

Welcome to the Webinar!

Department Action Teams (DAT) @ MIT

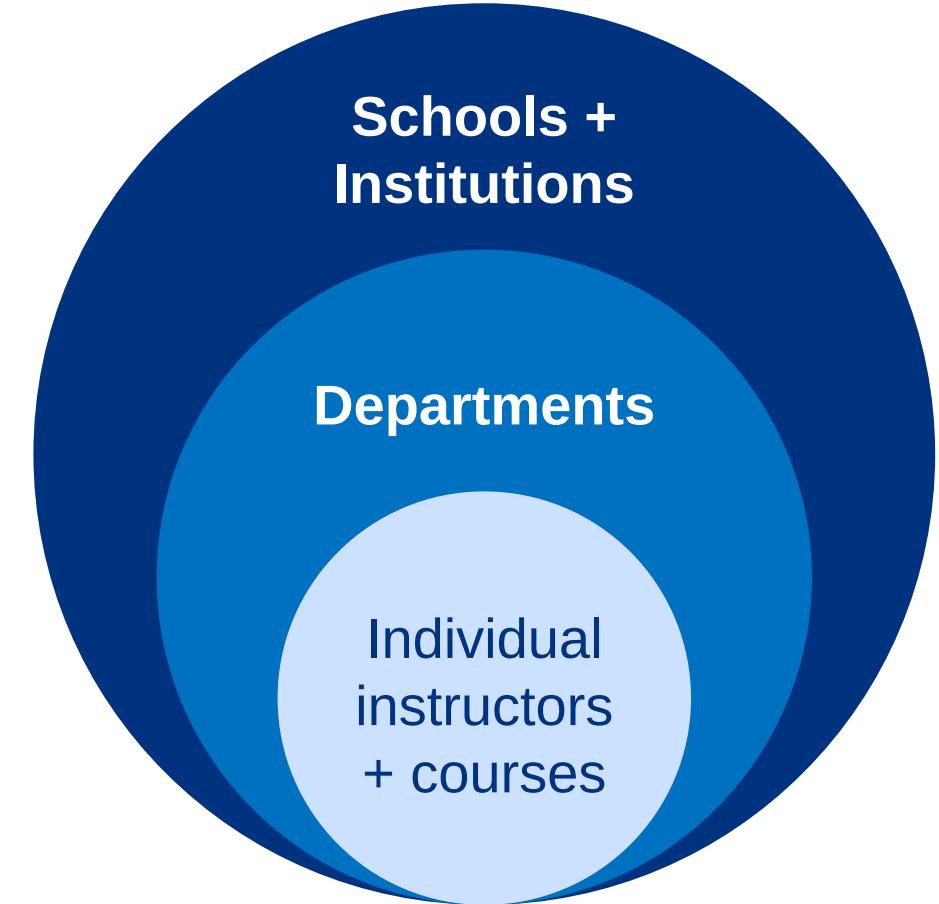
As you arrive, think about:

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

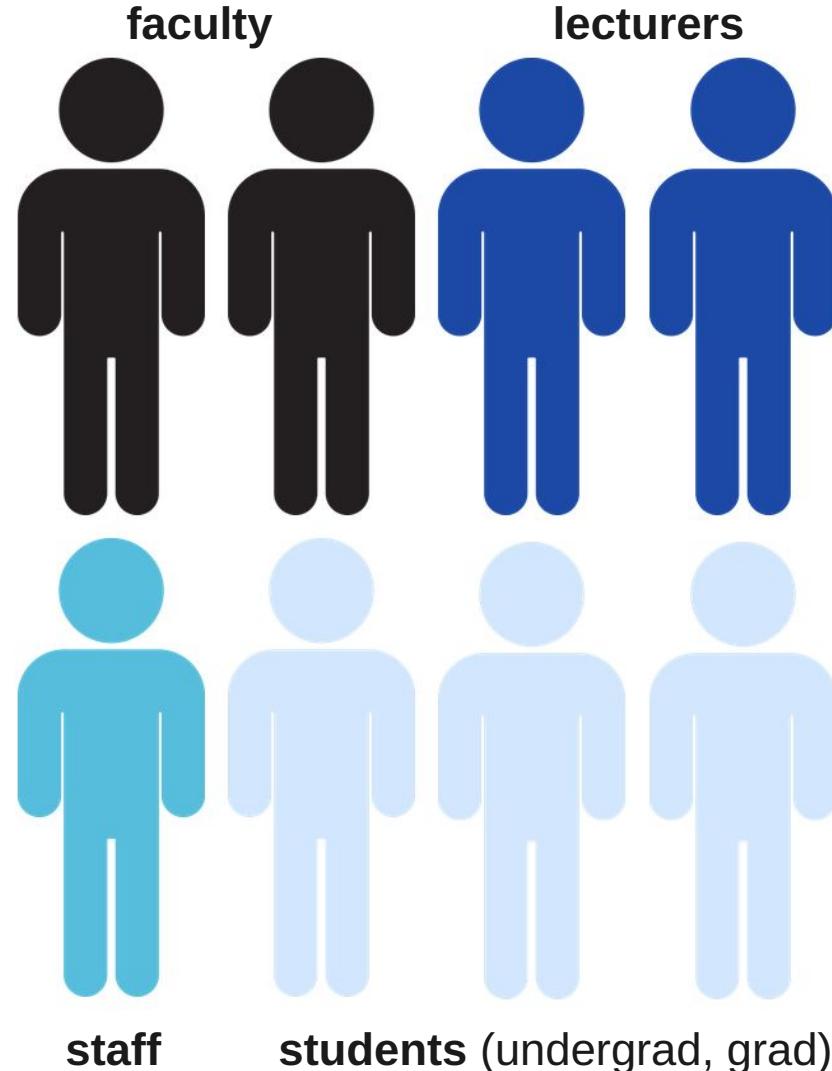
- 1 DAT structure**
- 2 Developing the focal issue**
- 3 Life Cycle: The work of the DAT**
- 4 Example DAT: Generative AI**
- 5 Q + A (20 - 30 min)**

