

Welcome to the Webinar!

Department Action Teams (DAT) @ MIT

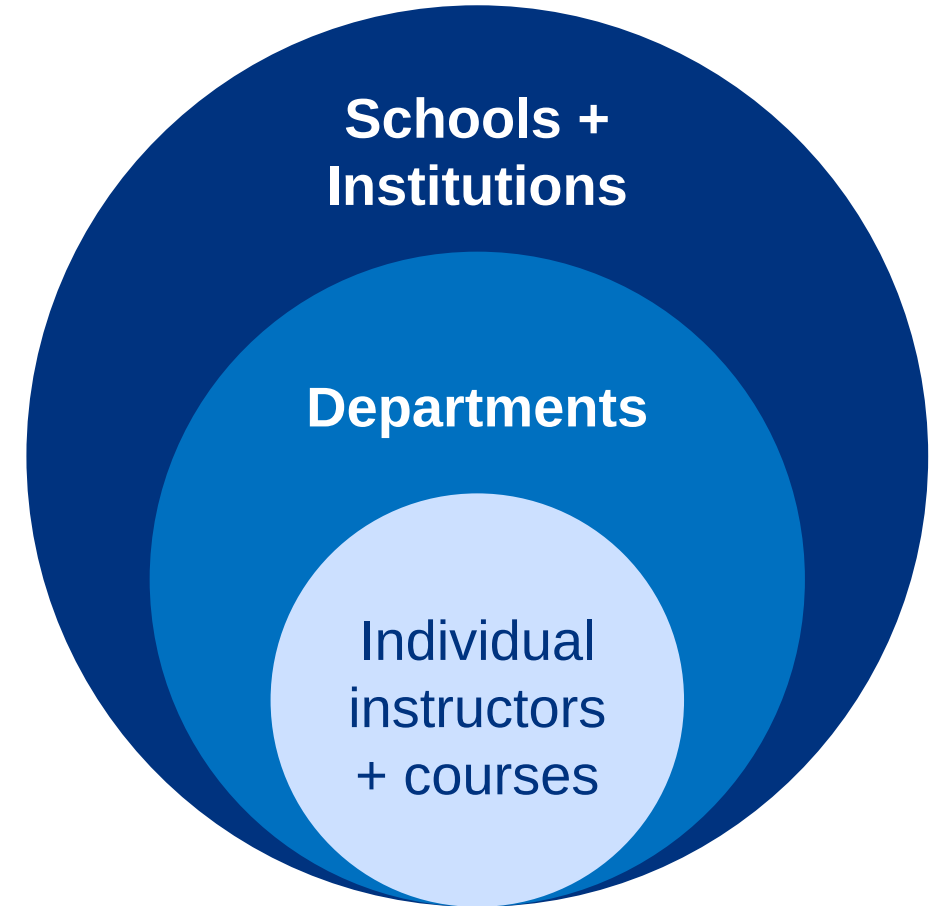
As you arrive, think about:

What is a question you have about Department Action Teams (DATs)? Is there something about DATs you are eager to learn more about?

Add to the chat

Why the **Department Action Team (DAT)** model?

- **Departments** as key units of change
- Considers perspectives from people in diverse roles
- Creates **sustainable change** on a critical issue in undergrad ed



Why the **Department Action Team (DAT)** model?

- Continuous dialogue explores challenges, opportunities, constraints
- Iterative, adaptive process → sustainable, enduring change
- TLL staff provide project-specific support

Agenda

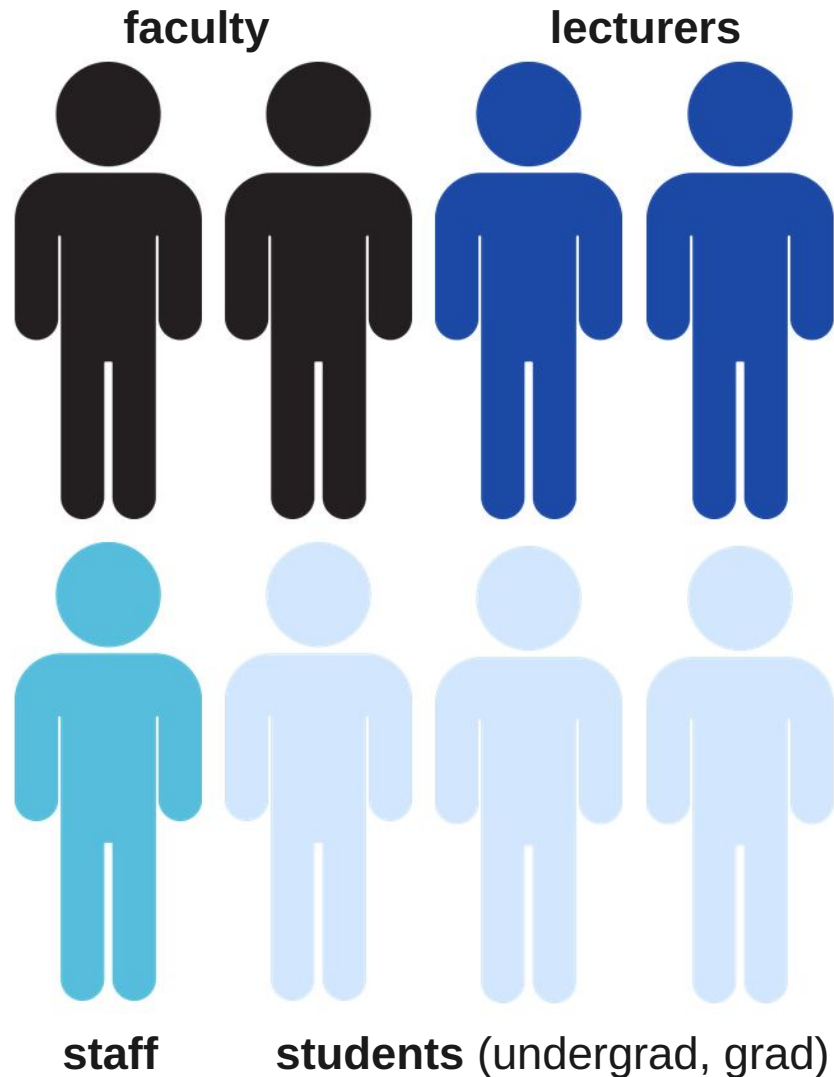
- 1 **DAT structure**
- 2 **Developing the focal issue**
- 3 **Life Cycle: The work of the DAT**
- 4 **Example DAT: Generative AI**
- 5 **Q + A (20 - 30 min)**

