

UBC ORICE

2023 Annual Report



THE UNIVERSITY OF BRITISH COLUMBIA

Office of Regional & International Community Engagement
Faculty of Arts

REFLECTIONS

2022-2023

We honour and acknowledge that the University of British Columbia is located on the traditional, ancestral, and unceded territory of the h n'q' min' m'speaking Musqueam people.

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About ORICE

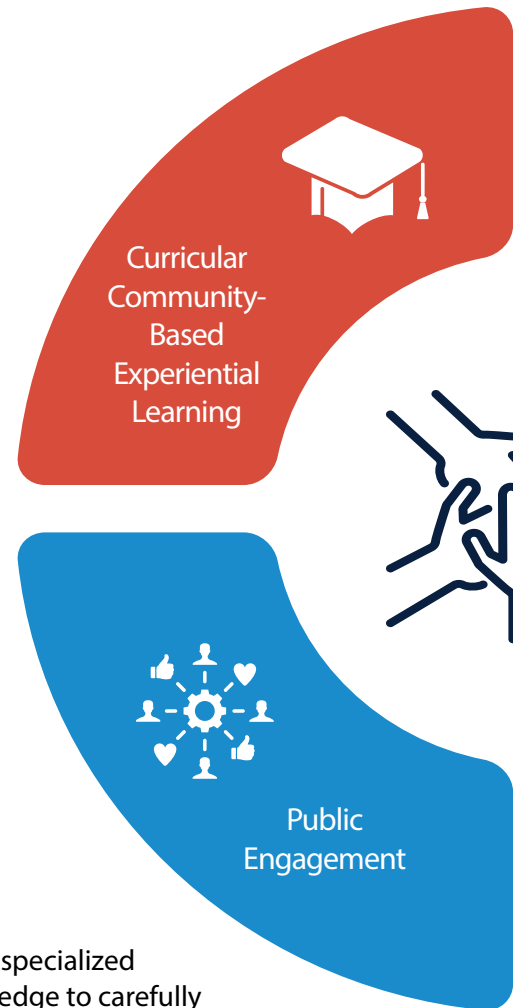


Background:

The Office of Regional and International Community Engagement (ORICE) is made up of a team of students, staff, faculty, and community partners working to form thoughtful connections between academia and civil society, both locally and globally. Through our interdisciplinary, community-based, and experiential approach, we collaborate with faculty to offer a wide range of courses and initiatives that focus on collaborative community engagement and which address complex community challenges. Constantly reflecting on what ethical community engagement means, ORICE aims to broaden traditional conceptions of teaching and learning by:

- Prioritizing process alongside outcome;
- Questioning roles of expertise;
- Valuing reciprocity; and,
- Collaboratively re-imagining 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; we use this knowledge to carefully design cross-disciplinary curricular 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 initiatives such as community-based research collaborations, course-based immersive placement programs abroad, course-based experiential learning assignments, and public engagement initiatives about global topics and processes that bring community partners and their current areas of focus into the classroom and onto campus.



About 2022-2023



Co-Curricular
Community-
Based
Experiential
Learning

The Year As It Was

As we more fully exited the pandemic as a community, this was a year of transition. In the spring of 2022, we were able to send a small group of students to Kenya to take part in a Global Mental Health program through the Social Work department and in collaboration with community partners and a local college in Nairobi. This was our first dip back into our international immersion programs, and provided an opportunity to reinvigorate some of our community partnerships abroad.

Here at home, we continued with our innovative 'engagementship' programs which involved community-based and co-curricular research projects with various community partners and took multiple forms: in-person, online, and hybrid. We found this past year that students were excited to meet in-person, that they were seeking connection with each other and their communities beyond what the online environment can provide. We are looking forward to this next year and to carrying on with many of the projects we have initiated, alongside others which have yet to make themselves known.



Community-Based
Research

Our Commitment to EDI

For ORICE, engaging in equity, diversity, and inclusion (EDI) requires centering the needs of those most affected by intersectional inequities and proactively working towards creating equitable access and engagement. We consider that EDI and anti-racist / anti-oppressive principles and practices require consistent reflection and reconsideration, and we forefront this in our work, programs, recruitment, and hiring practices. ORICE created an Experiential Education Accessibility Award to support the participation of historically, persistently, or systematically marginalized students in our engagementship programs.

Message from the Director



I am pleased to present this year's annual report from the Office of Regional and International Community Engagement (ORICE). Our dedicated team, comprising students, staff, faculty, and community partners, continues to demonstrate a commitment to fostering collaboration on important local and global issues.

In the following pages, we showcase a selection of courses, programs, and events that have brought many individuals together, facilitating learning on topics ranging from global mental health to cultural heritage, to sacrifice zones, and gender-based violence, amongst others. Equally significant to the content, the collective efforts from these individuals and groups have deepened our understanding of systems, inequities, and the intricacies of driving change at macro, mezzo, and micro levels. While the outcomes achieved are noteworthy, it is the collaborative processes among individuals, groups, and entities that consistently underpin the various outputs produced.

