



ARTS RESEARCH ABROAD (ARA) REQUEST FOR PROPOSALS

The Faculty of Arts invites faculty members to submit a proposal to the Arts Research Abroad (ARA) program.

WHAT IS THE ARA PROGRAM?

The Arts Research Abroad (ARA) program aims to ensure that upper-level international research courses are accessible to academically qualified students, and that scholarly preparation and aspiration rather than financial means are the deciding factors for student participation. Funded by a generous gift from donors, the Faculty of Arts, and Go Global, the ARA program sponsors advanced research-intensive courses involving international travel. Advanced research-intensive courses are defined as courses that enable students to engage with the research positions and research practices of their discipline. Students work collegially with faculty to produce a potential contribution to knowledge in the field. Accordingly, the defining criterion of advanced research-intensive courses is not that students travel abroad and conduct research, but that students' inquiries in the discipline result in new knowledge that could be shared with others in the field. For example, students could present a paper related to their research at a conference. Alternatively, students could participate in material practice or professional immersion, such as fieldwork, a practicum, or a performance project.

What is the difference between a course with a research paper and an advanced research-intensive course? The main product of a research-intensive course is a paper that one could imagine a student presenting at a conference—most impressively, a graduate student conference or a professional conference, but more likely an undergraduate student conference. The paper is not just an exploration of a topic, arguing a point, but an engagement with current research positions and research practices, contributing to the current conversation in the discipline: people would hear it this way at a conference. Accordingly, the course pays particular attention (or more attention than a non-research-intensive course) to the scholarly audience: how an analysis or finding would be read or heard by the discipline.

The ARA program sponsors two types of advanced research-intensive courses:

Option 1: Global Seminars (15-20 students)

Courses are typically taught by faculty onsite, at an international location that is related to the course content. In some cases, a portion of the Global Seminar may be taught on campus prior to or after the in-country component of the course.

Option 2: International Service Learning Courses (15-20 students)

Courses are typically taught on campus, with students traveling to an international location after completion of a portion of the course to participate in a field placement related to the course content. During the field placement, students engage in research related to the course content, as service for a community organization; academic preparation is critical to the research-related service activities that students undertake in the field. In some cases, faculty travel to the international location to participate in a mid-placement workshop with

students. Courses may resume on campus following the field placement to facilitate students' ability to integrate the course content and their field experiences.

WHO TEACHES AN ARA COURSE?

ARA courses are typically taught by one or two faculty members, sometimes in partnership with colleagues from international partner universities and organizations.

WHO DEVELOPS AN ARA PROPOSAL?

ARA proposals are developed collaboratively by faculty members and Go Global staff or International Service Learning staff in the Office of Regional and International Community Engagement (ORICE), in consultation with the Associate Dean and with the endorsement of the faculty members' Department Head.

As faculty begin to conceptualize their course, they should contact Go Global or ORICE staff to discuss and develop their course. As international education professionals, Go Global and ORICE staff:

- provide support with planning and implementation (e.g., integration of best practices in international education, student recruitment and advising, student safety and risk management, emergency response training).
- assist with financial matters (e.g., budget development, collection of student fees, payment of facility deposits, submission of travel claims).
- provide information about and contacts for international partner universities and organizations.

For Global Seminars, a consultation meeting can be booked with Go Global staff member, Charlotte Humphries, or Pavlo Bereas at go.global@ubc.ca. For International Service Learning Courses, a consultation meeting can be booked with ORICE Director, Tamara Baldwin, at ubc.orice@ubc.ca.

WHERE ARE ARA COURSES TAUGHT?

Locations for Global Seminars and International Service Learning Courses should be determined with student safety in mind. UBC authorizes undergraduate students to travel to destinations that the Department of Foreign Affairs and International Trade Canada designate as regions in which Canadians should "exercise normal security precautions" or "exercise a high degree of caution." For more information on UBC's Student Safety Abroad Policy, see www.safetyabroad.ubc.ca.

WHAT DOES THE ARA PROGRAM FUND?

The ARA program offsets the cost to students for participation in an ARA course. Up to 70% of the cost may be offset for academically qualified students; up to 100% of the cost may be offset for academically qualified students who demonstrate financial need (as determined by Enrolment Services). The ARA program does not fund course development costs; faculty salaries; costs related to tuition, textbooks, course materials, visas, and vaccinations; daily meals; or personal expenses incurred by students.

The ARA adjudication committee determines the eligibility criteria for students to receive ARA funding. The eligibility criteria include, but are not limited to: major(s), year of study, campus, a minimum GPA of 70%, and registration in a minimum of 24 credits at the time of assessment. Students who submit an application to participate in an ARA course will be considered automatically for ARA funding. Students who do not meet the eligibility criteria for ARA funding will be encouraged to discuss options with Go Global or ORICE staff.

WHAT ARE THE RESPONSIBILITIES OF FACULTY MEMBERS WHO ARE AWARDED ARA FUNDING?

ARA courses are implemented collaboratively by faculty members and Go Global or ORICE staff. Following notification of a successful ARA proposal, responsibilities of faculty members and staff are discussed and documented in an “Essential Tasks Agreement.” Responsibilities include course planning, student recruitment and advising, student selection, facilitation of pre-departure training and return sessions, student safety and risk management, budget development, and financial management.

