's dependants and running food pantries for students who might otherwise go hungry.

Academic Advising

All the US institutions on the tour used professional services staff to advise students on non-academic matters and in many cases

for academic matters as well. Indeed, some thought it odd that faculty would be involved at all, in contrast to the role of the Personal Tutor in the UK. The US system of academic advising is unique to the Liberal Arts system in which advisors serve to assist students to navigate their various General Education, Major and Minor requirements. For example, a course on US Political History may serve as a required course for a History Major, an optional course for a Political Science Minor or as a Social Sciences option for the General Education requirements of a Theatre Arts Major. This requires in-depth knowledge of the General Education requirements and the programme specifications for each Major and Minor, and a sound knowledge of the GPA calculations (both Cumulative GPA and Major GPA) to aid a student in meeting all of their degree requirements and obtaining the higher GPAs they can. Whilst faculty are expected to have a good grasp of course offerings, using professional advisors ensures that this technical advice is correct and consistent, and frees up faculty time to guide students with subject-specific support. At Northern Virginia community College (NOVA), they had recently launched an online advising tool. The platform was built around advice on credits and classes required for graduation, but the college were excited about the possibilities and the first year usage statistics showed there was a high level of demand for such a service.

Specialist Advising

It is common to have specialist advisors for different groups of students (e.g. first generation, students living off campus, military veterans, etc.). All of the institutions visited recognised the academic, social and personal benefits from specialist advising. Signposting was very important and rigorous orientation programmes had enabled students to find their own support, sometimes online and sometimes through drop in sessions. In some cases, older students would be used as advisers for new students as they could provide a first-hand perspective on engaging with the College experience and students might feel more comfortable in talking to them initially about issues which might be seen important to the student but not suitable for raising with staff.

Success and life after university

Given that students in the US largely pay higher fees than students in the UK, it is perhaps not surprising that there is a public, media and governmental narrative around the need for students to reap a financial benefit from their time at university. These debates are present in the UK and are particularly pertinent right now following the release of the Augar report¹¹. The US HE system has not been making explicit links between salary outcomes and study choices as part of any official metrics of success in the same way as we are starting to see in the UK with the Teaching Excellence Framework (TEF)¹². During the group's visit to BMCC we were advised that they receive data on graduate salaries and are thus able to share real data for employment in the city.

However, all of the institutions we spoke to defined student success more broadly than financial returns, seeking to ensure students had a well-rounded education, that students who were not entering with the same cultural and educational capital as others were given opportunities to thrive and that all students understood what it meant to be a good citizen and part of a diverse and inclusive community. This was seen, for example, through programmes at all institutions to specifically support first-generation entrants and those from demographic backgrounds traditionally under-represented in Higher Education as well as specific institutional efforts including Columbia University's 'awakening our democracy' discussion series and 'engineering for humanity' focus. For Community Colleges, whose focus was more practitioner based, there was a clear drive to marry up a focus on increasing educational and employment choices, such as Northern Virginia Community College's (NOVA) focus on educating students in healthcare professions which would be in demand in the region, with also broadening life choices by giving students the skills needed to successfully navigate their way through life as compassionate citizens. Moreover, the American University are seeking to move away from traditional success metrics such as completion rates to comprehensiveness of participation.

Engagement with the local community and alumni

Many of the institutions played an important part in the life of their local community, practically in terms of being a major employer and user of, and contributor to, local infrastructure, through opportunities for the local community to engage in the services and events of the institution and through fostering a relationship between students and their locale. As in the UK, there can be tensions between student populations and their neighbours and HEIs in the US had a range of ways of dealing with this. For example, at Georgetown University, there was an extensive off-campus programme run through the 'Office of Neighborhood Life'¹³, including staff who tour-and-watch the neighbourhoods; arrangements to pick up litter; and support for off-campus students. Similar initiatives were noted at the University of Maryland and Stony Brook.

Generally, during conversations that the group had with students at their HEIs, a number spoke about the influence of the location on their university choices, particularly when it came to studying in New York City and being able to make the most of the opportunities locally, for example, the art history and culture in NYC for students studying at the New York Academic of Art and also, Parsons School of Design at the New School.

Several institutions also spoke about their relationship with alumni. This was both in terms of learning from graduate outcomes data as a predictor of future student success and also in terms of maintaining a relationship that would have positive outcomes for the institution, often in terms of future financial donations (please read the section on Funding in HE for more on this). Data on alumni is key in managing those relationships and understanding how best to maintain contact and understand how the institution and alumni can continue to be of service to each other. The Greek Life element also plays an important role in this, as discussed in the "Welcome" section. At Columbia University, they have alumni engagement targets, where

11 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805127/Review_of_post_18_education_and_funding.pdf

12 The Teaching Excellence and Student Outcomes Framework (TEF): <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/what-is-the-tef/>

13 <https://neighborhood.georgetown.edu/#>

they track engagement across a range of categories (financial, via particular social media channels etc.) and are seeking active engagement with nearly 50% of their alumni. Most institutions provided some level of support for students post-graduation, such as access to career advice services. HEIs also often employed graduates, providing valuable employment opportunities and benefiting from the knowledge and relationship already in place between the student and the institution. It was clear that as in the UK, the starting of an initial relationship from the point of enquiry was a potential route for a life-long relationship. The strong institutional identity and creation of community, particularly around societies and sporting events, provided an ongoing forum through which those relationships could be maintained.



Theme 2

Research and teaching

Research Context

Of the institutions visited, it was apparent that all were engaged in research, to a greater or lesser extent. Some, Community Colleges for example, focussed more on teaching and others which were more research intensive, held research at their core. Many made reference to the Carnegie Classification of Institutions of Higher Education, or simply the Carnegie Classification, which is normally used as the framework for classifying colleges and universities; for example Doctorate-granting Universities are classed as very high research activity or high research activity, mainly based on the institution's research expenditures, number of research doctorates awarded, and number of research-focused faculty. Of those institutions ranked as with very high and high research activity, the group met with colleagues at Columbia University, New York University, Georgetown University, Rutgers University–New Brunswick, Stony Brook University, University of Maryland, the American University, and The New School.

Overview

The group noted references to the Association of American Universities (AAU), which carries the level of status akin to the Russell Group in the UK. As an organisation consisting of distinguished research universities across the United States and Canada, membership is very important for an institution's research profile. AAU universities conduct the majority of the federally funded university research and membership affords prestige.

Research intensive institutions put research at their core, particularly graduate schools. In order to attain tenure (a permanent post), Faculty must undertake significant research including the publication of high-quality outputs. Whilst there is no equivalent to the REF in the US, some institutions were required to report their research performance to funders and/or their institutional affiliation groups. The research profile of an institution and quality assurance of its research output are very much linked to the research activity of that institution and is also connected to the success rate of securing grants. The group noted the specific reference at the University of Maryland to the Big Ten Academic Alliance¹, of which Maryland and Rutgers are members, where they share expertise, influence campus resources, and collaborate on projects. They also compile and publish data including demographics, expenditures, faculty information, and national and world rankings, making it a useful reference point for peer reviewed quality assurance.

Institutions also reported the importance of research integrity. Similar to UK HEIs, there was reference to the Office of Research Integrity (ORI) and appointment of Research Integrity Officers where the remit is to set and fulfil the highest standards of quality research and continued success of the institution.

Institutions also reported the role of the Institutional Review Board (IRB), an administrative body established at every research-intensive university. IRBs have the responsibility for facilitating human subjects research and to ensure the rights and welfare of human subjects are protected during their participation. This is similar to UK universities' independent ethics committee (IEC), ethical review board (ERB), or research ethics board (REB), which review the methods proposed for research to ensure that they are ethical.

US Research Strategies and challenges

Unlike in many institutions in the UK, research strategy is not normally derived from University leadership and cascaded down. This reflects a trend of decentralisation observed in the US where decision making takes place at school/college or department level. What the group found was that in general, most departments established their own research strategies and priorities. One exception was where institutions used the leverage of providing additional administrative support for individuals who bid for and won federal research grants as a means to encourage engagement with high quality federal funding programmes.

Key challenges identified by US institutions included: limited federal funding resulting in increased competition for research funding; an increase in research related Federal and State regulation alongside a lack of resource to support and

¹ <https://www.btaa.org/about>

administer it; an increase in the cost of research; the political climate and associated visa policies which reduced the number of international students applying to US institutions - a key contributor to income.

For some institutions, increasing financial constraints, particularly for recruitment of teaching only and adjunct staff to backfill, resulted in a conflict between teaching and research loads.