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***
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DAT develops the focal issue *together*



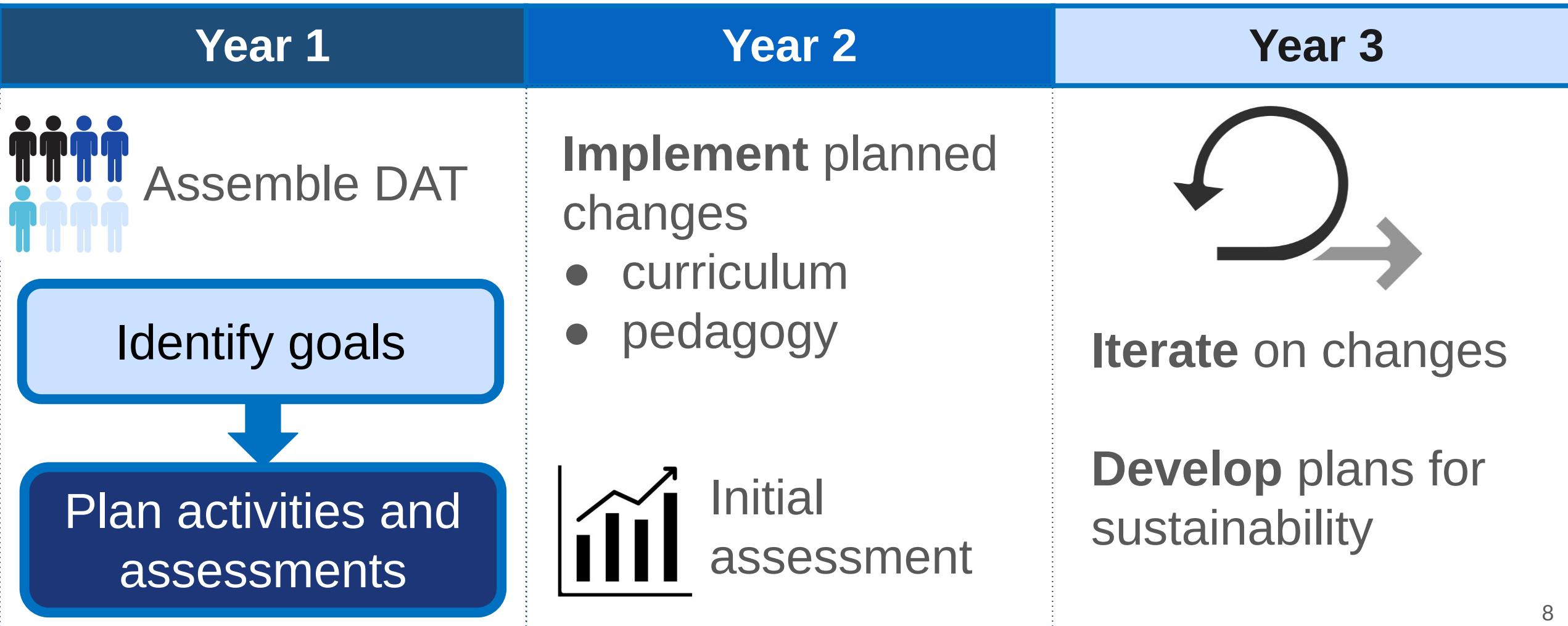
Create a *shared vision*

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

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

Identify goals / outcomes

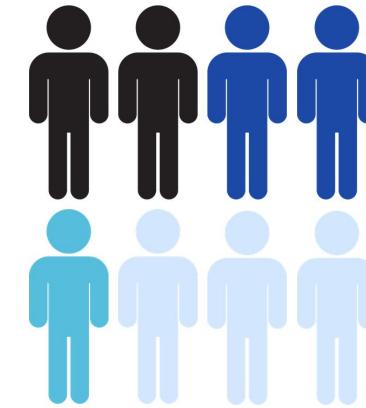
DAT Life Cycle



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

Stage 1.
Preliminary
proposals due

mid-February

Stage 2.
Invitations to
develop final
proposals

March 20

Stage 3.
Final
proposals due

mid-April

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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