I extend my sincere gratitude to all those who have contributed to the initiatives outlined in this report, with a special acknowledgment to the ORICE staff and student staff for your dedication and passion. We trust that you, our readers, will find this annual report both interesting and informative. We invite you to connect with us for additional information or to explore potential collaborations in the future.

Sincerely,

A handwritten signature in black ink that reads "T. Baldwin". The signature is written in a cursive, flowing style.

Tamara Baldwin, Director

ORICE At a Glance

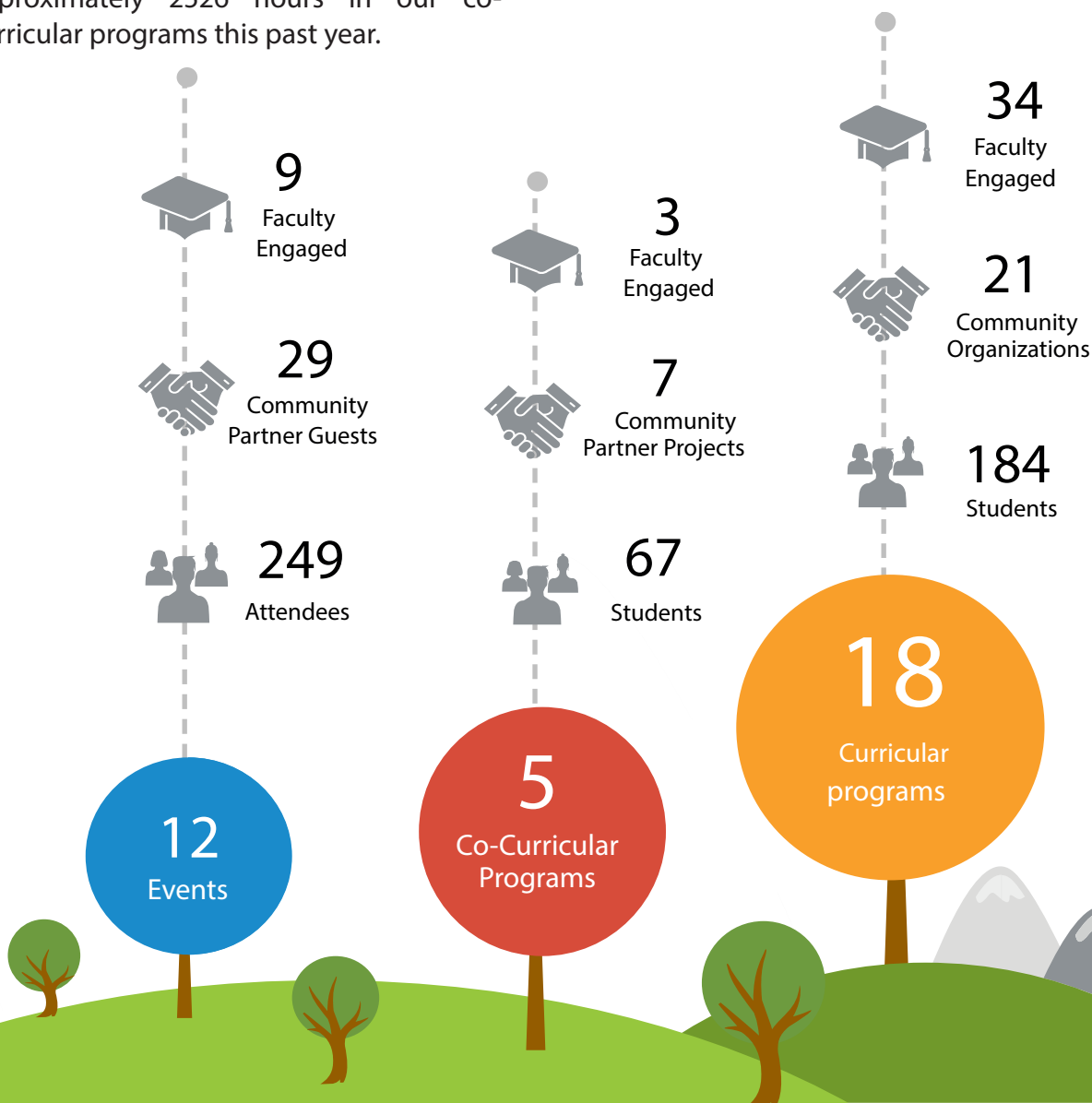
May 2022-April 2023

ORICE supported curricular community-based experiential learning for students in the Faculty of Arts and Applied Sciences. 21 community partners (international and regional) partnered to provide community engaged opportunities to these courses for a total of 2431 hours.