Research Funding

Whilst many institutions engaged in commercial and other collaborations to fund research activity, there was also a reliance on Federal grants to fund research activity. The institutions visited often cited NSF (National Science Foundation) and NIH (National Institute of Health) as funders of their research, although there is an array of both Federal and State funding which they had access to. Smaller, private institutions reported limited financial assistance for research activity. Please see Theme 3: Funding in HE for more information on research funding.

Research support provision

Not unlike some universities in the UK, US Universities provide pre-award administrative support mainly for federal and other regulated programmes. Some also provide financial costing and budget support throughout the research project life-cycle. However, Faculty are expected to be responsible for the project management of their projects and responsible for their budgets, although some were able to recruit additional staff to support project management and administration if the grants from funders included it as an eligible cost. Interestingly in the case of Georgetown University, one of the challenges that was presented was affording sufficient time for researchers to submit proposals and bids for grants, due to teaching commitments – and as previously reported, once a grant is secured that staff member can apply to buy out teaching commitments.

In the case of the institutions that we visited, many engaged undergraduate students in research, providing them with opportunities to gain experience, credits or income in return for providing support to Faculty staff undertaking research.

Research-Led Teaching

Undergraduate students are given opportunities to engage in research activities via a number of mechanisms. These include credit bearing and/or paid placements over the summer on projects working directly with Faculty, undertaking institutional and/or community projects or simply undertaking lab work. Students are also encouraged to participate in fellowship schemes such as those by the Mellon Foundation, which also offers a potential pipeline for future Faculty.

Faculty are also encouraged to engage in national and international project collaborations and sabbaticals with the expectation that their learning would influence the curriculum and/or pedagogic practice.

With specific reference to PG Researchers engaging in teaching, the group learned that often there is an issue with the PG Researchers' funders who stipulate that any teaching that they undertake must be linked to their research so in those cas-

es research very much informs the teaching material but generally the translation of research into teaching curricula tends to be via annual programme reviews and more ad-hoc rather than subject to specific institutional directives.

The group also noted that all institutions, regardless of size and main source of funding, made clear that research informs teaching and the curriculum but that academic research also features more widely in community engaging programmes, in some cases translated into technological innovations supporting learning in classrooms, making connections globally, but also in encouraging students to engage with research opportunities. The group noted the example from the University of Maryland's Partnership for Action Learning in Sustainability (PALS)²; a campus-led initiative that 'enlists faculty expertise and student ingenuity to offer fresh solutions to challenges facing Maryland communities'. Students have the opportunity to develop skills of research, critical thinking and other, softer skills through their engagement with the community while applying targeted course material to specific projects.

Teaching context

The group noted at all our meetings that teaching (also referred to as instruction) was considered a core activity, central to the institution's purpose. Interestingly there is not a specific teaching workload allocation model. Those institutions with a specific level of required teaching tended to have them at departmental level only. Smaller, private institutions reported that students are required to do more independent work in their second year of undergraduate study and rely less on teaching, as in their first year, but that students preferred and asked for more contact hours with teaching staff. It is worth noting that in the case of the New York Academy of Art in particular, more contact hours were particularly desirable beyond the first year partly because the institution can secure teaching/ instruction by highly celebrated artists.

The education system is highly decentralised and the responsibility of state and local governments. The federal Department of Education leads on general education policy but each state has a State Board of Education which oversees state education policy, funding and quality assurance.

The United States does not currently have a national qualifications framework. Universities develop and enforce their own standards but they have to make reference to state agency policies, accrediting agencies' requirements, professional associations' expectations, and peer institutions' practices. Curriculum changes are subject to internal processes and external endorsements and can take more than 6 months to a year, depending on the nature and extent of the change. For example, in the case of Colleges in New York in the City University of New York (CUNY) system, changes in curriculum and degree requirements (program changes, changes in degree requirements, changes to the curriculum sequence, new courses, changes in credits or description, etc.) must include the CUNY Board of Trustees within their process and workflow. In the case of NOVA the curricula are approved by the College Board and by the State Board while the two-

2 http://hub-media.aashe.org/uploads/pals_flyer_final_080614_white_outline.pdf

year associate degree programs are also approved by the State Council of Higher Education for Virginia (SCHEV).

Teaching & Research

Unsurprisingly there is variety in the levels of research undertaken between institutions but even at those which were predominantly teaching-focussed, there was an understanding that research was driving the teaching. Indeed, most institutions were quite clear that high performance in both activities (along with administrative service to the university) were necessary for promotion and tenure.

Rutgers may be a representative example where the majority of faculty are required by union contract to be present from September 1 to graduation day (known as the Academic Year). Their salary is paid evenly over a 12-month period (what is referred to as a Calendar Year). During the summer months, faculty are expected to work on their research. Only faculty who have administrative duties (for example, undergraduate directors, graduate directors, chairs, directors of CBI) are required to be present at the University for 12 months (usually with one month vacation over the summer, distributed as they please).

Research outputs were assessed along with teaching evaluations. From a practical perspective there was acknowledgment that some faculty are better at one activity than the other but the requirement for both was unchanged. As in the UK, there was a tension between the competing time pressures and a sense from faculty that the balance was not always being struck.

Some institutions had introduced teaching only staff who undertake more than the standard load of teaching and academic administration but with little or no expectation of published research. These were not adjunct staff but were akin to faculty and respected for their different skills set. There was acknowledgement of an inherent danger in these roles having a lesser status but institutions are clear that this not the case and have put measures in place (such as higher salaries) to counter this. Other institutions had moved to training new faculty in teaching methods, appreciating that in-depth knowledge of a subject does not necessarily mean it can be taught well.

This aligns with the UK's Postgraduate Certificate in Higher Education (PGCHE)³, the British advanced non-teaching qualification, taught and assessed at the level of a UK master's-degree, for university lecturers and similar professionals. PGCHE courses are usually closely aligned with the UK Professional Standards Framework (UKPSF). These standards are developed and maintained by the UK Higher Education Academy (HEA), recently renamed as Advance HE⁴. The majority of UK universities actively seek to ensure that all staff engaged in teaching activities are appropriately professionally trained and meet expected professional standards so are usually required to obtain an Advance HE recognition in higher education. Unlike the decentralised system in the US however, the UK's Higher Education Statistics Agency (HESA) currently expects universities to supply an annual staff data return containing their academic teaching qualifications. This records whether staff who teach or support learning hold higher education or

³ Teaching Qualifications For HE: What Are Your Options?: <https://www.jobs.ac.uk/careers-advice/working-in-higher-education/2457/teaching-qualifications-for-he-what-are-your-options>

⁴ HEA Fellowship: <https://www.heacademy.ac.uk/individuals/fellowship>

other relevant teaching qualifications (i.e. credit-bearing awards), or have been recognised in other ways for their teaching expertise (such as Fellowship of the Higher Education Academy).

It is common practice for faculty in the US to be paid for only nine months of the year with the expectation that they will find research funding to cover them over the summer. This disadvantages those in disciplines with traditionally less generous funding opportunities and leaves less 'down time' for course innovations.

Finally, it is worth noting that Universities were conscious that students may not be directly aware of the research and scholarship undertaken by their teachers so have invested in methods to highlight that research while also broadening the interests of students. In the case of Georgetown University in particular, they introduced a podcast series, labelled "Faculty in Research" where Faculty members talk about their area of research and why that is important to them in an effort to bridge the knowledge gap and bring research closer to the classroom.

Teaching innovation

Due to the generally less regulated system in the US, there was a sense that innovation was easier and quicker than in the UK. The flexibility afforded to individual course leaders regarding their course content meant that new research is easily incorporated. Some innovation was also driven by non-pedagogic factors such as estate constraints (e.g. flipped lectures) and student budgets (e.g. move to open/online resources and elimination of textbooks). In some instances, teaching evaluations were suspended if a teacher was trying something new so as to not put in place barriers to innovation; if faculty were concerned about how a new approach might impact on their teaching scores, they may be less likely to innovate.