HOW ARE FACULTY MEMBERS COMPENSATED?

Faculty members must negotiate with their Department Head the contribution of an ARA course to their annual course load.

WHAT ARE THE CRITERIA FOR A SUCCESSFUL ARA PROPOSAL?

A successful ARA proposal must demonstrate that:

- The course meets the requirements of an advanced research-intensive course (as defined on p. 1).
- International activities are essential to the course’s learning objectives.
- Course assignments are designed to assist students in developing connections between the course content and their international activities.
- The budget for the course is reasonable in relation to its proposed activities, location for travel, duration, and number of credits; the budget does not contain extraneous expenses for students.
- The Department Head supports the proposal and indicates that faculty are available to teach the course as part of their annual course load.
- The course can be filled with students from relevant disciplines.
- Student safety and risk management have been considered.

ARA proposals are reviewed by a multidisciplinary adjudication committee. Each year, the ARA program expects to support six to seven courses.

HOW DO I APPLY FOR ARA FUNDING?

The following documents should be included in an ARA proposal:

- **Application form:** The application form (see p. 5-9) should be attached to the front of the proposal.
- **Nomination letter from Department Head:** The nomination letter should: (a) confirm that the course is an advanced research-intensive course (as defined on p. 1), (b) indicate that the Department Head supports the proposal, and (c) indicate that faculty are available to teach the course as part of their annual course load.
- **Course syllabus:** The course syllabus should thoroughly document readings, research activities, and learning assessments (e.g., assignments).
- **Travel itinerary:** The travel itinerary should indicate field visits, research-related service sites, and other important elements of the travel plan.
- **Budget:** The budget should be developed in consultation with Go Global or ORICE staff. Go Global and ORICE staff employ budget templates; the budget development process differs for Global Seminars and International Service Learning Courses. Please include course budgets for 15, 18 and 20 student participants. If requesting fewer students please adjust the budget accordingly.
- **Course Evaluations:** If you have previously taught the course for which you are submitting this application, please include your most recent course evaluation as part of the application.

Global Seminar proposals should be submitted to the Go Global, via e-mail at go.global@ubc.ca and International Service Learning proposals should be submitted to ORICE, via e-mail at ubc.orice@ubc.ca by the deadline.

WHAT IS THE APPLICATION DEADLINE?

The application deadline for courses and travel scheduled between January, 2022, and December, 2022, is **Wednesday June 30th, 2021**.

WHEN WILL I BE NOTIFIED OF THE STATUS OF MY APPLICATION?

Applicants will be notified of the outcome of the adjudication process in late July.

WHO CAN I CONTACT FOR FURTHER INFORMATION ON THE ARA PROGRAM?

For further information on the ARA program, please contact Marcy Caouette, Dean of Arts Office, at arts.awards@ubc.ca



ARTS RESEARCH ABROAD (ARA) APPLICATION FORM

Course title:	
Course number:	
Number of course credits:	
Course location(s):	
Estimated course and travel dates (may be concurrent or non-concurrent):	
Pre-requisites:	
Number of students expected to participate:	
Major(s) from which students will be drawn:	
Total number of students in major(s) from which students will be drawn:	
Does the course fulfill a graduation requirement? If so, which one?	
Is the course intended to run more than once? If so, how often?	
Applicant(s) (include name(s), academic appointment(s), department(s), e-mail address(es)):	
This application requests funding for a(n) (check appropriate box):	<input type="checkbox"/> Global Seminar <input type="checkbox"/> International Service Learning Course
Total funding requested, a detailed budget should also be included:	

Name of Principal Applicant

Signature of Principal Applicant

Date

Name of Department Head

Signature of Department Head

Date

Name of Director (Go Global or ORICE)

Signature of Director

Date

Course summary (150 words max):

The questions below should be completed by all applicants who are applying for this award, regardless of if they have received ARA funding previously.

- 1. Discuss the learning objectives of the course and how the learning objectives will be met through the international location and activities. Explain how the course fulfills the definition of an advanced research-intensive course (as defined on p. 1). If the course is an International Service Learning Course, describe the type of research-related service activities that students will undertake, the academic preparation that is necessary to undertake this type of service, and how the course will enable students to relate research to service.**

2. What is the length of time that the course will be taught in the international location? What is the rationale for this duration? Will pre-departure training or return sessions occur on campus?

3. Identify any international partner universities or organizations involved in the course. Specify their role in course development and implementation, as well as any activities following return to UBC.

4. What types of activities do you plan for students prior to departure, during orientation onsite at the international location, and when they return to UBC? How will you support students in preparing and presenting their learning outcomes from this course to the UBC community and ARA donors?

5. What is your marketing strategy for the course? How will students be informed of the course and encouraged to learn more about the course? ARA courses should aim for enrolment of 15-20 students. What are the prospects for robust enrolment in the course?

6. (To be completed only by applicants who intend to travel with students and lead the course in the international location.) How does the course build on your previous group leadership and/or international experiences? How does the course fit with your professional interests and goals? Discuss your readiness to undertake the unique nature of a course that involves group study experiences.

7. Discuss potential safety (e.g., health, security) risks associated with the course? What will you do to mitigate these risks and ensure students' safety?