Since May 2022, 67 students have participated in co-curricular community based experiential learning programs (8-12 weeks in duration), representing many faculties and departments. We partnered with 7 community organizations and cumulatively, students dedicated approximately 2526 hours in our co-curricular programs this past year.

ORICE developed captivating and pertinent public engagement events, offering students, staff, and the wider UBC community a space to engage with the world around them. Over 250 UBC students, staff, and community members were reached through online webinars and public engagement events since May 2022.

We collaborated with 31 guest speakers and faculty members to present on topics such as human rights, youth engagement, and gender intersectionality in research.



Curricular Community- Based Experiential Learning

AT A GLANCE

ORICE works with faculty from across UBC, acting as an interdisciplinary hub for collaboration in which innovative and engaging courses and assignments can be co-developed. Initiatives range from full immersion programs to assignments which can be embedded into course syllabi to facilitate community engagement and learning. These courses aim to bridge the gap between students' academic learning and the wider society through experiential learning.

Featured Examples

- SOCI 290: Global Pandemics
- SOWK 440J/571: Global Mental Health
- CHBE 264: Chemical and Biological Engineering Laboratory

These course offerings allowed students to critically engage with disciplinary questions and issues facing society through engagement with community partners.



184 Total
Students



21 Community
Organizations

Featured Course: SOCI 290: Global Pandemics

ORICE collaborated with Prof. Katherine Lyon on her second-year sociology course called "Global Pandemics". The aim of this course was to interrogate the social aspects of historic and ongoing pandemics, epidemics, outbreaks, and other disasters. Using an intersectional lens of disaster studies and social epidemiology, the course focused on the relationship between vulnerability to the impacts of crises and systemic inequality.

Curricular Community-Based
Experiential Learning

ORICE and Prof. Lyon co-designed an experiential learning project, which included exploring the field of disaster studies by researching a specific pandemic, epidemic, outbreak, or natural disaster. Student teams interviewed an individual from an organization that had supported vulnerable communities in responding to and recovering from this event. Students were instructed to create public-facing materials to share the synthesis of their interview and course material to integrate their learning.

Featured examples:

Students interviewed Alvin Li, a Prevention Specialist with **Richmond Addictions Services Society (RASS)**. They learned about the ways in which the pandemic exacerbated the ongoing substance use crisis and how RASS adapted their work to both continue to serve vulnerable groups within a new and more complex environment. The group created an infographic about RASS's work for them to use in their promotional materials.



**Prince George & District
Elizabeth Fry
Housing Society**

Students interviewed Shannon Smith, the Executive Director and Nancy Shorter, the Program Manager of **Prince George & District Elizabeth Fry Society (PG & Fry)**. The interview focused on the ways in which the Covid-19 pandemic exacerbated the ongoing epidemic of violence against women in British Columbia and how the organization pivoted and adapted to address both simultaneously. Students learned that Covid-19 did not impact everyone equally, and that women living through domestic violence were particularly vulnerable. They created a blogpost which will be utilized by PG E Fry in their communications around the ongoing challenges and how Covid-19 complicated their work.

Featured Course: CHBE 264: Chemical + Biological Engineering Laboratory Examining Systems and Patterns of EDI in Technical Projects

In the winter of 2023, ORICE collaborated with Prof. Pranav Chintalapati to develop an assignment and reflection session for a second-year chemical and biological engineering course elucidating not only the typical role chemical engineers play in society – designing and optimizing processes to generate valuable resources for society such as electricity, metals, materials, and others – but also the disproportionate impacts on historically and systemically marginalized communities when process safety, the environment, and public health are neglected in the pursuit of other goals.

Student teams were asked to review Prof. David Boyd's report on "Sacrifice Zones" and to select a case of industrial pollution exposure of interest to them. They researched the case and, using a systems thinking approach, conducted a root cause analysis to determine what occurred, who was affected, and what could have been done to prevent it. Students publicly presented scientific posters focusing not only on the industrial process, but the communities affected.

”

"I think as engineers we tend to overlook the geopolitical and social impacts of our designs, so doing this assignment helped to shine a light on this and researching the consequences really helped to solidify the importance of not only making a good design, but also avoiding negatively impacting other people on the side. It also helped to highlight the interconnections between policies, humanitarian issues, and engineering and how as engineers, we have a duty to ensure that we are engineering for the good of all people, regardless of class, race, socioeconomic

