

# Using Innovation Configuration Maps

Last Updated: 11/2020

## Table of Contents

<b>Using Innovation Configuration Maps .....</b>	<b>2</b>
Feature of the Model .....	2
<b>Innovation Configuration Maps .....</b>	<b>3</b>
DAT Core Principles .....	3
Structural Characteristics of a DAT .....	5
DAT Facilitator Behaviors .....	6
DAT Member Participation .....	8
DAT Project Work .....	11
Relationship Between the DAT and the Department .....	11
<b>Bibliography .....</b>	<b>13</b>



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>

# Using Innovation Configuration Maps

Innovation configurations are one of three aspects of the Concerns Based Adoption Model (Hall & Hord, 2015; Hord et al., 2006) and are intended to describe the constellation of defining features of an innovation -- in this case, Departmental Action Teams. IC Maps serve three primary functions: (a) describing variations in components of an innovation, (b) diagnosing whether innovation components are being implemented with fidelity, and (c) designing appropriately targeted support. Typically, an IC Map is constructed with criteria and variations with the information displayed in a rubric format. The six DAT IC Maps were constructed to align with the DAT Theory of Change, and are informed by facilitator experiences.

Each IC Map describes a major feature of the DAT Model. For example, the IC Map for DAT member participation describes variations in how individuals on the DAT interact. Rows in an IC Map describe subfeatures of the model, and characteristics of those subfeatures. Graphically, descriptions to the left of the solid bold vertical line in an IC Map are variations that have fidelity with the DAT model. Those to the right of the solid bold line are considered to be out of alignment with the DAT model. The dashed vertical line separates ideal variations from the acceptable variations, with ideal variations at the far left of each row.

## FEATURE OF THE MODEL

### Subfeature of the Model

Characteristics of ideal implementation	Characteristics of an acceptable variation	Variation #1 that does not fit the model	Variation #2 that does not fit the model	Variation #3 that does not fit the model
---	--	--	--	--

**Table 1.** The structure of DAT Model IC Maps.

IC Maps can be used as a DAT develops, so members understand the DAT components, fidelity to the model, and variations within a component. Later, the facilitator (and DAT members) can use the IC Maps to assess group function. The IC Maps could also be used as part of a new facilitator's training, and can be used to collect assessment data to gauge a DAT's progress.



# Innovation Configuration Maps

## DAT CORE PRINCIPLES

### Students are partners in the educational process.

The DAT has student members. Student members participate meaningfully and see themselves as partners.	The DAT has student members that contribute to decision-making to an extent and see themselves as partners in the DAT some of the time.	The DAT seeks input from students to inform its work, but does not have student members.	The DAT has student members, but they do not see themselves as partners in the DAT.	The DAT does not have student members, and the DAT does not seek input from students to inform its work.
---	---	--	---	--

### Work focuses on achieving collective positive outcomes.

The DAT engages in consensus-based decision-making in DAT meetings. Input from all department stakeholders informs DAT decisions.	The DAT engages in consensus-based decision-making in DAT meetings and provides opportunities for some departmental stakeholders to provide input.	The DAT engages in consensus-based decision-making in DAT meetings, but does not provide opportunities for departmental input.	The DAT arrives at consensus for decisions, but the process is strongly driven by one or a few individuals.	The DAT work is not consensus-based. It represents the interests and ideas of only one or a few individuals.
---	--	--	---	--

The DAT is on track to make positive change for all undergraduates in the department.	The DAT is on track to make positive change for a subset of undergraduates.	The DAT is on track to make positive change for the department, but it does not significantly impact undergraduates.	DAT work has no meaningful positive outcome for any department stakeholders.	DAT work negatively impacts undergraduates.
---	---	--	--	---

### Data collection, analysis, and interpretation inform decision-making.

The DAT frequently looks at diverse sources of data, seeks to collect more data when necessary, and has processes to uncover and guard against biases in decision-making.	The DAT looks at diverse sources of data to make decisions, but does not try to collect additional data, review data periodically, and/or examine possible bias in their interpretation.	The DAT looks at one source of data, but does not try to collect additional data, review data periodically, and/or examine possible bias in their interpretation.	The DAT primarily relies on anecdotal data to make decisions.	The DAT makes decisions without considering data or other forms of evidence.
---	--	---	---	--