Quality assurance

Oversight of HE in the US is at the state rather than federal level so there is no national system for monitoring the quality of teaching provision and there is no equivalent of Teaching Excellence Framework (TEF), the Quality Assurance Agency (QAA) or the Office for Students (OfS). Publicly funded institutions are subject to greater scrutiny compared to privately funded ones on how these funds are spent but still not nearly to the level of UK universities. All institutions are validated by one of seven regional boards/ regional accreditation agencies (as outlined in the "Welcome" section) and are regularly reaccredited – for example, in the case of most of the institutions on this Tour, the board is the Middle States Commission on Higher Education (MSCHE) and in the case of NOVA, it is the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Outside of this process, any monitoring of quality is done at the institutional, and usually departmental, level. For example, the group noted that the New School conducts periodic reviews every 7 years and that there is an annual review of Learning Outcomes (LOs). The institution has to demonstrate to its accreditation body that Programme Reviews have taken place and that LOs have been mapped accordingly. Similarly, Georgetown University reported the thorough process of Academic Program Reviews and the rigorous external reviews taking

place approximately every 10 years.

Individual teachers have greater freedom with their assessments and with the actual marks awarded to students. An explanation of the UK system of double-blind marking, external examiners and exam boards, as mechanisms to safeguard academic standards and integrity, was met with a sense that it was an unnecessary bureaucracy. However, when it came to larger issues such as new programme proposals, the administrative structures and sheer complexity of some institutions were cited as delaying factors, if not an obstacle.

Student evaluations

The student voice is also referenced in the earlier section for Theme 1. Universities were anxious that by inviting students to comment on a range of issues, they would induce survey fatigue, thus impacting on the course evaluations. There was growing concern that in addition to being a blunt tool, course evaluations were subject to unconscious bias, to the extent that some institutions had introduced training to enable students to identify it in themselves and reduce its effect on the evaluations. Although there was no wish to remove them entirely, there was a move to use evaluations as merely one tool amongst many with which to assess the performance of a teacher. Other methods included annotated syllabi and diversification of assessment.

Online provision

Despite several discussions about a very small number of US universities moving to wholly online provision, there was no real appetite for this. Most see it as a complementary teaching method rather than a replacement for classroom-based teaching. A notable exception is the New School where online courses are designed as an additional teaching model, alongside the classroom based one. Entire courses are delivered online via the institution's 'Open Campus' platform, advocating the benefits of moving away from the "traditional" classroom learning model and more towards 'a personalized, faculty-led, collaborative experience' with 'flexibility and customization, but a truly elevated learning experience'⁵.

However, there was clear consensus that online provision was not a cheaper way to a degree. Tuition fees were the same as for in person courses with the saving to the student coming from living and travel expenses. In addition, online courses were subject to the same QA requirements and admissions criteria as traditional, non-online courses.

Teaching estate efficiency

Given the location of many of the city-based institutions we visited, space, or rather the lack of it, was a key issue. Purchasing additional space would be prohibitively expensive and/or would take them away from the community which was so important to their core purpose. In some cases, this prevented them from providing the services they would ideally like to offer to their students. The problem of faculty being hindered in their attempts to be pedagogically innovative by the lack of suitable space, predominantly in city-based institutions, was a common one.

5 <https://www.newschool.edu/academics/online-programs/>

They had come up with some innovative ideas to tackle this. Some used a longer teaching day, with a couple of institutions teaching from 7am to 11pm (although admittedly the later sessions were used for graduate courses and courses taken by older adults). There was also some teaching at weekends. Some institutions hold exams later in the day as well, as the group discovered during the camps tour at Stony Brook, where the excellent student ambassadors were due to sit one of their final exams later that evening.

A number of institutions had changed their teaching methods to address the space limitations. New York University was investigating the pedagogical advantages of flipped lectures to the extent that faculty were in the process of developing a paper for publication. They were also moving some of the provision online, e.g. a course with two hours of teaching per week would be amended to one hour of classroom time with another hour online. It was acknowledged though that this required greater preparation on behalf of the teaching staff and would need to be pedagogically sound, but space was recognised as a key driver of these changes.



Funding in higher education

Theme 3

The US Higher Education provision is split across public universities which receive both federal and state funding, and private institutions who, in contrast to their public counterparts, do not receive state funding via taxes. Private universities are funded primarily via tuition, endowments and donations. Research institutions also apply for research grants to fund their research activity, and commercial areas or corporate collaborations can generate additional income. It should be noted that for the purposes of this report, our focus is primarily on the undergraduate funding landscape.

Private institutions can be for-profit or non-profit. In a for-profit university, the shareholders are the ultimate decision makers, while a non-profit university is governed by a board of directors. Any profits made by a non-profit must be reinvested back into or held by the organisation itself, whereas at a for-profit institution the profits would be paid to shareholders.

There is a higher number of private institutions compared to public ones in the US and the National Center for Education Statistics (NCES) listed (as at fall 2017), 4,298 institutions of which 1,626 were public colleges, 1,687 private non-profit schools and 985 for-profit schools. Whilst there are more private institutions than public ones, around 80% of students will attend a public institution. The number of Higher Education colleges is currently shrinking due to financial struggles and falling enrolments, particularly in the private for-profit sector¹.

State Funding

The Federal US government spends around \$165 billion annually on Higher Education in the form of grants, loans and tax credits whilst states spend around \$74 billion in direct appropriations. Government subsidies account for close to 90% of revenues at some colleges².

State funding goes primarily to public institutions whereas federal funding goes direct to students at public, private and for-profit institu-

tions and to researchers at public and private universities³.

States are independently able to set the amount of funding support that they provide to public universities and as a result, there is a wide variation in the amount of support issued by individual states who provide block grants which enable the institutions to offer significantly lower tuition fees than those charged by private universities. However, according to a Hechinger Report “state appropriations per full-time student have fallen from an inflation-adjusted \$8,489 in 2007 to \$7,642 in 2017, the last period for which the figures are available”⁴. Since the Study Tour concluded, news reports have also noted that there are plans afoot to slash the state funding for University of Alaska by a massive 41% in the current fiscal year⁵.

With the changes in state funding provision (36 US states are now linking their funding to institutions directly to performance), there has been a significant shift towards reliance on tuition which has been described as having moved from “accounting for slighting less than three-tenths of the total educational revenue for public colleges and universities in 1992 to nearly half the total revenue in 2017”. The group noted that at Rutgers approximately 30% of the University-wide budget comes from state and federal appropriations, another 30% comes from student tuition and fees, and the remainder is raised from other sources. BMCC staff offered their view that New York was a well-funded state with around \$10k of funding per FTE and 5th from top in terms of state funding provision.

The state funding model for public universities also means that public universities charge higher fees for out of state students (including international students). For example at Rutgers, the 2018-2019 academic year total annual tuition and other fees charge for an in-state commuter student (excluding accommodation and board) is \$14,974 (\$27,680 with room and board), whereas an out of state student will pay around \$31,000 depending on campus (up to \$44,253

1 A Guide to the Changing Number of U.S. Universities: <https://www.usnews.com/education/best-colleges/articles/2019-02-15/how-many-universities-are-in-the-us-and-why-that-number-is-changing>

2 How many colleges and universities do we really need?: https://www.washingtonpost.com/news/grade-point/wp/2015/07/20/how-many-colleges-and-universities-do-we-really-need/?hiredirect=on&utm_term=.b790d1fc0d9d

3 <https://www.insidehighered.com/news/2015/06/12/study-us-higher-education-receives-more-federal-state-governments>

4 Americans don't realize state funding for higher ed is falling, new poll finds: <https://hechingerreport.org/americans-think-state-funding-for-higher-ed-has-held-steady-or-risen-survey-finds/>

5 <https://www.washingtonpost.com/education/2019/07/13/hang-political-chaos-roils-alaska-universities-face-devastating-cuts/?hiredirect=on>

for non-state students). In New York there are restrictions that mean accommodation budgets cannot cross subsidise academic budgets but there are other states who do allow cross subsidisation.

Tuition income

Stony Brook University advised the group that tuition fees at public institutions are set by the state and families with a household income under £125k qualify for free tuition. They further told us that institutions subsidise the free tuition for in-state students whose family household income is under \$125k⁶.

As a result of the reliance on tuition income, the 'sticker price' cost of tuition at a private university is typically much higher than for a public university. Sticker price is the term used for the number that most universities and colleges list in their brochures. The price that students actually pay is the sticker price less any scholarships, grants and financial aid that they received, so it is rare for US students to pay the full sticker price.

For comparison, the 2018-19 average cost of tuition and other fees at a private non-profit four-year college in the USA is \$35,830 compared with \$10,230 (for in-state students) or \$26,290 (for out-of-state students) at a public four-year college. It should be noted that tuition costs vary significantly from institution to institution in the USA, even amongst private universities.

