

**MEASURING EDUCATION ABROAD  
PARTICIPATION ON A NATIONAL SCALE:  
Strategies and Benefits**

**Kate Geddie, Canada**

**Jo Asquith, Australia**

**Rajika Bhandari, USA**

Wednesday, February 20, 2014

- Introductions
- Presenters:
  - **Kate Geddie**, Assistant Director, Research, Association of Universities and Colleges of Canada (AUCC)
  - **Jo Asquith**, Director, James Cook University International and Chair, Australian Universities International Directors' Forum (AUIDF)
  - **Rajika Bhandari**, Deputy Vice President, Research and Evaluation Director, Centre for Academic Mobility Research, Institute of International Education (IIE)
- Major themes of the session
- Plenary discussion

# Introduction to AUCC



- National voice for Canadian universities
- Represent 97 public and private non-for-profit universities and university degree-level colleges
- A membership organization providing university presidents with a unified voice and a forum for collective action
- Mission is to foster and promote the interests of Canadian universities, within Canada and abroad

We must open our minds and our hearts even wider. We must reach out even farther beyond our borders and in more directions. We must intensify our efforts, supply more resources, provide additional incentives and furnish greater opportunities to enable many more students, teachers, researchers and scientists in our respective countries to live, study, teach and collaborate together.

~ His Excellency the Right Honourable David Johnston,  
Governor General of Canada



- Demand is increasing for graduates with:
  - Inter-disciplinary skills
  - Cross-cultural awareness
  - Global thinking and analytical skills
  - Language skills

# Education abroad



# Canadian baseline data

Source	Participation rate (undergraduate)
National Survey on Student Engagement	11% (2011-12)
Canadian University Survey Consortium	11% (2011-12)

# Why measure education abroad?

- Institutional level:
  - Strategic planning
  - Identifying barriers to participation
  - Informing program and curriculum design
- National level:
  - Inform advocacy efforts to generate support from governments and private sector
  - Demonstrate impact of international experience on graduates



# Data collection challenges

- Funding
- Defining education abroad
  - For credit vs. non for credit
  - Type of experience
  - Length of time
- Tracking student participation

# Discussion Questions:

- How you were able to build ‘buy-in’ among key stakeholders to contribute to the collection of data?
- How were you able to overcome the challenges of collecting data at a national level is defining education abroad? For example, what types of programs are eligible for data tracking?
- How can research results can be strategically used to support advocacy efforts, shape public discourse and influence public policy?