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

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