



ORICE

Annual Report



THE UNIVERSITY OF BRITISH COLUMBIA

Office of Regional & International Community Engagement
Faculty of Arts

REPORT

2020-2021

We honour and acknowledge that the University of British Columbia is located on the traditional, ancestral, and unceded territory of the hən'q'əmin'əm' speaking Musqueam people.

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About ORICE



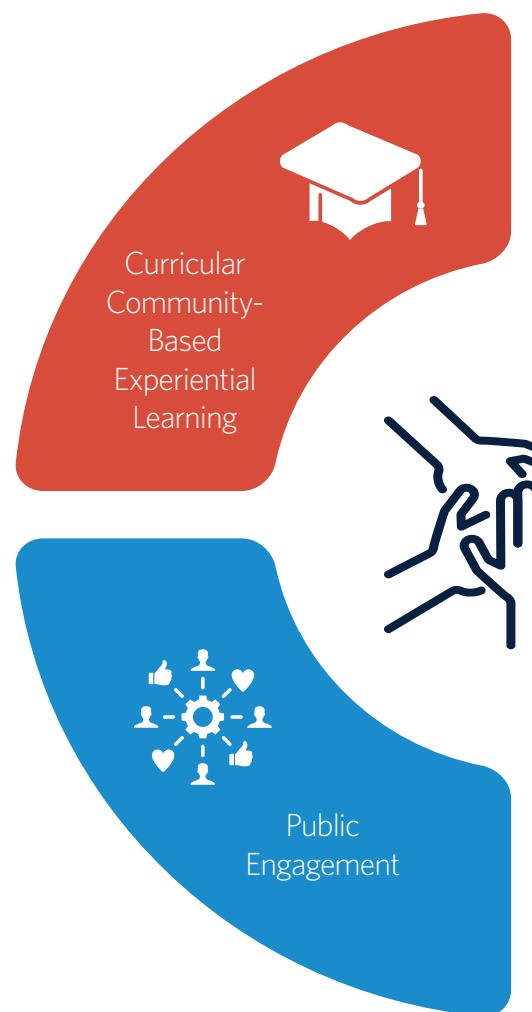
Background:

In 2020, ORICE joined the School of Public Policy and Global Affairs as a Partner of the school. ORICE offices are physically located in Mary Bollert Hall at the UBC Vancouver Point Grey campus.

The Office of Regional & International Community Engagement is comprised of a team of students, staff, faculty, and community partners working to bridge gaps and opportunities between academia, civil society and the world around us. Through its interdisciplinary, community-based and experiential approach, ORICE offers a wide range of programs and courses that focus on what it truly means to build collaborative, trust-based relationships and to address complex community challenges. Constantly reflecting on what ethical community engagement means, we aim to broaden traditional conceptions of teaching and learning by:

- Questioning roles of expertise;
- Recognizing lived-experiences as legitimate, and;
- Collaboratively reimagining spaces of learning.

Core to the strength of our work has been our ability to learn from community members, advocates, peers and scholars to develop a specialized knowledge in experiential learning pedagogies to carefully design cross-disciplinary academic and co-curricular programs. Our team works to understand how experiential learning can prompt students and the community to interrogate the potential, the limits and the application of disciplinary knowledge to global priorities. We do this through curricular and co-curricular programs such as course-based experiential learning assignments, critical service-learning courses, community-based research collaborations and public engagement about global topics and processes that bring community partners and their current areas of focus into the classroom and campus.



About 2020

COVID-19 Impact

ORICE faced challenges this past year with the pandemic that affected our regular programming but have since actively adjusted and adapted. This past year, we offered virtual programs to ensure our students had opportunities to work with community partners to address the current needs brought on by the unique challenges of COVID-19. Communication with our partners is at the heart of adapting to ensure that our collaborations are truly generative and reflective of what is needed in a partnership from this moment in time.



Co-Curricular
Community-
Based
Experiential
Learning

Early in the summer it became clear that although we would need to work remotely, students, faculty, and community partners were still looking for the opportunity to work together to address issues arising from or related to the pandemic. We piloted several collaborations, both internationally and regionally, such as a design research project with a partner in India looking to address mental health concerns with school age children facing increased isolation; an examination of what is required for a federal SDG sensitive COVID-19 recovery plan; a project spanning multiple cohorts on data justice and citizen science in the community.



Community-Based
Research

From these pilot programs we have learned how to adapt what might have been considered only possible through face to face communication, developed guidelines and practices for ethical virtual community engagement and identified new projects and collaborations as the pandemic continues.