Average fees at US universities, 2018-19				
	Public two-year colleges	Public four-year colleges (in-state fees)	Public four-year colleges (out-of-state fees)	Private non-profit four-year colleges
Tuition and other fees	\$3,660	\$10,230	\$26,290	\$35,830
Room and board	\$8,660	\$11,140	\$11,140	\$12,680
Total (per year)	\$12,320	\$21,370	\$37,430	\$48,510

Source: College Board - <https://research.collegeboard.org/trends/college-pricing/figures-tables/average-published-charges-sector-over-time>

The tuition and fees charged for the 2018/19 academic year amongst the universities visited on

the study tour for undergraduates ranged from \$5,170 at the Borough of Manhattan Community College to \$59,430 at Columbia University. It should be noted that 'fees' typically refer to campus fees to support services and facilities, computer fees for internet access and email services, and course fees for supplies, equipment and materials. Additionally, optional fees usually include dining plans where applicable.

Institution Name	Public or Private	UG Tuition & fees 2018/19*		Graduate Tuition & Fees 2018/19*	
		In-state \$	Out-of-state \$	In-state \$	Out-of-state \$
American University	Private	48,459		31,446	
Columbia University	Private**	59,430		48,390	
Georgetown University	Private	54,104		50,012	
New York Academy of Art (Graduate only)	Private			38,936	
The New School (varies by program)	Private	47,276		24,922	
New York University	Private	51,828		45,426	
Borough of Manhattan Community College	Public	5,170	8,050		
Northern Virginia Community College (NOVA)	Public	5,610	11,618		
Rutgers University	Public***	14,974	31,282	19,416	31,488
Stony Brook University	Public	9,625	27,295	13,007	24,567
University of Maryland	Public	10,595	35,216	14,526	29,484

*Source: <https://www.collegetuitioncompare.com/>

** Columbia is an Ivy League institution

*** Rutgers private status 1766 - 1945

In 2016-17, 89% of full-time undergraduates at private non-profit universities received some form of financial aid⁷. In this context, student financial aid include any federal and private loans to students and federal, state/local, and institutional grants. Private institutions often have generous scholarships available to undergraduates who demonstrate financial need and this can make the cost of attending a private

6 https://www.stonybrook.edu/commcms/finaid/undergraduate/types_of_aid/grants?accordion=panel-d13e269

7 https://nces.ed.gov/programs/coe/indicator_cuc.asp

university more affordable. These scholarships are usually funded by endowments and alumni gifts, which are an important part of the Higher Education funding landscape in the USA.

Research funding

Research universities (both public and private) rely strongly on federal agencies, private foundations, and city and state agencies to support their research efforts. Some universities may offer internal seed funding programs which also play a role in their research endeavours. In the USA, the major federal agencies for research funding include the National Institutes of Health, the National Science Foundation, the Department of Defense, Department of Energy, National Aeronautics and Space Administration (NASA), and the National Institute of Standards and Technology. There are non-federal agency funding opportunities, for example in New York, there are New York State and New York City agencies including New York State Department of Health, and there are foundations which support various science and engineering research activities.

Federal government allocates billions of dollars each year to thousands of universities in the form of research and development grants and contracts in addition to direct financial aid to undergraduates through the Federal Pell Grant Program⁸. A Wall Street 24/7 report states that federally funded research comprised just 55% of total R&D spending by 2015, considering this to be as a result of the expansion of non-federal funding sources. R&D funding from businesses, non-profits and university coffers has increased at twice the rate of federal funding sources since 1972. Research at top government-funded universities is heavily concentrated in life sciences and engineering fields and within these fields; medicine is the largest recipient of research funds.

Research grants

⁸ <https://studentaid.ed.gov/sa/types/grants-scholarships/pell>

are awarded following a competitive bidding process, and research faculty are required to search for funding opportunities and write proposals for submission in order to support their salary costs. Private research universities typically have a variety of Research Support resource models in place to provide professional support with identifying research funding opportunities and both pre and post award support.

Rutgers told us that seeking external funding may be a year-round activity for some subject fields and that in some disciplines it may be the case that the summer months, where teaching or attendance on campus is not compulsory, may be used more intensively to bring in external funding, although this is not University policy or an expectation. The group noted that this may be standard practice across the sector in the case of research focussed universities.

Columbia University in New York, came in at number 7 of the top 20 institutions receiving public funding in the 2015 fiscal year, receiving total federal funds of \$599.9 million and with an annual R&D expenditure of \$868.2 million. Columbia received 119 patents in that year. The majority of Columbia's research funding goes towards life sciences research.

Endowments

During our visit to the US Department of Education Federal Aid office the group noted that a significant part of University Presidents' roles is to raise money for the benefit of their organisation and endowments play a large part in that for both public and private universities. The strong culture of alumni giving in the USA



The opportunity to contribute to and participate in such an exciting, informative and varied visit was a truly memorable and valuable professional development activity that could have only been achieved through the AUA. Having the chance to explore the culture, history and priorities of so many different types of Higher Education institutions across two amazing cities (and beyond) really blew me away. In addition, being alongside such an excellent team of fellow HE professionals who all shared their knowledge and insights really made the trip unforgettable.

means that, especially for private universities, very large endowments play a major part in their funding model. Even for institutions that are not so endowment-dependent, endowment income usually supplements their budget.

Endowments are donations of money or other financial assets gifted to universities and colleges, to be invested for growth, in order to provide additional income to cover operating costs, provide scholarships, or make further investments in support of the institution's mission. Endowment funds are designed to be sustainable on a long-term basis to honour the donor's intent for their gift, and to be perpetual, growing sources of revenue supporting students today and in the future. University endowments are usually restricted in terms of how much of the investment income can be spent, for example, spending may be restricted to 5% of the endowment's total asset value. Given that some private universities have endowments worth billions of dollars, 5% can equate to a large amount of money.

In terms of endowment assets, American private institutions are the wealthiest universities in the world. Harvard University, for example, currently has the largest endowment portfolio in the world. Harvard's endowment began when the college's first benefactor John Harvard left his library and half his estate to the institution in 1638. Today, Harvard's endowment is worth over \$36 billion, and the income generated from this supports every aspect of the University's budget. The endowment distributed \$1.8 billion in 2018, representing 35% of the University's income that year.

Several of the institutions we visited are supported by large endowments. Columbia University has an endowment of \$10.9 billion (Columbia University website) and is also funded by income from its land assets and patent-related businesses (thebestschools.org). New York University (NYU) has a current endowment value of \$4.1 billion (NYU website) and Georgetown University's endowment value reached \$1.5 billion at the end of the 2014 fiscal year.

University and college endowments regularly come under public scrutiny in the USA as they are typically tax-exempt and critics accuse in-

stitutions of hoarding cash. There is public pressure for universities and colleges to use more of their endowment resources to reduce barriers to students getting an affordable education, but institutions must ensure that funds are used according to the wishes of donors and argue that they already invest a great deal in making attendance more affordable. The 2015 NACUBO-Common Fund Study of Endowments (NSCE) showed that despite a general decline in investment gains, 78% (of 812 US colleges and universities surveyed) reported an increase in spending from their endowments compared with the previous year.

By comparison, universities in the UK have much smaller endowments. The largest UK university endowments are held by Oxford (£5.59bn as of 2017⁹) and Cambridge (£4.87bn as of 2017¹⁰) but typically most other UK universities' endowments are much smaller, with Edinburgh in third place at £424.1m as of 2018¹¹. Compared to the US, there has traditionally been less of an alumni donor culture in the UK, perhaps because students did not pay tuition fees until relatively recently and financial assistance is typically provided by the UK government rather than the university. Therefore, there is less loyalty among alumni of UK universities to give back to the university in order to support future generations of students. This is slowly changing and UK universities are investing in Development and Alumni Relations teams to engage alumni to give back in order to enable institutions to operate more sustainably.

Development and Alumni Giving

Private American universities typically have significant Development and Alumni Relations operations responsible for engaging with the alumni community to motivate, cultivate and steward potential donors for immediate, long-term, or future financial support for the University. Fundraising typically takes the form of gifts and pledges to support both short term projects and also to contribute to the University's endowment.

The New School told us that they are more tuition dependent than many other American universities, and therefore their team of 40 Annual

9 <http://d307gmaoxpdmsg.cloudfront.net/collegeaccounts1617/aggregated.pdf>

10 <http://www.admin.cam.ac.uk/reporter/2017-18/weekly/6489/section4.shtml#heading2-4>

11 https://www.ed.ac.uk/files/atoms/files/university_of_edinburgh_annual_report_and_accounts_2017.18.pdf

Fund and Alumni Relations staff prioritise engagement with their worldwide community of almost 80,000 alumni to cultivate philanthropic donors, particularly through their Annual Giving campaign. Philanthropic gifts support scholarships and fellowship funds, and enable The New School to develop new courses, expand financial aid and create a more sustainable future for the institution.