Ideal structure of the Department Action Team



- **6 to 10** members representing various departmental roles*
- + **TLL partners for support**
(+ others, as relevant)

Ideal structure of the Department Action Team



- 6 to 10 members representing **various departmental roles***
- + TLL partners for support
(+ others, as relevant)

DAT develops the focal issue *together*



Create a *shared vision*

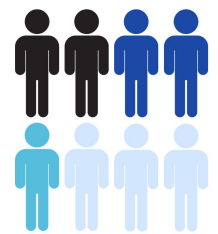
Visioning: *What should undergraduate education look like in the department?*

Brainstorming activities → consensus building **supported by TLL**

Identify goals / outcomes

DAT Life Cycle

Year 1



Assemble DAT

Identify goals



Plan activities and
assessments

Year 2

Implement planned
changes

- curriculum
- pedagogy



Initial
assessment

Year 3



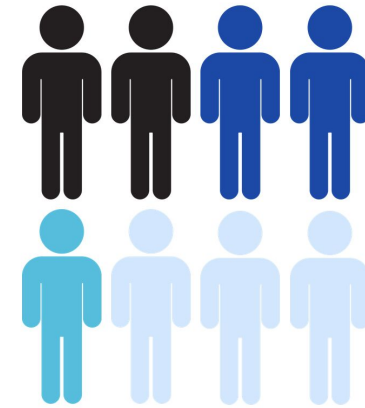
Iterate on changes

Develop plans for
sustainability

Phase 1. Year 1

Identify Goals

Consider use of generative AI in student work and in the discipline



Form DAT

Shared Vision



Goals / Outcomes

Year 1

Year 2

Year 3

Phase 2. Year 1

Plan activities + assessments: Example

- Identify examples of AI-aware assignments in department
- Collect acceptable AI-use policies in department
- Gather student perspectives on generative AI
- **Develop departmental guidelines and/or policies on use of generative AI**

Year 1**Year 2****Year 3**

Phase 2. Year 2

Implement planned changes: Example

- Create searchable database of AI-aware assignments + AI-use policies
- Design + distribute survey (Fall term) and conduct focus groups with students (Spring term)
- Analyze collected data and report to group
- Draft guidelines / recommended policy; solicit feedback

Year 1**Year 2****Year 3**

Phase 4. Year 3

Iterate + Chart the Future

Iterate: Adapt changes + collect additional data, as needed

Chart the future: Develop a plan for sustaining changes

- Plan DAT check-ins each semester; update database
- Hold yearly faculty discussions + student focus groups

Year 1

Year 2

Year 3

What are we looking for in **Stage I** proposals?

1. Describe **one (or more) educational issue(s)** of broad importance
 - *Why is this issue of interest?*
 - *Why are you (and others in the department) motivated to address the issue(s)?*
2. Discuss the **value of the DAT model** for the department
3. Explain **previous efforts** that focused on undergraduate education in the department (and how they inform your proposal)

Timeline for proposals (2025 - 2026)

January 30	<i>mid-February</i>	March 20	<i>mid-April</i>
Stage 1. Preliminary proposals due	Stage 2. Invitations to develop final proposals	Stage 3. Final proposals due	Funding decisions made

Note on eligibility: Proposals must include an MIT faculty member as a (co-)PI

FAQ on TLL website



What are some concrete examples of DATs?



What does the work of a DAT look like?



What is the time commitment for DAT members?



How does the Departmental Action Team develop the focus of its work?



What is the role of the Teaching + Learning Lab in the DAT?



What is the value in using the DAT model?



What does a Stage I project proposal look like?



tll.mit.edu/departmental-action-teams/

Thank you!

What questions do you have?

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