Our Commitment to EDI

For ORICE, engaging in Equity, Diversity, and Inclusion (EDI) requires centring the needs of those most affected by intersectional inequities and proactively working towards creating equitable access and engagement. Over the past year, ORICE took part in EDI initiatives, including setting internal monthly anti-racism meetings, attending EDI trainings, creating and distributing the first Experimental Education Accessibility Award, doing an EDI audit of ORICE programs and practices, and implementing action items following the audit. During the monthly anti-racism meetings, ORICE has collectively created a living document to define important terms such as anti-racism and intersectionality. The meetings also helped set priorities and future actions for the Office. Some action items included attending EDI trainings and creating an Experimental Education Accessibility Award to support the participation of historically, persistently, or systemically marginalized students in ORICE's Engagementships. The EDI audit helped identify strengths and gaps in the areas of communication, virtual spaces, physical spaces, hiring, recruitment, events, human rights, and conflict management. Following the audit, ORICE is taking action to address the gaps identified.

Message from the Director



I am pleased to have the opportunity to share with you, the reader, some highlights and examples of the work that ORICE has done this past year. What is shared in the pages ahead are the results of a dedicated, committed and ambitious team of people - staff, students, faculty, community members, organizations - who share in a vision that the health of our planet and of all people requires us to think and act collaboratively and collectively.

This belief, amongst others, is one that motivates the design and participation in community based experiential learning and community based research that aims to confront global issues faced locally and beyond. I would also like to extend my appreciation to all community collaborators, faculty members, students and colleagues who made our work possible.

Lastly I would like to thank the ORICE staff and student staff for their passion and commitment. We hope you find this annual report to be informative and we encourage you to connect if you would like additional information or would like to collaborate in the future.

Sincerely,

A handwritten signature in cursive script that reads "J. Baldwin".