At Columbia University, there is a long history of alumni engagement with the oldest alumni association having been established 170 years ago. The university has 255,000 alumni worldwide, with a large number based in NYC. A hundred clubs and shared interest groups maintain a strong connection and interaction with the university, and alumni representatives sit on university committees. Columbia has a strategic goal for 150,000 alumni engaged in giving back either financially or by giving their expertise or time and developing a lifelong relationship with the university. The Office of Development and Alumni Relations uses video spots during televised sports games and social media including Twitter and WeChat to cultivate potential donors.

At New York Academy of Art, we heard that fundraising brings in 40% of the institution's operating revenue, with 50% of staff involved in working on development and fundraising. NYAA alumni are generous with donations of their art to be sold to raise funds. The annual Tribeca Ball is held to benefit NYAA, the 2019 event raised over \$850,000 to support scholarships and public programming¹².

Diversification of income streams

As with public universities, many private universities in the USA are currently diversifying their income streams in order to better prepare for the future and ensure long-term sustainability. Corporate sponsorship is one avenue used, for example, Rutgers partner with Coca Cola who provide scholarships and student internships. Another example of corporate partnering is Arizona State which has partnered with Starbucks to offer the Starbucks Achievement Academy. Other institutions are partnering with businesses to leverage private capital for infrastructure and other improvements. Public universities must be transparent about their bids for funds

from corporate sponsors and the Department of Education as the regulatory body also dictates how much private support is permitted.

Commercial areas such as accommodation or catering operations also often contribute revenue to support academic areas in balancing the books and many universities are now offering an online provision, either independently or in collaboration with a third party provider, in order to offer flexible study opportunities to a wider market and to operate more sustainably with reduced costs for facilities.

Student Funding

HE in the US has a somewhat more complex student-funding model when compared to the UK. The UK funding model (for UK/EU students) comprises different models for different parts of the UK from no tuition fees in Scotland, a maximum in Northern Ireland of £4,275 to a maximum of £9,250 in England and Wales. All have a version of a student maintenance loan system, with Wales and Scotland also having some level of grant systems that don't have to be repaid.

English institutions are only permitted to charge the top fee rate if they can demonstrate through an OfS approved institutional Access & Participation Plan, that they are appropriately directing and using funds to support students from Widening Participation backgrounds through bursaries and other support initiatives. The amount a student is permitted to borrow or qualify for in grants is means-tested based on household income. The amount an undergraduate student can borrow/qualify for in England depends on the assumption that a parental contribution will bridge the gap. Students will receive the maximum available maintenance loan on a household income of £25k or less and the loan then reduces with no expected parental contribution up to £43k after which point an expected contribution kicks in at a rate of £16 per annum and this increases to a maximum expected parental contribution of £2,415 at household income of £62,215 (figures as at 2018/19 academic year). As in the US, this expected parental contribution can be a source of difficulty.

¹² <https://nyaa.edu/tribecaball/>

Parental Contribution

The US system gives a clear definition of what the parental contribution should be, which can come as a shock to families and students alike. The amount is calculated by each institution. Whilst retirement plans are protected, there is an expectation that families might have to take out loans or release equity in their homes to meet their contribution. Students can borrow more to substitute the expected family contribution. Interestingly, if the parental contribution is calculated as being, for example, \$40k per annum, then that is the maximum that parents have to pay. If they have two children in college at the same time, it would be \$20k per student per annum. Students who are orphaned, wards of court or who have an extremely adverse home situation will be treated as independent students for the purposes of financial aid and if a student is at least 25 years old and has been financially independent for the past year, the parental financial information requirement may be waived.

Financial Aid and Loans

As mentioned in the introduction, the cost of attending university in the US consists of tuition, fees and housing. Fees refer to campus services. Tuition fees at public institutions are charged at In-State and Out-of-State levels, so it is cheaper for students to study in their own state. Examples of this are in the table of fees charged at the institutions that the group visited.

The cost of attending university is usually met by a package of financial aid, which typically consists of a combination of Federal aid, State aid in the form of loans and grants, Parental Contribution and Institutional aid/scholarships and institutions also provide a range of other support such as access to food banks as mentioned in the Student Wellbeing section. New York University described their approach to partnering with individual students to try and address their financial situations and look at all students' data behind the scenes to see if they are vulnerable and may make awards to students even if these have not been asked for.

Federal student loans are governed by the Higher Education Act and representatives from the American Council on Education (ACE) told us that this model was inspired by the UK student loans model. The federal loans interest rate for 2017-18 graduates was 4.45%.

At the meeting with the Executive Director of the International Education Council the group noted that about 5,000 US-based institutions and 400 universities worldwide participate in US



Participating in the tour has been an amazing experience, connecting and sharing with the tour group was uplifting and even more so the willingness for our US colleagues to share. What motivated and inspired me the most was the commitment of all institutions to increasing diversity and opportunity for both staff and students.

Federal Loan Programs for their American students but that regulations aimed at US for-profit HEIs apply to all, which creates a problematic regulatory burden on non-profit international institutions. Amendments since 2008 to the 1965 Higher Education Act have led to an aggressive regulatory policy and enforcement but the current US government is looking at reducing the regulatory burden, making it helpful for non-US HEIs to apply for the US Federal Loan Program. Influential HE associations, like the IEC, reported calls for the U.S. Congress and Department of Education to act and there have been some recent improvements and an aspiration that the Higher Education Act will be reviewed and

amended in 2019.

Federal student loans are split into subsidised loans and unsubsidised loans. Subsidised loans are where the government pays the interest whilst students are studying at least part-time. Subsidised loans are only available at undergraduate level. Students may also choose to apply for private student loans. Federal student loans are made to students and additionally there are PLUS loans that can be made to parents with much higher limits, but repayments start immediately and approval is not automatic and parents are fully responsible for paying these loans even though they are taken out to benefit students. Direct PLUS Loans are also available for graduate and professional students.

Federal Pell Grants are also available and are usually only awarded to undergraduate students who are able to evidence exceptional financial need and who have not previously earned a bachelor's, graduate or professional degree.

Private loans are also available to students or parents usually as a last resort once all federal and other loan programmes have been exhausted. These have higher limits and no repayments are made until after graduation although interest accrues from the start and deferred interest is added to the principal, which means that unlike subsidised student loans there is interest on the deferred interest too.

Undergraduate students are required to apply for aid by submitting a FAFSA (Free Application for Federal Student Aid) for every year that they are in Higher Education and will be awarded a Federal Supplemental Educational Opportunity Grant, a Pell Grant, or both, if eligible. In addition, students can apply for additional grant aid from their state government. Unlike loans, Federal and State grants do not have to be repaid.

The amount of state funding has reduced in recent years and this was a common theme in discussions around rising tuition. Depending on the institution, scholarships can be enough to allow students to reduce their debt burden substantially. Some institutions meet all need and this usually includes a mixture of all of the above funding areas.

Public Service workers or Teachers may be eligible for 'loan forgiveness' where a portion of

their loan is 'forgiven' and the student is no longer required to repay some or all of their loan.

Students are required to have an understanding that the federal loans they receive, are a legal obligation that make them personally responsible for repaying the amount borrowed with interest. Defaulting on repayment of a student loan may have serious consequences for a student including losing eligibility for additional federal student aid, affecting their credit ratings, employers may be required to withhold a proportion of pay and send it to the loan holder and academic transcripts can be withheld.

Other funding options for students

Scholarships are awarded based on merit and students are expected to maintain a certain GPA to retain their scholarships. Any student who does not continuously meet Satisfactory Academic Performance (BMCC explained that they expected students to maintain a minimum GPA of 3.0) are put on probation with the expectation that their grades will improve or they will lose their scholarship. Georgetown University stated that their admissions policy never considers whether students can pay and the 1978 Dean of Admissions made a promise that all students would be admitted to the University on the basis of talent and that 100% of financial need would be covered for which Georgetown have a rigorous programme to assess [financial need].

Another interesting funding route is Work Study. Students eligible for FAFSA, can apply for the Federal Work Study Programme. This allows students to work part-time, often (but not always) on campus. The programme provides a subsidy to employers who are signed up to the scheme, paying a portion of the student's wages.

Graduate Funding

In the UK, Master students can avail of the student loan system and can borrow a maximum of £10,906 from August 2019. This is repayable at the same time as any other student loans.

