

iSAHE International Field Experience to Toronto, Canada



Alexis Hendrix

The Toronto experience was my first exposure to coordinating an international trip for a group of students. My interests in international education have grown tremendously as a result of this experience. I was able to form relationships with international educators, as well as with my fellow cohort members and faculty within SAHE in an attempt to satisfy the needs of several different individuals possessing varying types of educational learning outcomes. With an interest in international education, the trip provided me with a unique leadership opportunity that will be valuable as I pursue a professional position requiring experience in international program coordination.

Stefanie Lucas

Toronto was a wonderful experience, and I want to thank SAHE for funding the majority of the trip. At the University of Toronto, we had an opportunity to speak with Dr. Tricia Seifert, student affairs professional from the U.S.A. who is teaching in the U of T higher education/student affairs program. Her insight on international student affairs was the highlight of the trip. Her ability to compare and contrast her international and U.S.A. experience gave me a better understanding of the role of student affairs professionals on a global level. Many of the Canadian student affairs professionals are using research from the U.S.A., and Dr. Seifert is working with several other professionals to do research specific for Canadian student affairs. I truly believe she is a pioneer for Canadian student affairs, and I feel fortunate to have met with her!

Marney Randle

For me, the Toronto experience applied to the Professional Knowledge Competency E: Demonstrate an understanding of higher education systems, history, and how student affairs roles, responsibilities and systems are infused into the larger educational picture.

-The trip to Toronto really helped me understand how student affairs differs within a global context. In Toronto, the world of student affairs seemed smaller. There was not much emphasis on the role of student affairs professionals, and there very few student affairs staff members in the two campuses we visited.

-Within the student affairs department at University of Toronto, there was an emphasis on challenge and support for the students. For example, the students held many high-level leadership positions within the campus. In additionally, there was a high sense of personal accountability, especially with regards to the conduct system. I appreciate this style of student development, as it is one that I have adopted in my own work as a student affairs professional. It was affirming to see this working well at another institution.

Kristal Sawatzke

The iSAHE trip to the University of Toronto and Ryerson University was a fantastic opportunity which provided insight and understanding about the similarities and differences in higher education practices abroad. Attending the trip increased my understanding about philosophies and support mechanisms in regard to student services. Previous coursework and my assistantship experience enhanced my ability to ask thoughtful and professional questions and this opportunity benefited my development as a student affairs practitioner. Through meeting with professional staff, touring campus, and having conversations with students, the trip fulfilled several knowledge competencies and was an incredibly valuable experience.