Tamara Baldwin, Director

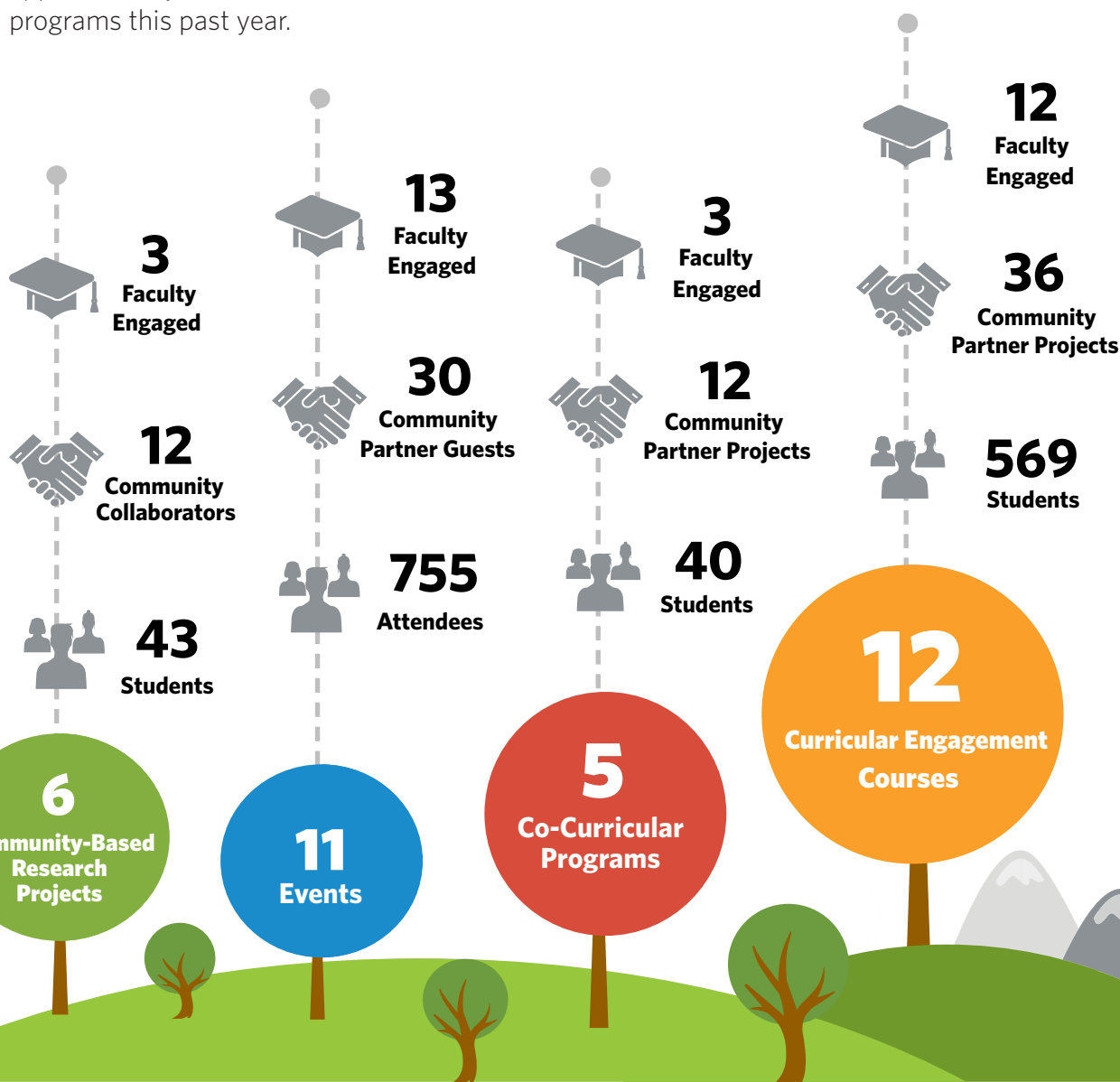
ORICE At a Glance

May 2020-April 2021

ORICE supported curricular community-based experiential learning for 464 students in the faculty of Arts. 36 community partners (international and regional) partnered to provide community engaged opportunities to these courses.

Since May 2020, 82 students have participated in co-curricular community based experiential learning programs (8-12 weeks in duration), representing 4 faculties and 20 different departments. We partnered with 22 community organizations and cumulatively, students dedicated approximately 392 hours in our co-curricular programs this past year.

ORICE developed captivating and pertinent public engagement events throughout the COVID-19 pandemic, offering students, staff, and the wider UBC community a virtual space to engage with the world around them. Over 750 UBC students, staff, and community members were reached through online webinars and public engagement events since May 2020. We collaborated with 30 guest speakers and 13 faculty members to present on topics such as data justice, innovation and hope during a pandemic, and community engagement with Indigenous peoples.



Curricular Community-Based Experiential Learning

AT A GLANCE

ORICE coursework takes students beyond the classroom, to engage with complex issues facing communities, and to apply and challenge what they've previously learned to these problems. These courses aim to bridge the gap between students' academic learning and the wider society through experiential learning. As an interdisciplinary hub, ORICE works with faculty from across the institution, collaborating with instructors from different disciplines to deliver innovative and engaging courses.

Featured Examples

- SOCI 410C: COVID-19 and Society
- ASTU 401G: Wicked Problems in Global Community Development

These course offerings allowed students to critically engage with current problems facing society and community partners while learning from a virtual environment.



569 Total
Students



12 Curricular
Engagements



36 Community
Organizations

Featured Course:

SOCI 410C: COVID-19 & Society

In the summer and fall of 2020, ORICE supported Dr. Katherine Lyon - an instructor in the UBC Sociology department - in developing a course investigating COVID-19 & Society.

As part of the course curriculum, students were invited to examine COVID-19 from a sociological perspective by considering how pandemics shape, and are shaped by, social inequality, processes of interpersonal interaction and societal change both locally and globally. For one of the course assignments, students were instructed to create public or client-facing materials, such as infographics, to share evidence-based knowledge about COVID-19.

”

*“The course was **the most formative course of my undergraduate degree.** It helped me understand historical contexts of racism, how health equity makes everyone better off, the co-occurring Covid-19 and opioid crises, social infrastructure as a tool to strengthen bonds in communities, and so much more.”*

**-Grace Nie - SOCI410 student,
3rd year B.Sc.**

Curricular Community-Based
Experiential Learning

Public
Engagement

- ORICE facilitated connections between the students and community organizations on aligned topics and areas of interest, and was able to connect students with a total of 18 different community organizations.
- Over 50 infographics were carefully designed by students and complemented with written justifications as supporting documentation that backs up the infographics.
- Students were able to deepen their understanding of the relevance and public impact of COVID-19.