PhD candidates can be self-funded but full funding is more usual via UKRI and other grants and university funded Teaching Assistantships. There can be a mix of the two and there are also some limited funds to meet the overseas fee el-

ement that grants and Teaching Assistantships don't automatically fund. These can be awarded via institutionally funded competitive scholarship/prize schemes. Doctoral students can avail of the student loan system and can borrow a maximum of £25,700 from August 2019. This is repayable at the same time as any other student loans.

In the US, it is generally expected that graduate students in the US will be fully funded by their institutions or grants and loans. Students in some subjects, such as teaching may be able to access funding but otherwise most graduate students are directed towards the William D. Ford Federal Direct Loan (Direct Loan) Program which provides loans from the Department of Education rather than from a bank or other financial institution¹³.

International Students

At public institutions, international students are usually charged at the same rate as 'out-of-state' students. In addition, many US universities charge additional 'International Student Fees' to cover costs of administration and the government requirements around international student tracking. These additional international student fees can range from \$50 per semester (e.g. Columbia University) to \$500 per semester at Ohio State University. Sources of funding for international students are limited and dependent on scholarships, awards and some governments contributing to the costs to enable their citizens to study abroad.

US students can also study abroad and a number of international universities, including many in the UK, participate in the US Federal Student Loan Programme. This requires those institutions to meet US regulations to retain this participation.

13 <https://studentaid.ed.gov/sa/sites/default/files/graduate-professional-funding-info.pdf>



Other emerging themes

Equality, Diversity, and Inclusion

Equality, Diversity and Inclusion (EDI) is a high priority for US institutions as it is in the UK. Many recognised the particular difficulties faced by students with no family history of involvement in higher education and had specific programmes for these students, both before they were admitted and during their time at college. Some (e.g. BMCC) even went as far as to provide programmes for the families of these students in order to better help them support their child.

All of the institutions visited shared their strategies to address inequities to varying degrees, with some having dedicated and long-established EDI teams led by Chief Diversity Officers often reporting to Provosts or Vice Presidents. Other institutions were in the early stages of establishing their EDI strategies and action plans.

A commitment to increasing the number of first-generation student enrolments

and attainment was also a priority for those institutions visited, as described in Theme 1. Some notable examples include BMCC and Stony Brook who stated that 40% of their students are first generation (“first gen”). Georgetown offer a specific programme for first gen students. Rutgers talked about specific programmes for first gen students, looking for service gaps, encouraging students with a higher performance record to mentor lower performing students and help them with suggestions for where to look for support.

Overview

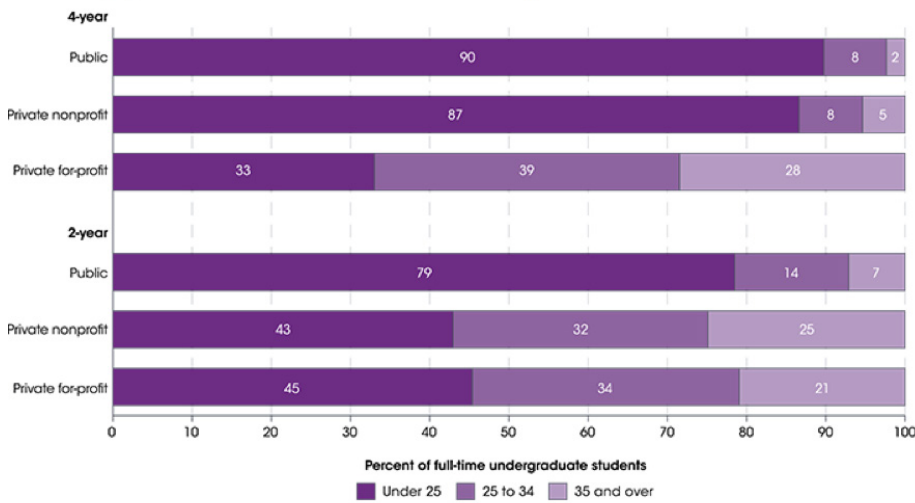
Student Population: Since fall 1988, the number of female students in post-baccalaureate programmes has exceeded the number of male students. Between 2005 and 2015, the number of full-time male post-baccalaureate students increased by 24 percent, compared with a 25 percent increase in the number of full-time female post-baccalaureate students. Among part-time post-baccalaureate students, the number of males enrolled in 2015 was 6 percent higher than in 2005, while the number of females was 8 percent higher.

The percentage of American college students who are Hispanic, Asian/Pacific Islander, and Black has been increasing. From fall 1976 to fall 2015, the percentage of Hispanic students rose from 4 percent to 17 percent of all U.S. residents enrolled in degree-granting postsecondary institutions, and the percentage of Asian/Pacific Islander students rose from 2 percent to 7 percent. The percentage of Black students increased from 10 percent in 1976 to 14 percent in 2015, but the 2015 percentage reflects a decrease since 2011, when Black students made up 15 percent of all enrolled U.S. residents. The percentage of American Indian/Alaska Native students was higher in 2015 (0.8 percent) than in 1976 (0.7 percent). During the same period, the percentage of White students fell from 84 percent to 58 percent. Race/ethnicity is not reported for non-resident aliens, who made up 5 percent of total enrolment in 2015¹.

Faculty: Whilst the diversity of the student body was high in many of the institutions visited (see Graph below) this was not replicated for faculty and staff. According to the National Centre for Education Statistics in the US (Fall 2016) of all full-time faculty in US degree-granting postsecondary institutions, 41 percent were White males; 35 percent were White females; 6 percent were Asian/Pacific Islander males; 4 percent were Asian/Pacific Islander females; 3 percent each were Black males, Black females, and Hispanic males; and 2 percent were Hispanic females. Those who were American Indian/Alaska Native and those who were of two or more races each made up 1 percent or less of full-time faculty in these institutions.

¹ U.S. Department of Education, National Center for Education Statistics. (2018). Digest of Education Statistics, 2016 (NCES 2017-094), Chapter 3

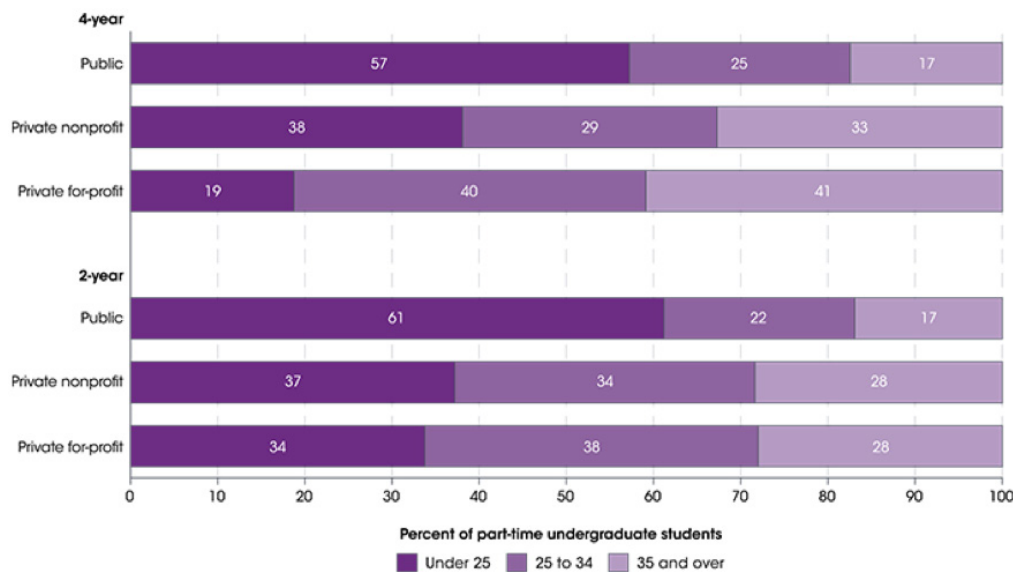
Percentage distribution of full-time faculty in degree-granting postsecondary institutions, by academic rank, race/ethnicity and sex: Fall 2016²



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding. Percentage distributions exclude students whose age is unknown. Although rounded numbers are displayed, the figures are based on unrounded data.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018, Fall Enrollment component. See *Digest of Education Statistics 2018*, [table 303.50](#).

When asked about the extent to which diversity at Faculty and senior administrative level was being addressed some institutions (particularly those in the SUNY system such as Stony Brook University) acknowledged that there is a significant gap between the racial/ethnic diversity of SUNY faculty members (8.6%) as compared to the diversity of the students they instruct (28.5%, Fall 2018) but that by addressing this disparity, it enabled students to aim higher as they were often inspired by faculty from similar backgrounds³.

