

Departmental Action Teams

DAT

A DAT . a f
ab 6, 8 fac , aff,
a d/ de ,
a c -c e e a ed
de ad a ed ca
de a e

The DAT . ed b
e a fac , a e
e :be acce.
c , c , a d
a e fac , a d
d a c ; a a
c e; a d ed ca e ea c .

C e P c e

O ded b
c e , a effec e
de a e a c a e:

1. S de a e a .

2. W f c e
ac e c ec e
e b e .

3.

f STXed ca , e ea c , a bbe e a bee
de ead ad f be e acce . a e a
a a e , d, e a de a de a e a a c e.
a d acce. a a b a abe c a e.

T . Octa e a a ca ac , ef STX
ed ca b f c . t de a e a a c e a d
c e a a e e a ed ca .

Using research-based change strategies

Our approach involves adapting organizational change literature that was primarily developed in business settings to higher education. Additionally, we conduct ongoing research on the DAT model to iteratively design and test its effectiveness. Products from this research can be used to guide educational reform at other institutions.

Imped ~~Adopting~~ Plan ~~ing~~ en-U ~~o~~ gasterately design and

physics, psychology, electrical engineering) to support a range of outcomes:

- Improved climate for women and underrepresented minorities
- Restructured a course sequence to better support majors' transition to upper division
- Provided instructors with dedicated time for cross-course coordination

The DAT cultivates a departmental culture that is open to continuously improving undergraduate education. This benefits