**Collaboration among group members is enjoyable, productive, and rewarding.**

DAT members make attendance a priority, show appreciation for each other's contributions, work to maintain a positive atmosphere, and accomplish their goals.	DAT members enjoy attending meetings and maintain a positive atmosphere, they but have difficulty accomplishing their goals.	DAT members have variable attendance and/or some members routinely engage in negative behaviors.	There is a hostile atmosphere in DAT meetings, and DAT members are very unsatisfied with their experience.
---	--	--	--

**Continuous improvement is an upheld practice.**

DAT members expect that their plans will change over time. They develop assessments to guide that change and plan for sustainability.	DAT members expect that their plans will change over time and develop assessments to guide the change, but they do not plan for sustainability.	DAT members expect changes to their plans over time, but they do not assess their work or plan for sustainability.	DAT members design projects with the intent to "fix" a problem with a single effort, but they also plan to continue working together.	DAT members intend to fix one problem and then stop working together.
---	---	--	---	---

**Work is grounded in a commitment to equity, inclusion, and social justice.**

The DAT has a diverse membership along a number of demographic categories.		The DAT lacks a diverse membership.	
The DAT seeks out and includes unique perspectives, and an expressed commitment to equity is foundational to the DAT's work.	The DAT routinely considers equity in its work but does not seek out diverse perspectives outside the group.	The DAT considers how its work impacts diverse populations only when prompted.	Diversity, equity, and inclusion are not factors in the DAT's work.



## STRUCTURAL CHARACTERISTICS OF A DAT

### The group has a diverse membership across roles in department.

Faculty, staff, undergraduates, and/or graduate students are members of the DAT, as relevant to the focal issue. Members are recruited through an inclusive process.	The DAT members do not represent all relevant roles within a department, but information from relevant department roles informs work on a regular basis. Members are recruited through both inclusive and word-of-mouth processes.	The DAT members do not represent all relevant roles within a department and do not collect information from other relevant roles. Members are only recruited through word of mouth.	The DAT members represent only one role within a department and may or may not collect information from other roles. Members are only recruited through word of mouth.
--	--	---	--

### The group has external facilitation.

The group has two external facilitators, and group members recognize them as facilitators.	The group has one external facilitator, and group members recognize them as a facilitator.	The group has no external facilitation. Instead, one or more group members serve as facilitators.	The group has no external facilitation. Instead, the group self-facilitates as a whole.	The group has no external or internal facilitation.
--	--	---	---	---

### The group meets regularly on an ongoing basis.

The group meets at least every two weeks for at least one hour per meeting.	The group meets monthly for at least 1.5 hours per meeting.	The group meets monthly for less than 1.5 hours per meeting.	The group meets regularly, but less frequently than every month.	The group does not have a regular meeting schedule.
---	---	--	--	---



**The group's membership is consistent.**

It is clear who is a member of the DAT, and membership is stable on the timescale of a semester. All DAT members make strong efforts to attend every meeting.	It is clear who is a member of the DAT, and membership is stable on the timescale of a semester. A core group of members make strong efforts to attend every meeting. Those who can't attend consistently follow the meeting minutes and contribute to action items.	Some DAT members make no or weak efforts to attend every meeting. They do not follow the meeting minutes or contribute to action items when they miss meetings.	There are some individuals for whom it is not clear whether they are members of the DAT.	The membership of the DAT changes significantly on timescales shorter than a semester.
---	--	---	--	--



## DAT FACILITATOR BEHAVIORS

### Facilitators help manage the DAT's logistics.

Facilitators ensure that there are mechanisms for DAT members to communicate, keep information organized, meet regularly, and bring supplies. They continually reflect on and maintain these mechanisms.	Facilitators ensure there are mechanisms for DAT members to communicate, keep information organized, meet regularly, and bring supplies. They don't regularly maintain them or reflect on them.	One or more logistical functions is not working well.	Facilitators do not handle logistical functions with clear, concise, inclusive and professional communication.	Facilitators do not handle logistical functions in a timely fashion.
--	---	---	--	--

