Departmental Action Teams

What is a DAT?

Goals

A DAT is an externally-facilitated working group of 4 to 8 faculty, staff, and/or students that is created by a department to achieve two goals:

1. Create sustainable change around a broad-scale issue related to undergraduate education in the department by shifting departmental structures and culture.

2. Help DAT participants become change agents through developing facilitation and leadership skills.

Composition

- Four to eight faculty, students, and/or staff.
- Two facilitator(s) external to the department.

Departmental Benefits

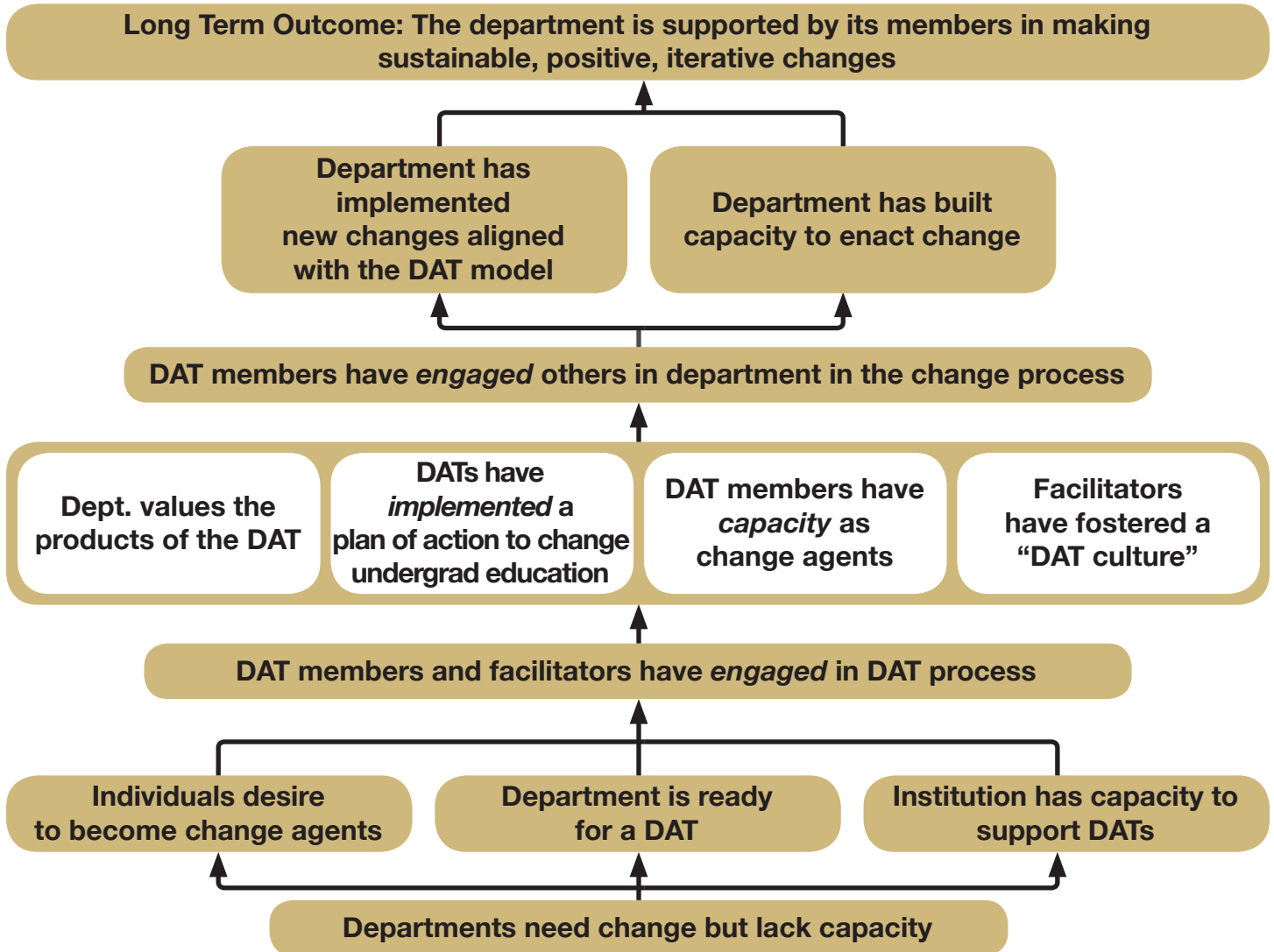|		
Teaching, learning, curriculum and/or undergrad experience	Departmental implementation of ARPAC program recommendation	Participation in cutting edge research in organizational change
Recognition as an active member in reforming undergraduate education within your department	Develop facilitation skills that can be applied outside the DAT	Become a member of the campus-wide DAT community

Personal Benefits

Facilitators guide DATs and use these principles

1. Students are partners.
2. Work focuses on achieving collective positive outcomes.
3. Data collection, analysis, and interpretation inform decision-making.
4. Collaboration between group members is stimulating, productive, and rewarding.
5. Continuous improvement is an upheld practice.
6. Work is guided by attention to diversity and inclusion.

Our Theory of Departmental Change

Part of the DAT project research program includes developing and refining a theory of change. Our theory of change outlines the factors that influence, drive, and sustain departmental change around undergraduate education and the mechanisms by which these changes occur and are sustained. The theory of change guides both our research questions and our facilitation of DATs and can be used by others to promote change in other departments and institutions.

Long Term Outcome: The department is supported by its members in making sustainable, positive, iterative changes

Department has implemented new changes aligned with the DAT model

Department has built capacity to enact change

DAT members have *engaged* others in department in the change process

Dept. values the products of the DAT

DATs have *implemented* a plan of action to change undergrad education

DAT members have *capacity* as change agents

Facilitators have fostered a "DAT culture"

DAT members and facilitators have *engaged* in DAT process

Individuals desire to become change agents

Department is ready for a DAT

Institution has capacity to support DATs

Departments need change but lack capacity

Using the theory of change

Faculty
- Gain an understanding of how departments can experience change
- Use to identify current state of department if undergoing change
- Catalyze departmental conversations around making sustainable changes

Researchers
- Gain an understanding of how departments can experience change
- Generate questions and uncover potential areas of research
- Evaluate effectiveness of DAT facilitation