- Second-Year Engineering Student

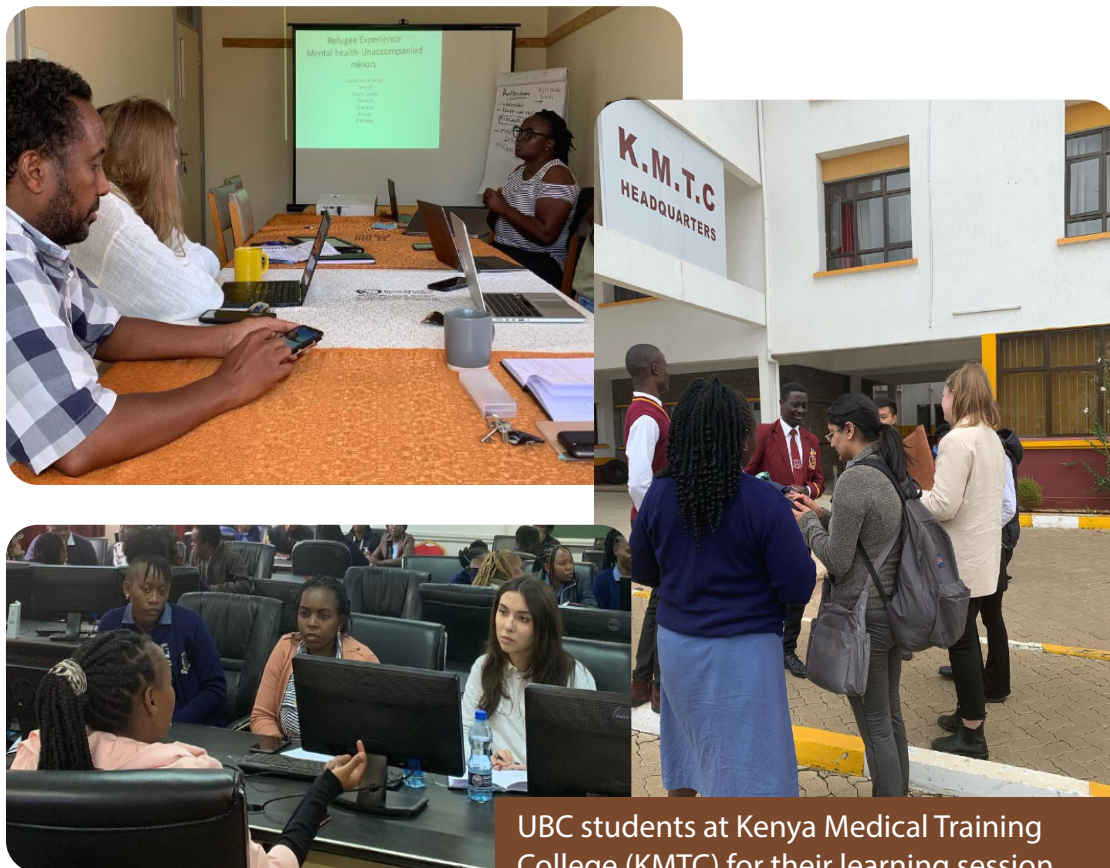


Winning team from the 2023
Poster Presentation for CHBE 264

Featured Course: SOWK 440J/571: Global Mental Health

This global mental health course provided an opportunity for students in undergraduate and graduate Social Work programs to gain the necessary knowledge and skills required to work as a mental health practitioner in a global context. This course was located in Kenya to ground the concepts of global mental health in a specific non-western context. Western knowledge and ways of knowing are often privileged and globalized as compared with the Global South; this is often at the expense of local, culturally appropriate psychosocial and spiritual interventions.

This course was taught by Dr. Mohamed Ibrahim PhD, MSW, RN, an Assistant Professor at UBC's School of Social Work and an internationally trained scholar and clinician. Following the ORICE pre-departure learning sessions, students took the month-long course in May 2022, which involved in-classroom joint lectures with students from the Kenya Medical Training College (KMTCC) and community-based placements with local mental health organizations. Students gained theoretical and practical knowledge, while learning from local experts in-context.



UBC students at Kenya Medical Training College (KMTCC) for their learning session

Co-Curricular Community-Based Experiential Learning

ORICE began piloting what we call 'engagementships' during the summer of 2020 to respond to the realities of Covid-19, while offering students meaningful experiences through which to engage and connect. We have continued this type of programming, which has taken a variety of forms this past year: from our more typical internship-style research engagementships, to a workshop series and conversation space organized through the Gender+ Collective. All of these programs draw upon and reinforce students' academic learning and emphasize interdisciplinary collaboration. This past year, a number of our engagementships were held entirely virtually, some were hybrid, and others entirely in-person, reflecting students' desire to reconnect in different ways with each other on community engaged projects.



'Engagementships'

Engagementships are semester-long programs that offer students the opportunity to engage with a research question or objective, often with a community partner. They are hosted in remote/virtual, hybrid, and in-person spaces, are flexible and often student-led, and facilitated by the ORICE team.