50+

INFOGRAPHICS



Featured Course:

ASTU 401G Wicked Problems in Global Community Development



This is an upper-level interdisciplinary course designed for students with an interest in global sustainability, which engages students in a probing dialogue

with the SELCO Foundation, a solar energy catalyst for communities across India. This course ran for the fourth time from January - April 2021 and was taught by Dr. Marcelo Bravo with in-class support from Tamara Baldwin. Dr. Bravo is an interdisciplinary scholar focused on policy, social innovation and knowledge mobilization/translation. This course is currently being taken through the senate curriculum process to become an undergraduate course offered by the School of Public Policy and Global Affairs.

The topic of focus for the class this year was on sustainable cooling as one important priority within sustainable development goal #7 of clean energy.

With periods of extreme heat and the necessity for cold storage for vaccines for example, the need for sustainable cooling solutions are not only about technical advances, it is also about access and equity - a prime example of a wicked problem. Student teams worked remotely alongside a SELCO knowledge partner and larger team to explore questions that the SELCO Foundation is working on and welcomed input on.



About this Photo

This photo shows project staff from the SELCO Foundation and local residents near Bangalore, India who have been collaborating on the urban migrant housing project. In this site visit, they are discussing some recent design ideas and demonstrating using a building model. A crucial part of designing and implementing community interventions is the discussion with, and feedback from the community members. All people in the photo have consented to the use of this image.

Specifically students explored topic areas of training and capacity building, financing solutions , and technological innovation for decentralized solar-powered cold storage infrastructure.

The collaboration between ORICE and SELCO is an attempt to disrupt ongoing problematic attitudes/processes in international development. This course enables students to break down seemingly

unsolvable dilemmas into approachable design problems and employs an experiential lens that is both generative and participatory: utilizing embodied pedagogical modes (like Forum Theatre exercises) and cutting edge tools of analysis (like virtual reality and visual assets co-created by SELCO and ORICE) that are less common in undergraduate classrooms.



“Theory without practice is self-indulgent and impotent, practice without theory is brutish and aimless—the two must exist side by side. My point in all this is that systems mapping as a tool offered a delightful blend of both. While we were tangibly mapping and analysing existing stocks and flows, we were doing so in a manner that simultaneously allowed us to integrate our depiction of these practical matters within a conceptual representation of overarching power structures and theoretical processes.”

**-Oskar Steiner, ASTU 401G student, UBC/
Science Po Dual-degree student**

Co-Curricular Community-Based Experiential Learning

With the travel and safety restrictions put in place worldwide due to the COVID-19 pandemic, ORICE had to suspend International Service Learning (ISL) course based placements for summer of 2020. Early on, it became clear that although we were still adapting to a new virtual workplace, students were looking for opportunities for engagement. Faculty and community partners also wanted to find ways to engage with global issues arising from, or exacerbated by, the pandemic.

As a response to recognizing these needs, ORICE piloted a series of immersive co-curricular virtual opportunities, called 'engagementships' - playing on the concept of internship while responding to the reality of COVID-19 lockdown and social distancing restrictions. Engagementships are framed by guidelines and practices for ethical virtual community engagement, and developed on principles of mentorship and team-based

experiential learning. These programs draw on and reinforce students' academic learning and emphasize interdisciplinary collaboration.



'Engagementships'

Engagementships are semester-long programs that offer students the opportunity to engage with a research question or objective with a community partner. They are hosted in a remote/virtual space, are flexible and mostly student-led.



40 Total
Students



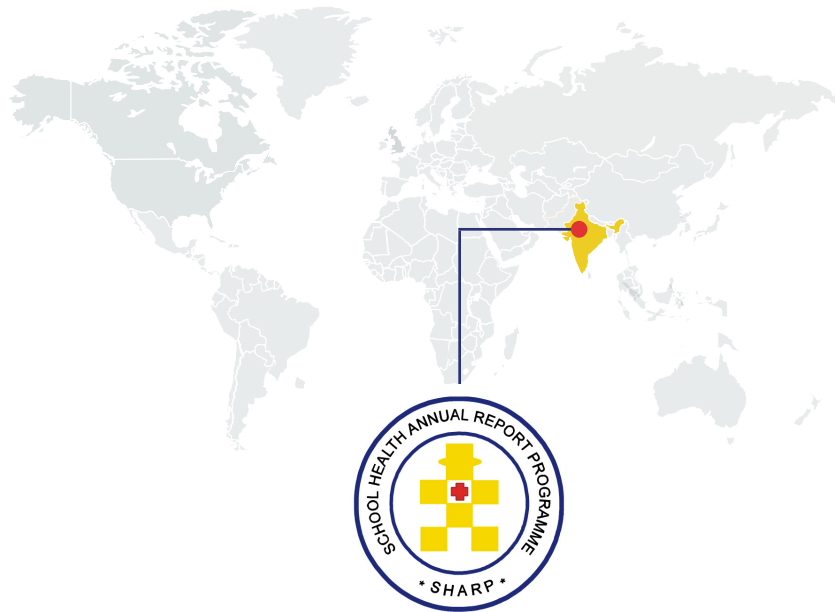
5 Total
Programs



12 Community
Partner Projects

Featured Co-Curricular Program:

Youth Mental Health Initiative: School Health Annual Report Programme



Co-Curricular Community-
Based Experiential Learning

Public
Engagement

- ORICE collaboration with **School Health Annual Report Programme (SHARP-NGO)** India, [launched a Design Research Project Engagementship](#) summer opportunity for UBC undergraduate students.
- The Design Research Project was a 10-week remote international Placement with SHARP NGO, one of India's largest health networks that runs scientifically-planned health programmes for school children, to create community engagement opportunities within the frameworks of design thinking /research.
- Two teams of UBC students collaborated with SHARP NGO to undertake a design research project and collaboratively develop interventions, and design prototype implementation plans to address challenges of depression and anxiety in middle-school aged children in Northern India.

Team One - The Mindful Project

A school-based peer education system focused on raising awareness and encouraging dialogue on topics related to adolescent mental health through workshops and students. Using a design research approach, the proposed **"Mindful Project"** includes training senior students to be mental health "ambassadors" so that they may educate and support younger students on the importance of mental health knowledge and care.



Team Two- Piece of Mind

The creation of a student-led intervention titled **"Piece of Mind"** to increase mental health literacy among middle-aged school children. The intervention seeks to increase access to mental health and wellness resources and attempts to mitigate the stigma associated with accessing these resources by utilizing a positive mental health approach.

Featured Co-Curricular Program: Shock, System Change and Advocacy



Collaboration with
the BC Council
for International
Cooperation (BCCIC): The BCCIC

engages with achieving global sustainable development in their programming and through this collaboration, we were able to able to support **18 students** in;

- A 7-week program hosted from July 7th to August 21st, 2020 which was codesigned in collaboration with BCCIC & ORICE.
- A curriculum designed to develop critical student engagement with the SDGs focusing on system shock, transformational change & the application of innovative solutions into policy.
- Students offered new and relevant insights to support the federal SDG unit's work developing Canada's 2030 Agenda National Strategy.
- An opportunity for student teams to present their thoughts and research on a COVID-19 sensitive recovery plan to the federal Canadian SDG unit.



ALEXANDRA WENZEL

”

“While it is difficult, and often disheartening, to work on issues which have such human impacts, having a supportive team to share your struggles with allows deeper conversations to occur. This was one of the most impactful takeaways for me in my journey to being an effective change agent.”

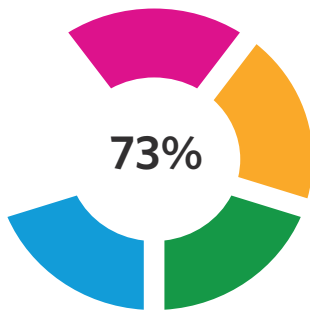
**-SDG Praxis Institute participant,
currently an Assistant Policy Analyst:
Climate Migration with BCCIC**

[Read More Here!](#)

SUSTAINABLE DEVELOPMENT

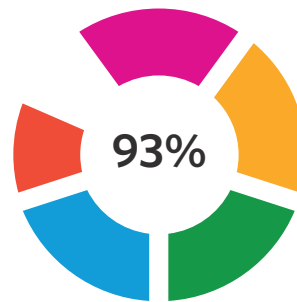
Lasting Impact

At the end of the program, 73% of participants expressed that their motivation to take climate action had either increased or increased greatly.



More motivated to take climate action

93% of the participants saw their level of skills/capacity to engage on the SDGs either increase or increase greatly with this program.



Saw increased capacity to engage on the SDGs

Co-Curricular Community-Based Experiential Learning

Community-Based Research

Students also shared that they hope to continue engaging in global issues and the SDGs in a variety of ways including:

- Continued participation in related work and volunteer roles;
- Involvement in organizations, movements and initiatives, on and off-campus;
- Engagement in more conversations and discussion surrounding the topic including sharing knowledge from the program with community;
- An experience relevant to their future career prospects (eg. research, graduate studies)

GOALS

Community-Based Research

AT A GLANCE

In addition to supporting coursework that engages community based research, ORICE is home to the Collective for Gender+ in Research and the Scholars at Risk project to increase human rights experiential

education opportunities for undergraduate students. Both provide a focused space for students, faculty, and community to convene on particular research topics.