Percentage distribution of US resident undergraduate enrolment in degree-granting postsecondary institutions, by level and control of institution and student race/ethnicity: Fall 2017⁴



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Detail may not sum to totals because of rounding. Percentage distributions exclude students whose age is unknown. Although rounded numbers are displayed, the figures are based on unrounded data.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2018, Fall Enrollment component. See *Digest of Education Statistics 2018*, [table 303.50](#).

EDI Interventions

³ https://www.suny.edu/media/suny/content-assets/documents/diversity/PRODIG_brochure.pdf

Many of the institutions visited had established specific interventions to address EDI challenges including:

- Outreach to local communities to attract diverse staff (NYAA)
- Social justice bias and implicit bias programmes for students, some credit bearing (Stony Brook)
- The provision of mentors, financial support to cover the costs of textbooks and other expenses to improve retention and graduation rates
- Dedicated equality offices and staff. A number of the institutions acknowledged their commitment to affirmative action which is where US organisations (based on Federal or State law) “must take affirmative action to ensure that applicants are employed, and employees are treated during employment, without regard to their race, creed, colour, or national origin”. At Columbia for example they had explicit policies and systems designed to enable the University to apply affirmative action principles to the recruitment of Faculty and administrative support staff. This was replicated at other institutions visited including, the Borough of Manhattan Community College, Stony Brook University, Rutgers University, University of Maryland, The American University, NOVA, and New York University.
- Columbia is also part of a 25 institution consortium call the ‘Higher Education Recruitment Consortium’ (HERC) which aims to improve academic recruitment and retention, focussing on facilitating dual career appointments and enhancing faculty diversity.
- Georgetown University’s Provost’s Committee for Diversity is a working group comprising students, staff, faculty, and administrators who work together to address issues facing students of colour as its primary purpose and also areas of intersectionality. This is reflected in the establishment of other groups such as their Diversity Action Council, Center for Multicultural Equity and Access, LGBTQ Resource Center and Women’s Center.
- Rutgers Office for Diversity and Inclusion offer a number of services and programmes to address diversity including dedicated mentoring programmes for undergraduate women, their ‘Rutgers Future Scholars Programme’ which offers 200 first-generation, low-income, academically promising middle school students the opportunity to experience a direct pathway to the University.
- The SUNY system’s direct intervention via the PRODiG (“Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth”) programme, aiming to increase the representation of historically underrepresented faculty at SUNY campuses, including underrepresented minority (“URM”) faculty in general, women faculty of all races in STEM fields (“WSTEM”). Where other groups are underrepresented in a field due to the persistence of barriers to social and economic mobility, efforts to address this underrepresentation will receive consideration for PRODiG funding as well⁵.

5 PRODiG: https://www.suny.edu/media/suny/content-assets/documents/diversity/PRODIG_brochure.pdf

Addressing local needs

The group were of interested to learn about examples of institutions' providing a direct response to local need; in particular, the State of Virginia's call for growing its own workforce of health professionals. The majority of the US healthcare workforce are educated in community colleges and we heard how Northern Virginia Community College (NOVA) works to address critical shortages in the community, with 30% of all Virginia Community College healthcare students attending NOVA. It is the second largest community college in the United States and has the only specialised Medical Education Campus in the State of Virginia, making it the region's leading provider of healthcare professionals. Their courses are developed in partnership with Universities and apart from awarding degree certificates NOVA also provides customised professional development classes to the healthcare industry. Our tour around the Medical Campus facilities gave us a detailed description of how the national demand for certain healthcare professions was met by direct engagement with a local educational provider like NOVA.

Final reflections

The team were impressed by the hospitality shown by our hosts at all institutions visited, during a particularly busy time around graduation...and they really pulled out all the stops for their traditionally outdoor graduation ceremonies! Our hosts were open, welcoming and engaged with us by providing honest responses to our comprehensive list of questions.

Many of the institutions recognised that their challenges were similar to those faced by UK HEIs and whilst both nations face the constant concern of the funding gap for students, the models available are so complex and varied that its nigh on impossible to dream up a perfect model if the option was available to start over. All Higher Education systems are bound by their previous challenges and the decisions taken then, and the current political climate in the US cannot be overlooked when considering the future sustainability of student funding in such a powerhouse of available credit and market freedom.

There are many examples of best practice in the US, and these examples align well with the UK approach. Whilst a national Quality Code or Quality Assurance Framework is possible in a country like the UK, it was reassuring to see that the regional recognition follows many of the key principles we face in the UK.

Whilst State variance does lead to inequity across the country in terms of access, the PELL grants offer more opportunities to first generation students from non-traditional socio-economic backgrounds than seen in the UK. US graduates continue to succeed in the global job market and this is the reason that international students continue to be attracted to the education available. However, the US institutions we visited did not appear to be so reliant on international recruitment in the same way many if not all our UK institutions are.

Finally, the political climate in the US at the time of writing this report was tinted with anti-immigrant statements, complex and anti-free trade positions, hostility towards experts (including universities) and left wing ideology, calls for press regulation and conversely defence of freedom of the press, governance by social media, debates about freedom of expression, and more. This makes the USA appear less willing to engage internationally, extending perhaps to HE, but whereas the group noted that generally the flow of international students choosing to study in the USA may be in some cases smaller, it has nevertheless continued or not stalled. Universities make every effort to convey the message that international students are welcome and international student mobility is important, and maintain their investment in their support mechanisms for international students coming to the USA and also promoting Study Abroad programmes. It remains to be seen how Brexit and immigration regulations in the UK will affect international student recruitment and international student mobility.

Study tour hosts

HE Institutions

Private

New York Academy of Art is a small, majority Graduate programme school focusing on representational fine art, teaching traditional technical artistic skills for its 120 talented students.

The New School is a not-for-profit research university with five main Schools, a further School in Paris and a Continuing Education (online) campus. It serves over 10,000 PG and UG students mostly in Design, Social Science and Performing Arts.

New York University is now one of the largest private universities in the USA with student enrolment now standing at more than 50,000 students across its campuses in NYC, Abu Dhabi, Shanghai and other study locations worldwide. NYC is a member of the AAU.

Columbia University is an internationally renowned Ivy League university founded in 1754 (the oldest HE institution in NYC and the fifth oldest in the USA).

The American University is situated northwest of Washington, D.C. and originally served as a doctoral college. The first 28 students included five women, and an African American student won a fellowship in 1915 to pursue a doctorate and this diversity is still seen in its now 14,000 students.

Georgetown University is the nation's oldest Catholic and Jesuit university with nine academic schools across five locations, including an operation in Qatar. It's 19,000 students are part of a vocal and active student body.

Public

Borough of Manhattan Community College has more than 26,000 students in over 45 associate degree programs, together with over 10,000 students in adult and continuing education programmes. It was the first community college in Manhattan and is part of the CUNY network.

Stony Brook University houses a large campus on Long Island to supports around 26,000 students across 11 academic Schools covering more than 200 programmes of study. Stony Brook is member of the AAU and part of the SUNY system.

Rutgers University is the largest institution of Higher Education in New Jersey and also the eighth oldest in the United States. It has locations in all 21 New Jersey counties as well as academic and research enterprises around the world. It has more than 70,000 UG and PG students, 29 schools and colleges, 300 research centers and institutes, \$736.8 million in annual research and development expenditures and more than 500,000 alumni worldwide.

University of Maryland is located just outside Washington, D.C and is home to more than 41,000 students and 14,000 faculty. It boasts students from 50 states and 118 countries and is a member of the AAU.

Northern Virginia Community College has grown to include six campuses, three centres and a large online learning and continuing education community over its 50 years in existence. NOVA is one of 23 colleges within the Virginia Community College System (VCCS) and the largest HE institution in Virginia - 74,000 students, with 88% living within the state.

Organisation and Federal Agencies

International Education Council (IEC) is a non-profit association based in Washington D.C. which closely tracks the issues and policies affecting international education, specifically those dealing with student financial aid. IEC communicates with and works with policy makers on issues regarding U.S. financial aid programs on behalf of its members and the international colleges and universities enrolling U.S. students.

National Association of College and University Business Officers (NACUBO) is a membership organisation representing more than 1,900 colleges and universities across the country. It specifically represents university chief business and financial officers through advocacy efforts, community service and professional development activities. The association's mission is to advance the economic viability, business practices and support for HEIs.

