

Undergraduates can develop some feelings of change agency in positive experiences in Departmental Action Teams.

Developing change agency and valuing participation in Departmental Action Teams



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We interviewed Jamie, the only undergraduate member of the Herbiology department's DAT, and identified moments where they discussed **feelings of change agency** and **opinions about the DAT experience** to investigate the interaction between participation in a DAT and the development of change agency.

Encouraging individuals' growth as **change agents** can lead to more **sustainable change** in higher education^[1-3].

The **Departmental Action Team (DAT) Model** of change aims to help individuals grow as change agents as they work in facilitated teams on change initiatives in their departments^[4-6].

We want to know...

Are DAT members developing feelings of change agency?

Do DAT members have positive associations with change agency and the DAT experience?

Jamie on conducting interviews for their DAT

Jamie: *I got to sit in on interviews and help conduct interviews, and **that was my favorite part because it was really interesting** to be on your side of the table and hear what the students were complaining about, like oh we don't have any coding classes, we don't have any of this, I am not prepared to get a job, blah blah blah. I agreed with it, so **it was so much easier for me to come into the meeting next Monday and say, okay, here's a transcript of the interview, but here's the main points. If you need more opinions, I have an opinion on this.** I know exactly what they're talking about. That was definitely- **I felt really valued in that moment.***

ENJOYING CHANGE WORK

CHANGE AGENCY CAPABILITY AND OPPORTUNITY

FEELING APPRECIATED

Jamie on their unique undergraduate role

Jamie: *None of [the other DAT members] are undergraduates, they don't really know what was going on in the undergrads' heads, so **I was there to give that perspective and I was there to reach out to undergraduates. It was better for me to say, "Hey guys, we're looking for a couple of people to do an interview based on X, Y, and Z. It's for the DAT."** Because I'm their friends, like they know me. So I felt like while the faculty did faculty outreach, **I was there to do undergrad outreach in a way, if that makes sense.***

CHANGE AGENCY CAPABILITY AND OPPORTUNITY

POSITIVE EXPERIENCE

Interviewer: *Definitely. How do you feel about that being the role you wound up with on the DAT?*

Jamie: ***I felt really good about it.***

Findings on Jamie and change agency

FEELINGS OF CAPABILITY AND OPPORTUNITY ARE CONNECTED TO POSITIVE ASSESSMENTS OF DAT EXPERIENCE

FEELINGS OF MOTIVATION ARE CONNECTED TO NON-DAT CONTEXTS

CHANGE AGENCY CAPACITIES ARE DISCUSSED MORE THAN FEELINGS OF CHANGE AGENCY

JAMIE'S UNIQUE UNDERGRADUATE ROLE WAS IMPORTANT

Developing change agency in DATs involves...

Increasing capacity around... (skills, knowledge, resources)

- Collaboration
Working effectively in teams
- The local context
The team's department/institution
- The DAT's focus
The team's change initiative
- Change
Institutional change generally

Developing feelings of... (beliefs, sentiments)

- Capability to create change
Self-assessment of one's skills/knowledge necessary to create change
- Motivation to create change
Desire to create change
- Opportunity to create change
Assessment of one's ability to make change within external constraints (other people, resources, etc.)

[7]

We may need to be more explicit about encouraging feelings of change agency when facilitating DATs.

We should give careful attention to how participating in change work is or is not empowering undergraduates to become change agents.

This work was supported by NSF IUSE award number 1626565.

[1]Battilana et al., 2012. [2]Hartley et al., 1997. [3]Kezar, 2013. [4]Corbo et al., 2016. [5]Quan et al., 2019. [6]Reinholz et al., 2017. [7]Michie et al., 2011.