43 Total
Students



12 Community
Collaborators



3 Faculty
Engaged

Featured Co-Curricular Program: Scholars at Risk

The [Scholars at Risk](#) international network aims to protect scholars and promote academic freedom and human rights worldwide. The SAR network includes over 530 academic institutions across 42 countries. The Scholars at Risk at UBC project was started by Dr. Jenny Peterson from the Faculty of Political Science, and

was supported through the UBC PURE grant to strengthen opportunities for human rights based training and advocacy for undergraduate students and facilitate the inclusion of SAR research partnerships to be embedded within coursework.

SCHOLARS AT RISK

N E T W O R K

The SAR research project brought together undergraduate students from a diverse set of backgrounds and disciplines to carefully examine the impact of COVID-19 on academic freedom; monitor regional cases of prosecution and censure of scholars by state and/or non-state actors and identify key steps to take for future research and advocacy. Research conducted in the project was complemented

by several human rights research and advocacy trainings organized by UBC SAR & ORICE to enhance student learning and engagement. Such trainings provided value to students by allowing them to gain practical skills in the field of human rights, and skills in qualitative research design & implementation, networking, public speaking, event planning, social media advocacy and media monitoring.



Students collaborated to host a presentation of their key findings to relevant stakeholders including UBC faculty, UBC SAR members SAR international with the goal of identifying further opportunities for engagement, student research and advocacy.

ORICE has provided support to Dr. Peterson through:

- Management of SAR student staff
- Strengthening awareness of the chapter through social media
- Assisting with program logistics and facilitating the learning program for the SAR student engagementship.

This collaboration has led to the **Scholars at Risk and Human Rights Collective** launching in 2021-22.

UBC
Scholars
at Risk

Featured Co-Curricular Program: Collective for Gender+ in Research

The Collective for Gender+ in Research was founded through ORICE in 2019 with the help of Helina Jolly, a PhD candidate at the Institute for Resources, Environment, and Sustainability (IRES). The Collective works to promote a community for rich dialogue in which gender and other identity intersections, including race, class, sexuality, ability, and others are considered when conducting research. The Collective focuses on capacity building and providing the tools researchers need to utilize a gender+ lens. For both undergraduate and graduate students, the Collective for Gender+ offers rigorous academic research opportunities,

in tandem with rich community engagement opportunities.

collective for
gender+
in research

This past year the Collective expanded its reach, as it developed programs for undergraduate/graduate students to integrate gender+ into research paradigms from start to finish and collaborated with on-campus organizations to develop mutually relevant programming and events.

Gender+ Collective Teach-In Events:

We hosted a number of successful events with researchers both inside and outside of UBC addressing how gender+ considerations can be reconceptualized throughout the research process, and how researchers may gain the necessary skills for engaging gender+ frameworks.

Politics, Policy and the Pandemic

In May 2020, we hosted **Politics, Policy, and the Pandemic** which engaged researchers (UBC; SFU; Canadian Centre for Policy Alternatives) and community activists (Women Transforming Cities and Qmunity) for short 'flash' talks and discussion about the gendered intersectional effects of COVID-19.

Data for Justice

In July 2020, we hosted the **Data for Justice** event, which addressed the need for race-based and intersectional data collection and analysis from a justice perspective. This event again brought together researchers and activists from UBC, Purdue University, SFU, Yellowhead Institute and Black in BC Mutual Aid to discuss how to improve data collection processes during the pandemic by centering justice principles and engaging communities themselves.

'Data Justice': Gender+ and Community-Engaged Research

The Collective for Gender+ in Research launched our five-phase co-curricular research project in the context of the first few months of the pandemic. Given the calls for race-based data collection, gendered intersectional approaches to research and data analysis, and community-engaged research paradigms, the Collective developed this research opportunity to task students with investigating and understanding community-based and citizen science research projects from a gendered intersectional / justice perspective.

- Building and curating knowledge for community organizations to utilize for their own purposes.

- Driven by impact, knowing that organizations may want to collect data (but do not know how); or may seek to embed principles of data justice in already-collected data (but are unfamiliar with these paradigms); or may simply want to demystify the research process for future purposes.

The Collective for Gender+ in Research works to promote a community for rich dialogue in which gender and other identity intersections, *including race, class, sexuality and ability*, are considered when conducting community-engaged research.