67 Total
Students



5 Total Projects



7 Community
Partners

Featured Co-Curricular Program: HRC and Dallaire Centre of Excellence for Peace and Security

This engagementship project was part of a multi-phase collaboration between the ORICE's Human Rights Collective (HRC ORICE) and the (DCOE-PS). The final goal of the project is to situate the concept of Cultural Property Protection (CPP) within a Canadian context, informed by Canadian obligations as a member of the UN and NATO and as a party to numerous international laws and agreements. Additionally, this collaboration sought to build relationships among students, HRC ORICE staff, and DCOE-PS staff. Students gained insight into government processes, networks, and obtained research experience with potential opportunities for funded cultural heritage site visits. Students were provided with an immersive and interdisciplinary understanding of an issue and a particular stakeholder approach.

Co-Curricular Community-
Based Experiential Learning

Public
Engagement

In this particular engagementship, students conducted research and analysis to advance the understanding of the role of gaming in cultural heritage protection. Students conducted a literature review of educational gaming approaches and key informant interviews, exploring how cultural heritage protection games could be used to inform the Canadian Armed Forces (CAF) and engage youth in peace and security processes. This project met at the intersection of military game development and human rights and how the two intersect with cultural property protection in the domestic sphere.

Cohort

Cultural Heritage Sites

Research Engagementship

Situating Cultural Property Protection in the Canadian Context

Responding to the Climate Crisis

Research Engagementship: Cohort 2

Canadian Cultural Property Protection & Human Security

Exploring Gaming Education in the Military for Cultural Heritage Protection

Research Engagementship

Cohort #3

Research Focus

From May to August 2022, the first group of students explored how various stakeholders conceptualize 'space'/'place' and the relationships of military forces and communities within those spaces.

From September to December 2022 a new group of students explored how climate change affects cultural heritage and why this is relevant to the CAF.

In the final term of this academic year, students conducted research and analysis to advance the understanding of the role

Featured Co-Curricular Program: (De)Mystifying Gender+ in Research: A Workshop Series and Conversation

The Gender+ in Research Collective hosted a once-weekly 7-week program about doing and reflecting on gender+ research. This program was intended to introduce students – both graduate and undergraduate – to the ideas and practices of gender+ research while building community and connection around this topic. This interdisciplinary venture implemented a custom curriculum, which utilized the Collective’s previously produced guides on community-based research and data justice, and doing transformative gender+ research.

Throughout the workshop, student participants grappled with complex concepts around gendered intersectional and power-informed research, including topics of data justice and the politics of invisibility, the locus of power in research, epistemic violence and Indigenous knowledge systems, among others. Practitioner guest speakers also joined the workshop from the Women’s Health Research Institute Beyond the Binary Initiative, and UBC’s Indigenous Research Support Initiative to speak to praxis: the intersection of theory and practice. These speakers brought a critical perspective to bear on their own work and where the shortcomings and the opportunities for gender+ might be found.



“Spaces for these conversations are so rare, especially across disciplines, so I really appreciate the opportunity to participate.”

“I was able to learn in a smaller setting and appreciated being able to have a more personal experience with the course material and the instructors which is not often possible in the classroom unless it’s a very small and specialized class.”

“Varied majors and degrees and experience levels in the same room was refreshing.”



2022-2023 Gender+ in Research Collective at a program meeting

Featured Co-Curricular Program: Livelihoods, Climate Change, and Pastoralist Communities: A Baseline Analysis and Comparative Study Protection

