

Departmental Action Teams

DAT

A DAT is a group of faculty members from a department who meet regularly to discuss and plan departmental activities. They are responsible for the department's academic and administrative programs, and they work together to improve the quality of education and research.

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CEP

Our CEP is designed to be effective in addressing the needs of our students and faculty. It is a comprehensive plan that outlines the department's goals and objectives, and it provides a framework for implementing these goals and objectives.

1. Set departmental goals and objectives.
2. Work with faculty to develop a comprehensive plan that outlines the department's goals and objectives.
3. Develop a curriculum that is relevant and challenging for our students.
4. Collaborate with other departments to provide a well-rounded education for our students.
5. Conduct regular assessments to evaluate the effectiveness of our programs and make improvements as needed.
6. Work with the university to secure the resources needed to support our department's goals and objectives.

Faculty and Staff

Typical dissemination of educational reforms

Faculty and Staff

While there exists a breadth of knowledge about best practices for STEM education, research shows that there has not been widespread adoption of these practices. For these innovations to take hold, one must attend to the departmental structures and practices that support (or inhibit) sustainable change.

This project takes a holistic approach to reforming STEM education by focusing on shifting departmental structures and culture to sustain improvements to education.

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.

Impacts of the DAT model

We have implemented DATs across several disciplines (e.g., 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