The Collective focuses on capacity building and providing the tools researchers need to utilize a gender+ lens.

The initial undergraduate interdisciplinary cohort built a foundational academic brief and community guide from which future cohorts could build, with the community guide as the core of this multi-phase project. Students are mentored through the process by a gender+ graduate academic assistant and ORICE staff. They are provided with the scaffolding necessary to advance their learning, but are also expected to co-create the project with us and to follow their own interests within the guardrails provided. At the end of each cohort, students submit their written materials for feedback and host a presentation summarizing their findings and ideas for future directions. Each cohort builds upon the last and students have remained engaged across cohorts to support each other's work.

Community Partners

- **Groots Kenya;** Esther Mwaura
- **DataShift / CIVICUS South Africa;** Hannah Wheatley
- **Dr. Shauna MacKinnon** (University of Winnipeg);
- **EmpowerMe / Kambo Energy;** Yasmin Abraham
- **UBC's Sexual Assault Support Centre;** Joelle Jeffery, Alex Dauncey, and Vicky Gerlings
- **UBC's STOREE Project;**
- **CityHive;** Kathryn Trnavsky
- **Downtown Eastside Neighbourhood House;** Tintin Yang
- **UBC Learning Exchange;** Heather Holroyd and Nick Ubels

Public Engagement

Events

During this past year, ORICE hosted Public Engagements events in the form of online webinars, and workshops to bring together students, community partners, academics, and members of the public to engage in dialogue on social and environmental justice. By hosting these events ORICE sought to build awareness, foster learning and create connections through community engagement. 600+ UBC students, staff, and community members have been reached through online webinars and events.

Over this past year our events have involved longstanding international partners and new collaborators, and have covered themes such as gender justice, women's leadership in Africa, Anti-Racism, impacts of COVID-19. ORICE values reciprocity and sustainability in addition to providing rich educational opportunities and to reimagine spaces of learning, we recognize that our partners have much to contribute to our understanding of our work. ORICE also collaborates with other UBC departments/units such as Liu Institute Network for Africa and the UBC Climate Hub.



755 Total
Attendees



30 Community
Partner Guests



13 Faculty
Engaged

Events At a Glance

- [Gender+ and COVID-19: Politics, Policy & Pandemic](#)
- [Gender+ and COVID-19: Data for Justice](#)
- [Principled Engagement with Indigenous Peoples: Workshop with Rain Daniels](#)
- [Whose Health? Exploring Well-being from Diverse Perspectives - IDW 2021 Kickoff Event](#)
- [Global Perspectives on Gender and Environmental Justice](#)
- [Work in Progress: Gender Justice, Community, and COVID](#)
- [African Women's Leadership Series: Women Shifting the Health Landscape in Africa](#)

Featured Events:

Innovation & Hope: Community-Level Responses to COVID-19

May 28, 2020

[This event](#) highlighted how COVID-19 pandemic has undoubtedly created new challenges for community organizations and vulnerable populations all around the world. Through COVID-19, community organizations all around the world have been facing and tackling new challenges. The panelists highlighted their early learnings, innovations and emerging strategies in dealing with the challenges posed by COVID-19.

- **Moderated:** Dr. Harriet Mutonyi (Uganda) and Salim Mohamed (Kenya).
- **Speakers:** Dr. Miya Yunus, The AIDS Support Organisation (TASO) Uganda, Hillary Omala, Carolina for Kibera (CFK), Kenya, Shripathi Hadigal, SELCO Foundation, India. Jenny Konkin, Whole Way House Society Canada.

Examining Anti-Asian Racism + Xenophobia: A Current and Historical Conversation

March 30, 2021

[This event](#) highlighted how the pandemic has (re)exposed the sentiments that live beneath the surface and have existed for a long time, perpetuating systems of oppression and injustice. Project 1907 spoke to their Eliminate Hate initiative, a centralized racism reporting centre that collects data on incidents of racism, hate and violence experienced by the Asian diaspora in Canada. Sliced Mango brought forward their organizing work in response to a city of Vancouver redeveloping plan or rezoning application which will displace Filipino and Chinese businesses, this will result in a loss of cultural food assets, displacement of racialized communities, and gentrification of important community spaces. Butterfly spoke about how Asian and migrant sex workers are discriminated by the government as they are not recognised and treated like all other workers.