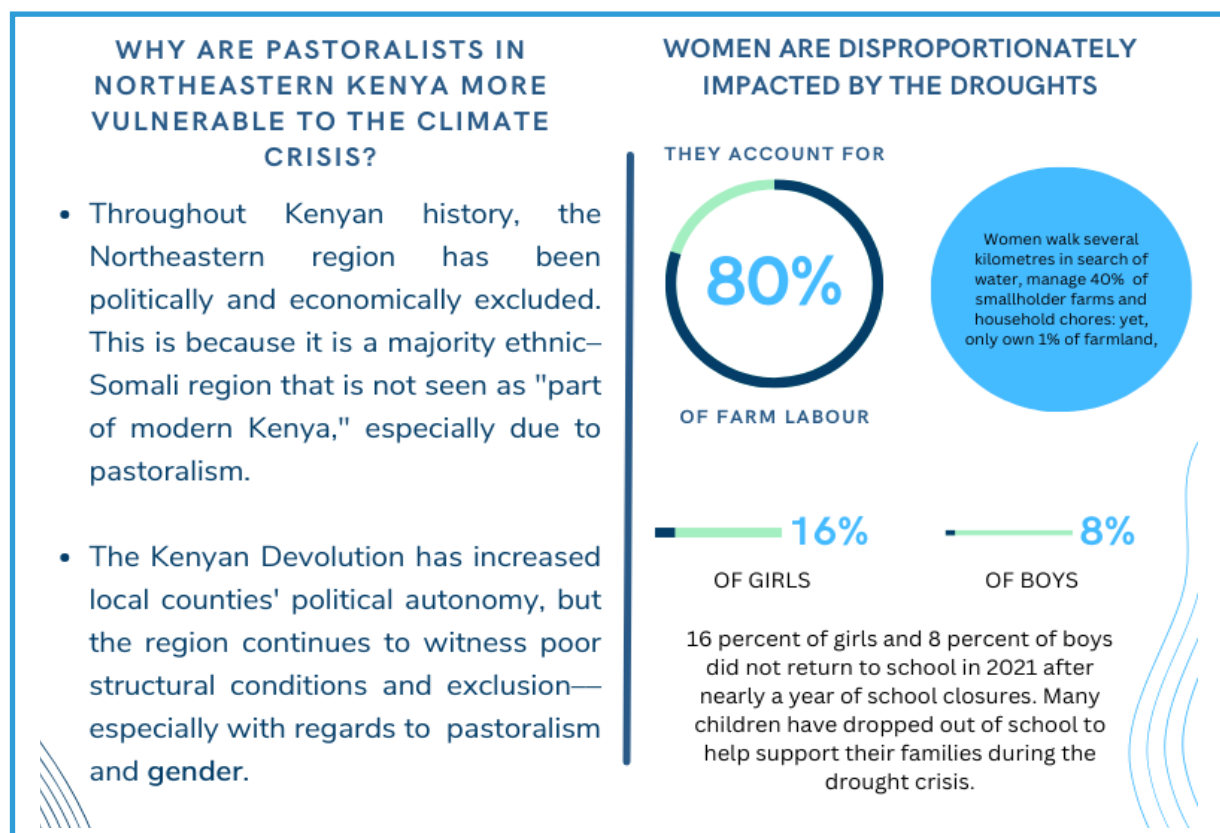
This co-curricular engagement opportunity was a collaboration between ORICE and a community-based organization based in Northern Kenya called Alternative Livelihoods for Pastoralist Communities (ALPC). Students engaged in research and produced a situation analysis and media asset for the organization, which included a sustainable livelihood analysis to document the intersectional impacts of climate change on the livelihoods of pastoralist communities in Wajir, Kenya. This was a multi-phase project in which multiple cohorts built on each other's work over a number of terms.

The students' research was utilized by the organization in funding applications and to advance their work in advocating for services for pastoralist individuals and communities negatively impacted by climate change.

The engagement provided students with the opportunity to engage in complex system analysis, support community-led research, and develop materials that were accessible and useful for the community partner and associated stakeholders. Additionally, the report provided a foundational document for a later ORICE immersive placement program through which students went to Kenya and worked directly with ALPC on a research initiative.

Co-Curricular Community-
Based Experiential Learning

Community-Based
Research



Selected portion of an infographic produced for the organization by the engagement group

Community-Based Research in Action

AT A GLANCE

Community-based research involves collaborating with community organizations on questions and initiatives that are a priority to them. In these cases, we are invited as students, staff and faculty to learn and act alongside our hosts. This type of research can take the form of organizational program assessments, advocacy-based research, and much more. Additionally, ORICE collaborates with faculty members to advance experiential education pedagogical research through various teaching and learning initiatives. In these initiatives, students are hired as research collaborators, providing them with the opportunity to enrich their own educational experience while contributing to institutional praxis.

ORICE Human Rights Collective: Scholars-at-Risk / Scholars-in-Prison Engagementship

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 NETWORK



In the Spring of 2023, students participating in this engagementship attended SAR's "Student Advocacy Days" in Washington, D.C. Students engaged in a full-day workshop, collaborated with other university students working on their scholars' cases, developed advocacy materials, and organized meetings with the offices of members of Congress and the Senate, along with various non-governmental organizations active in advocating for scholars wrongly imprisoned. Students had the opportunity through their meetings to put their learnings about advocacy and human rights into direct action on Capitol Hill.



Photo collection from the SAR's "Student Advocacy Days" in Washington, D.C.

ORICE + Food Stash Foundation: An Analysis of the Rescued Food Market



F O O D
S T A S H
F O U N D A T I O N

In this collaboration between the Food Stash Foundation and ORICE, students engaged in a 12-week research project to better understand the users of Food Stash's rescued food market. This project sat at the intersection between food insecurity, sustainability and climate change, and other social issues facing Food Stash's Rescued Food Market due to gentrification and low visibility of certain groups.



"This engagementship was a unique part of my education as it gave me the opportunity to apply my degree knowledge while working with an interdisciplinary team. Looking back at this experience, I think this has generated a better understanding of the way that my own experiences, skills, and academic background could be integrated with those of my teammates. While working with Food Stash, I found that the organization, its mission, and its team became a part of what connected me and my academic work to the city I call home. It propelled and inspired me to look for ways to continue that work in my community."

