



Request for Applications: Advanced Seminar (ASEM) Pathways to Signature Work Pilot

Overview

Since 2005, the [Advanced Seminar \(ASEM\) program](#) has been a feature of undergraduate education at DU. To help students better understand the demands of contemporary life, instructors teach an advanced seminar based in their area of expertise and passion. The topic is approached from multiple perspectives in a course designed for nonmajors. Studying in this setting, students demonstrate their ability to:

1. Integrate and apply content from multiple perspectives to an appropriate intellectual topic or issue.
2. Write effectively, providing appropriate evidence and reasoning for assertions.

Building on these core learning objectives, we seek proposals for pilot **ASEM Pathways to Signature Work** courses that emphasize **integrative learning** to prepare students for subsequent signature work experiences that address public issues, such as those articulated in the Ideas to Impact and DU Grand Challenges initiatives. This would then be articulated as a third learning outcome: 3. Create a plan, pathway, some deliverable for signature work.

Integrative learning refers to the ability to draw connections among ideas and experiences to synthesize and transfer learning to public problem solving.¹ Integrative learning is central to DU's commitment to holistic student learning and development and the 4D experience

Signature work is a high impact practice through which students:

- Transfer their learning from classes to projects that address complex problems of importance to the student and the public good;
- Have agency and play a key role in defining and carrying out projects in which they immerse themselves;
- Receive individualized mentoring.

Community-engaged signature work emphasizes equitable collaboration with community partners to address public problems.

Ideas to Impact issue areas include health equity, democracy, regenerative futures, affordable housing, and quantum.

DU Grand Challenges issue areas include improving daily living, increasing economic opportunity, and advancing deliberation and action for the public good.

Signature work can transform undergraduate education by building student capacity for integrative learning and academic thriving; and offering pathways to collaboration among students, faculty, staff, and communities for public good impact while preparing students to translate their liberal arts education into careers and lives of purpose. Nationally, universities have struggled to ensure that students recognize signature work as relevant and valuable to them as well as have the knowledge and skills necessary to carry out such work.²

The current pilot seeks to use the ASEM to prepare students for subsequent signature work – that work need not happen in the ASEM; rather, the ASEM should focus on preparing students to transfer learning and have agency in defining and carrying out collaborative =signature work in the future.

Eligibility

We invite proposals from appointed faculty across the University. *All seminars must be taught on-load.*

Faculty Expectations and Compensation

1. **Cohorted Learning.** Participate in a **Community of Practice** with other ASEM faculty in Summer 2024 to explore strategies to support student integrative learning on the pathway to signature work. Receive \$750 for participation in six sessions, including co-facilitating one of those sessions.
2. **New/Revised Syllabus.** Prepare or revise a syllabus that meets the requirements of the ASEM program as well as emphasizes integrative learning to prepare students for subsequent signature work. The syllabus must include steps to developing an action plan for future signature work; a template action plan will be introduced at the Community of Practice that can be adapted. Receive \$500 upon submission and approval of new/revised syllabus.
3. **Teaching and Mentoring.** Teach the new/revised ASEM in AY 24-25; and mentor students as they build their action plans for subsequent signature work experiences.
4. **Assessment.** Contribute to assessment activities for the pilot, including a teaching reflection and administration of pre-/post-student self-report of integrative learning. Receive \$150 for contributing to the program assessment.

Application Process

The deadline for proposals is May 29 at noon. Invitations to participate in the pilot will usually be sent within 2 weeks of the deadline.

Questions about the application process can be addressed to Senior Vice Provost Jennifer Karas (jennifer.karas@du.edu).

Applications must be submitted via this [link](https://udenver.qualtrics.com/jfe/form/SV_1HqjjHrvXplo7Ua) (or copy/paste: https://udenver.qualtrics.com/jfe/form/SV_1HqjjHrvXplo7Ua). We recommend that applicants prepare responses to the questions offline and then copy/paste the final versions into the application form).

- Name
 - Email
 - Department/School/Center
 - Academic Series (Tenure, Teaching, Clinical, Other)
 - Academic Rank (Assistant, Associate, Full)
1. Are you proposing to modify an existing ASEM course or will you propose a new ASEM course?
 - Modifying existing course. If so, which one?
 - Proposing new course. If so, tentative title?
 2. Which Ideas to Impact and/or DU Grand Challenges issue areas are likely to be relevant to the course you will propose or modify? Check as many as apply:
 - Health equity
 - Democracy
 - Regenerative futures
 - Affordable housing
 - Quantum
 - Improving daily living
 - Increasing economic opportunity
 - Advancing deliberation and action for the public good
 3. Describe your approach to promoting undergraduate 1) integrative learning and/or 2) signature work. Include at least one example of success in either mentoring undergraduate signature work or integrative learning. Up to 2200 characters (approximately 300 words).
 4. What do you hope to get out of participating in this pilot, particularly the Community of Practice? Up to 2200 characters (approximately 300 words).