- **Moderated:** Dr. Benjamin Cheung (UBC)
 - **Speakers:** Project 1907, Butterfly Collective, Sliced Mango
-

Students' Collaboration

WorkLearn Staff

Integral to the ongoing success of ORICE's programs are our WorkLearn students. Whether they diligently work behind the scenes or actively engage with students and community partners, students are able to shape their experiences at ORICE to develop their own career and life goals, while fulfilling the duties of their role. Reciprocity is a core value for partnerships at ORICE, and it is one that we strive to bring into the professional relationships we develop with student staff.

Just as ORICE is focused on developing and sustaining reciprocal relationships with community partners, **reciprocity is central** to the work within our own office. Students and staff model this value through respectful collaboration. Within each role, ORICE creates the space for WorkLearn students to pursue particular areas of interest, and offers continuous support along the way so that they can achieve both career and personal goals.

In this way, each students' role at ORICE includes a component of **self-direction**, as we support students to produce quality work to the best of their abilities while also shaping their own experiences through their role with ORICE. While each staff member has a particular role and duties to fulfill, team members, including **all student staff are brought into critical strategic discussions and decisions** about the short and long term nature of our work.

We strive to develop a trusting environment that demonstrates decisions are best made through open communication, collaboration and shared ownership. At the core of ORICE's work is self-reflexivity. ORICE encourages students and staff alike to regularly ask three simple questions:

What? So What? Now What?

☞ I derive huge value from my work with the ORICE team - from skills in event organization and management; to project design and implementation; and mentorship and stakeholder engagement.

-Gaylean, Research Assistant

☞ The office is productive because the students are trusted: our contributions are valued, the expectations are high, and we are treated as part of the team.

-Holly, Program Assistant

☞ I witnessed change in myself, and I witnessed how I became part of a change in the students in class as well.

-Vlad, Research Assistant

What? So What? Now What?

Student Reflections

WorkLearn Staff

Previous ORICE WorkLearn students were able to grow from their experience and apply new skills and thought processes learned to their roles after ORICE. At ORICE, WorkLearn students learn to take initiative, develop foundational project management skills, and learn to work collaboratively with other students, faculty members, community partners, and the broader community to make a positive impact.

One of the biggest takeaways WorkLearn students found from ORICE was that the confidence they had gained during their WorkLearn experience went far to assist them in their future career and education.

"While working at ORICE, I built upon a number of my soft and hard skills and gained a good command of some of the new skills as well. At ORICE, I was once again convinced that brave and clear communication and the ability to hear one another in addition to asking challenging questions lead to some of the most innovative initiatives."

-Sheker, WorkLearn Student 2020

"ORICE provided me with the tools necessary to meaningfully build connections."

-Mahtab, WorkLearn Student 2020

"I learned something I'll continue to bring to every workplace and professional opportunity going forward, which is confidence in my ability to lead and deliver on projects. I can attribute my success at my current job to the fact that I was treated and viewed as a valued team-member who would have a lasting impact at ORICE."

-Mahtab, WorkLearn Student 2020

"A big part of my work through my Work Learn position entailed working with individuals from different faculties and different backgrounds..., this completely changed what my day-to-day life looks like as I shifted my academic pursuits. I initially wanted to pursue work in risk management and economics, but now I want to pursue urban planning as a career."

-Raghav, WorkLearn Student 2020

Student Leadership

Volunteer Team

ORICE provides leadership development opportunities to undergraduate students through the organization and facilitation of a Student Leadership Team (SLT). Members of the SLT are given the agency to plan programs and initiatives that promote public awareness of community engagement work currently being done by ORICE within the realms of social justice and human rights. Led by students, for students, the program seeks to promote discourse between university students and community partners through the reciprocal exchange of scholarship and knowledge. The SLT enables this exchange by providing a platform for story-telling and knowledge sharing with a focus on amplifying marginalized voices and validating different ways of knowing.

The SLT program enables UBC students to gain first-hand experience with event planning, communicating with external stakeholders and digital content creation, among other experiences.

The team conceptualized and executed a week-long social media campaign titled **“Work in Progress: Gender Justice, Community, and COVID-19”** to showcase the work of activists and academics working at the intersection of gender justice



and community development. Students concluded the week by planning and facilitating a roundtable discussion event that brought two community partners and over thirty members of the UBC community and general public together.

Reflection surveys administered at the end of the program showed that participants honed their skills in utilizing project management softwares, developed comfort with public speaking, and gained experience with facilitating semi-structured interviews. When asked what they liked most about this program, all students stated the freedom to design an initiative of their choice was a highlight of this experience.



Connect With Us!



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