Charlotte White, 4th year
undergraduate,
Land and Food Systems

Students built on the work of a previous cohort and conducted research to understand the needs of primary market users and the state of food insecurity in Vancouver. After completing a research plan, analyzing the previously conducted research, and formulating their own primary data collection tools, the team disseminated their survey at the Rescued Food Market. The team analyzed their data and created and presented a report about their findings to Food Stash who sought to use this research to increase accessibility of their market for people in need through the EDI lens and to better understand the organizational systems and processes to facilitate this. This co-curricular program allowed students to conduct community-led research, and prepare useful resources for the community partner to implement in their own work.

Featured Program: First-Year Experiential Education Research Project

The first-year experiential education project is a two-year research project that aims to identify, analyze, and address key facilitators and barriers to engagement and teaching effectiveness in the Faculty of Arts. The project focuses on developing evidence-based approaches to experiential education in large first-year courses, based on the experiences of instructors who are already engaged in experiential education. In identifying and addressing the unique barriers faced at the first year level, this project intends to build the foundations of a scaffolded vision of experiential education, which will incorporate rich existing experiential education capstone courses at UBC.

5 Benefits of First Year Experiential Education

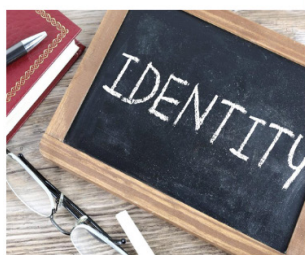
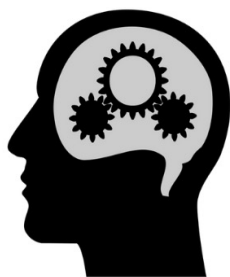
5 Benefits of First Year Experiential Education © 2023 by Naomi Hudson is licensed under CC BY-NC-ND 4.0. Based on FYEE Project: First-Year Experiential Education in Large Classes at UBC Vancouver - Part 2: Preliminary Findings

1
Introducing the discipline
For students right out of high school, first year may be their first introduction to certain disciplines. Experiential education provides an innovative and memorable way to introduce first year students to academic disciplines.



2
Building essential skills
Doing experiential education in first year can help students build the essential critical thinking skills and maturity needed to take on upper-level, more substantive experiential education in later years.

3
Knowledge retention
Students retain information more effectively with experiential education. Using experiential education in first year can help students retain important knowledge that can be beneficial in their future courses.



4
Identity formation
Experiential education can help expose first year students to the possibilities available to them after their degrees, helping them establish their identities as future academics and/or professionals.

5
Community and Security
University can be a scary experience for first year students. Experiential education can help students build a sense of community and introduce them to the resources that they need to feel secure and to thrive in their new environment.



Engaging student curiosity and initiative through experiential education not only meets the vision of Strategy 11: Education Renewal, but also builds on Lee, Barnes, Hamblen, and Wada's 2015-17 UBC Teaching Learning and Education Fund (TLEF) work documenting the relationship between teaching practices and student well-being. The project is led by Dr. Neil Armitage (Sociology), Dr. Katherine Lyon (Sociology), Dr. Siobhan McPhee (Geography) and Tamara Baldwin (ORICE), along with undergraduate research assistants, and is funded by the Educational Renewal Fund, which is awarded by CTLT for programs looking to make significant changes in the curriculum at a departmental or faculty level. This past year, the project wrapped up its data collection and analysis stages, moving towards the publication of its findings. Research conducted in the project is also complemented by a CTLT Spring Institute workshop, introducing a dialogue to faculty members to define the project's future.

Public Engagement

Events

During this past year, ORICE hosted a number of public engagement 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 around a number of important issues. By hosting these events, ORICE seeks to build awareness, foster learning and create connections through community engagement. In the past year, 249 UBC students, staff, and community members have been reached through online webinars and events.

Our events have involved longstanding international partners and new collaborators, and have covered themes such as Black Youth in Policy, Human Rights and the Environment, and Intersectional Research Design. ORICE values reciprocity and sustainability in addition to providing rich educational opportunities and to re-imagine spaces of learning, we recognize that our partners have much to contribute to the understanding of our work. ORICE also collaborates with other UBC departments/units such as the Liu Institute Network for Africa and the UBC Climate Hub.