American Council on Education (ACE) is the major coordinating body for the nation's colleges and universities, mobilising the HE community to shape effective public policy and foster innovative, high-quality practice. Representing over 1,700 college and university Presidents and the executives at related associations, ACE is the only major HE association to represent all types of U.S. accredited, degree-granting institutions.

Office of Federal Student Aid, U.S. Department of Education, deals with approximately 42m students and parents annually and handles \$125bn student loan portfolio. It helps students understand the costs of studying at university, what financial aid is available to them (including Federal (grants, work-study and loans) and State financial aid, university scholarships and bursaries, military personnel and Veterans)) and how to complete the Free Application for Federal Student Aid (FAFSA®) Form.

Glossary

AACRAO: American Association of Collegiate Registrars and Admissions Officers. AACRAO is a non-profit, voluntary, professional association of more than 11,000 Higher Education professionals representing 2,600 institutions in more than 40 countries. It provides professional development, guidelines and voluntary best practice standards for HE officials in records management, admissions, enrolment management, administrative IT and student services.

AAU: Association of American Universities. Founded in 1900, the Association of American Universities is composed of America's leading research universities. AAU's 62 research universities transform lives through education, research, and innovation.

"Title IX": A federal law that states "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance".

CUNY: City University of New York. 25 colleges and graduate schools located across New York City's five boroughs.

"Middle States": The Middle States Commission on Higher Education (MSCHE) conducts accreditation and pre-accreditation (candidacy status) activities for HE institutions in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands, including distance education and correspondence education programs offered at those institutions.

FAFSA: Free Application for Federal Student Aid. A form completed by current and prospective college students in the United States to determine their eligibility for student financial aid.

FERPA: Family Educational Rights and Privacy Act. A Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level ("eligible students").

"First Generation": An individual, neither of whose parents completed a baccalaureate degree; or an individual who, prior to the age of 18, regularly resided with and received support from only one parent and whose supporting parent did not complete a baccalaureate degree, or an individual who, prior to the age of 18, did not regularly reside with or receive support from a natural or adoptive parent.

GI Bill: Refers to any Department of Veterans Affairs education benefit earned by members of Active Duty, Selected Reserve and National Guard Armed Forces and their families. The benefit is designed to help service members and eligible veterans cover the costs associated with getting an education or training.

Ivy League: The Ivy League is the most diverse intercolle-

giate conference in the country with more than 8,000 student-athletes competing each year. Sponsoring conference championships in 33 men's and women's sports and averaging more than 35 varsity teams at each of the eight Ivy League schools.

IPEDS: Integrated Post-Secondary Education Data System. A system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES), IPEDS gathers information from every college, university and technical and vocational institution that participates in the federal student financial aid programme.

Pell Grants: These are the primary source of financial aid for US students and are usually only awarded to undergraduate students who display exceptional financial need and have not earned a bachelor's, graduate, or professional degree. A Pell Grant, unlike a loan, does not normally have to be repaid.

SAAB: The Student African American Brotherhood. SAAB focuses on increasing the number of African American and Latino men that graduate from college by creating a positive peer community based on a spirit of caring. SAAB operates through student run chapters with professional advising and mentorship to assist young men to excel academically, socially, culturally, spiritually and in the community.

SUNY: State University of New York. The largest comprehensive university system in the United States, involving 64 institutions, including research universities, academic medical centres, liberal arts colleges, community colleges, colleges of technology and an online learning network.

Tour itinerary

Week 1 New York & New Jersey	Week 2 Washington DC, Maryland and Virginia
Monday 13 May	Monday 20 May
New York Academy of Art	The American University (group 1) and University of Maryland (group 2)
Tuesday 14 May	Tuesday 21 May
Borough of Manhattan Community College (group 1) and The New School (group 2)	Northern Virginia Community College (NOVA)
Wednesday 15 May	Wednesday 22 May
Stony Brook University	International Education Council (IEC) and National Association of College and University Business Officers (NACUBO)
Thursday 16 May	Thursday 23 May
New York University (group 1) and Columbia University (group 2)	Georgetown University
Friday 17 May	Friday 24 May
Rutgers University- New Brunswick	American Council on Education (ACE) and Office of Federal Student Aid, US Department of Education

The tour group

Sharon Barnes – London School of Economics and Political Science (LSE)

Sophia Harding – Staffordshire University - Tour Coordinator

Lucy Heming – Imperial College London

Helen Higgins – University College London (UCL)

Samantha Jones – University of Liverpool

Mike Keighley – Brunel University London

Clare McWilliams – University of Stirling

Faith Muimo – Leeds Beckett University

Stephanie Parr – Richmond, The American International University in London

Daniel Ramsay – University of Gloucestershire

Fiona Secondino – Coventry University

Amanda Stevens – Bournemouth University

Further reading

- [America Needs to Rethink Higher Education \(March 2019\)](#)
- [Billionaire Pays off Morehouse College Student Debts \(FT, 2019\)](#)
- [Colleges are a Business \(The Guardian, 2014\)](#)
- [Columbia University Health Advice - Go Ask Alice!](#)
- [NACUBO / AUA podcast: The Challenges facing UK HE \(May 2019\)](#)
- [NACUBO 2019 Perceptions and Priorities](#)
- [Mental Health America Freshman Year Issues](#)
- [Sexual Harassment Issues in US Universities](#)

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Every institution we visited and the many hosts (senior leaders, faculty and students) who looked after us offered outstanding hospitality, enthusiasm and a genuine interest in our work. Many gave generously of their time delivering presentations, answering many hours of questions and providing opportunities for us to see more of their outstanding campuses.

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- Rodney Morrison, Associate Provost for Enrollment and Retention Management, Stony Brook University
- Heather Paquette, Assistant to Associate Provost Rodney Morrison, Enrollment & Retention Management, Stony Brook University
- Bobbe Fernando, Senior Assistant Dean and Director of Global Admissions, Office of Undergraduate Admissions, New York University
- Barry Kane, Associate Vice President and University Registrar, Columbia University
- Courtney McAnuff, Vice Chancellor, Division of Enrollment Management, Rutgers University- New Brunswick
- Elena Ragusa, Director of Strategic Initiatives, Division of Enrollment Management, Rutgers University–New Brunswick
- Doug McKenna, University Registrar, The American University Sharon M. Alston, Vice Provost for Undergraduate Enrollment, The American University
- Dr Adrian Cornelius, Registrar, University of Maryland
- Kathy Thompson, Director of Communications, Northern Virginia Community College (NOVA)
- Liz Clark, Senior Director, Federal Affairs, NACUBO
- Dr Todd A. Olson, Vice President for Student Affairs, Georgetown University
- Dr Jeanne F. Lord, Associate Vice President & Dean of Students, Georgetown University
- Annie Jackson, Administrative Officer, Office of the Vice President, GU Division of Student Affairs, Georgetown University
- Jon Fansmith, Director of Government Relations, ACE
- Charles Patterson Jnr, Senior Advisor for Executive Outreach, US Department of Education

Appendix

The following are the seven active regional accrediting agencies for educational institutions in the United States:

Regional Accreditation agency/ system	Regions/ States
Middle States Commission on Higher Education, formerly part of the Middle States Association of Colleges and Schools	New York, New Jersey, Pennsylvania, Delaware, Maryland, the District of Columbia, Puerto Rico, and the US Virgin Islands
New England Association of Schools and Colleges	The six New England states (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont)
Higher Learning Commission, formerly part of the North Central Association of Colleges and Schools	Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, New Mexico, Ohio, Oklahoma, South Dakota, Wisconsin, West Virginia, and Wyoming
Northwest Commission on Colleges and Universities (NWCCU)	Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington
Southern Association of Colleges and Schools	Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia
Western Association of Schools and Colleges	4-year educational institutions in California, Hawaii, Guam, American Samoa, Micronesia, Palau, and Northern Marianas Islands, as well as schools for American children in Asia
Accrediting Commission for Community and Junior Colleges, formerly part of the Western Association of Schools and Colleges	2-year educational institutions in California, Hawaii, Guam, American Samoa, Micronesia, Palau, and Northern Marianas Islands, as well as schools for American children in Asia

About the AUA

The Association of University Administrators exists to advance and promote the professional recognition and development of all who work in professional services roles in higher education, and to be an authoritative advocate and champion for the sector. Established over 50 years ago, the AUA is an inclusive membership-led professional body with more than 3000 members both in the UK and around the world.

AUA Office

University of Manchester,
Sackville Street Building, Sackville Street, Manchester, M13 9PL

+44 (0)161 275 2063

aua@aua.ac.uk

aua.ac.uk