249 Total
Attendees



29 Community
Partner Guests



9 Faculty
Engaged

Events At a Glance

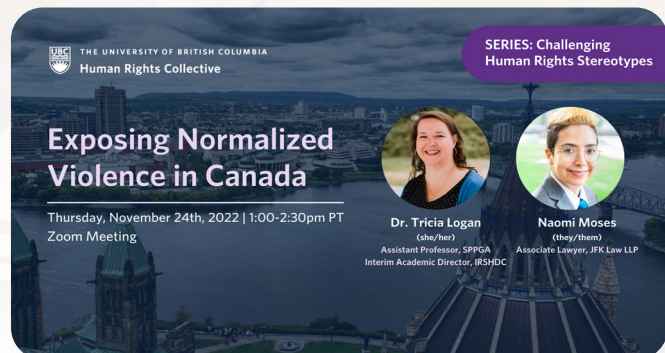
- [A Moment of Collective Reflection on Gender+ \(De\)humanizing? Critiquing Representations of Human Rights in Film](#)
- [What About Gender+? Intersectional Research Design in Practice Workshop](#)
- [Exposing Normalized Violence in Canada](#)
- [Lessons from the Honourable Dr. Ameenah Gurib-Fakim](#)
- [Through the Lens: Image Use and Implications](#)
- [Trauma-Informed Community Care](#)
- [Human Rights and the Environment: Are Human Rights only about Humans?](#)
- [Bridging Communities: Plants for Health and Wellbeing](#)
- [Black Youth in Policy: Opportunities & Barriers](#)
- [Youth and Human Rights: Can young people save the world?](#)

Featured Events:

Exposing Normalized Violence in Canada

November 24, 2022

This workshop session focused on exposing the normalized realities of human rights abuses in Canada, observing how the country is often left out of discussions while defending human rights globally. Panelists included Dr. Tricia Logan (Assistant Professor at SPPGA and the interim Academic Director of the Indian Residential School History and Dialogue Centre at UBC), Naomi Moses (lawyer at JFK Law in Vancouver practicing Aboriginal and Indigenous law), and moderated by Cheyenne Campbell (3rd-year law student at Peter A. Allard School of Law, Dene and member of the Fort Nelson First Nation). Their conversation exposed the realities of human rights abuses that persist beneath Canada's global reputation as a human rights defender.



Black Youth in Policy: Opportunities & Barriers Workshop

March 31, 2023

Black people in Canada remain underrepresented in all areas of the public policy sphere. Black youth in particular can find it difficult to break into the policy space. This online panel event gave Black UBC students the opportunity to hear from Black policy professionals from across Canada about their career journeys and insights into the realities of breaking into and working in the public policy field as a Black professional.

The Panelists included Velma Morgan (educator and the Chair of Operation Black Vote Canada); Dr. Rashid Sumalia (Professor and Canada Research Chair in Interdisciplinary Ocean and Fisheries Economics at UBC's Institute for the Oceans and Fisheries, and SPPGA), and Iyanu Soyeye (Policy Analyst for the Government of Alberta). The panel was moderated by Naomi Hudson, a Research Assistant at ORICE.



Student Collaboration



WorkLearn Staff

Integral to the ongoing success of ORICE's programs are our team of WorkLearn student staff. 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. Here are a few reflections from ORICE's WorkLearn staff team about their experiences and work with us:

"I gained plenty of experience in project and social media management, digital communications, and teamwork. ORICE showed me how welcoming a very fast-paced environment can be with an amazing team. As I'm working in ORICE, I see how education can solve global problems. I'm very grateful for my time spent with UBC ORICE, and I'm excited to see what's more to come with my engagement in the office work!"



Kseniia V.
Worklearn Student 2023

“I joined ORICE as a co-curricular program participant for the UBC Human Rights Collective’s Academic Freedom and Canadian Higher Education Engagementship back in fall of 2021. Almost two years later, I’ve remained a part of ORICE as a WorkLearn student and it has been an invaluable experience ... I gained skills (...) but most importantly, what I take from ORICE is so many personal connections with various past and present staff. ORICE has demonstrated the importance of community care and relationship-building in both its work and the office itself.”



Krystal Go
Worklearn Student 2023

“While the work was exciting because of the many projects and people coming and going in the office, the community built there was certainly the best part... Some of my favorite projects were supporting the (De) Mystifying Gender+ in Research Workshop Series and organizing the Healthy Workplace Initiative Program Project (yay plants!). With what I have learned here, I’ll now always prioritize friendly work environments, spaces for collaboration and deliberation over the processes to take on a project, and the value of contributing to the betterment of a space!”



Kate Theriault
Worklearn Student 2023

ACKNOWLEDGEMENTS

ORICE's work would not be possible without the community, faculty, and staff partners with whom we collaborate. We are grateful for those who give us their time and energy to engage with students and form meaningful connections around complex and important global issues; over the past year, this has included Alternative Livelihoods for Pastoralist Communities (ALPC), Kamili Mental Health Organization, the Kenya Medical Training College (KMTTC) and SHOFCO in Kenya; Food Stash Foundation in Vancouver; the Dallaire Institute / Dallaire Centre of Excellence for Peace and Security in Halifax, Nova Scotia; Prof. Pranav Chintalapati in Engineering; Prof. Katherine Lyon in Sociology; Prof. Mohamed Ibrahim in Social Work; Prof. Jennifer Peterson in Political Science; Prof. Neil Armitage in Sociology; and, of course, our home department in the School of Public Policy and Global Affairs.



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