### Facilitators focus on developing a high functioning team.

Facilitators reflect on all areas of team functioning. They apply appropriate techniques to establish and continually improve (1) community standards and a positive culture, (2) equitable leadership, (3) equitable participation, (4) effective conflict management, and (5) the development of change agency in individuals.	Facilitators reflect on most areas of team functioning. They apply appropriate techniques to establish and continually improve functioning in 3 of the 5 areas.	Facilitators apply techniques without having invested enough time in reflecting on the needs of the DAT, resulting in few improvements to group function.	Facilitators apply techniques, but not frequently or appropriately enough to influence team or individual behavior.	Facilitators do something to worsen team dynamics.
--	---	---	---	--

**Facilitators provide support that is customized to the DAT's goals and needs.**

Facilitators regularly reflect on team progress and needs. They provide resources (information, relationships, data, and guidance), assemble agendas, and lead activities that are highly customized to support the DAT in moving from vision to sustainable structural and cultural change, in ways that are specific to the DAT's needs.	Facilitators lead useful activities and provide resources that are partially customized to support the DAT's progress.	Facilitators lead activities and provide resources, but they are not sufficiently customized to effectively meet the DAT's goals and needs.	Facilitators lead activities, but do not offer resources.	Facilitators do not offer resources or lead activities, or they lead activities that are misaligned with the DAT's goals.
--	--	---	---	---

**Facilitators cultivate an environment external to the DAT that is conducive to the DAT's success.**

Facilitators continuously reflect on opportunities for and barriers to change.	Facilitators sometime reflect on opportunities for and barriers to change.	Facilitators do not engage in reflective practice around opportunities for and barriers to change.
--	--	--

**Facilitators provide support that is customized to the DAT's goals and needs.**

Facilitators help the DAT communicate with all relevant stakeholders. They spread awareness of the DAT's work so that it is received positively within and outside of the department.	Facilitators help the DAT communicate with some stakeholders. They are not as proactive as they could be in spreading awareness of the DAT's work.	Facilitators do not provide guidance to support DAT members in communicating with relevant stakeholders.	Facilitators share negative impressions of the DAT's work with relevant stakeholders.
---	--	--	---





## DAT MEMBER PARTICIPATION

**DAT members feel that facilitation supports the DAT in accomplishing its goals.**

DAT members view most or all facilitation strategies as aiding them in accomplishing their goals.	DAT members view a handful of facilitation strategies as aiding them in accomplishing their goals.	DAT members do not view facilitators as aiding them in accomplishing their goals.
---	--	---

**DAT members engage in process skills.**

DAT members take responsibility for practicing process skills during meetings (e.g., one group member keeps track of process skills used during the meeting).	DAT members actively learn about and use specific process skills with the goal of integrating them into the DAT work.	DAT members express interest in learning about and using process skills, but there is no follow through.	DAT members dismiss the value of learning about or using process skills.
---	---	--	--

**DAT members engage in learning about models of change.**

DAT members have a fluent understanding of change models and know how to relate them to their work.	DAT members are well-versed in various change models and can sometimes relate them to their work.	DAT members have some familiarity with change models, but they can't relate them to their work.	DAT members are interested in knowing more about change models, but they don't make time to do so.	DAT members feel they don't need to learn about change models.
---	---	---	--	--

**DAT members engage in activities led by facilitators.**

DAT members welcome facilitator-led activities and eagerly engage in them.	DAT members engage in facilitator-led activities.	DAT members engage in facilitator-led activities with pushback or difficulty and often need prompting or direction.	DAT members express, either verbally or nonverbally, that facilitator-led activities are a misuse of time. DAT members don't value or understand the purpose of facilitator led activities.
--	---	---	---



**DAT members are inclusive.**

All DAT members are recognized as having unique expertise, contribute fully to decision-making, meaningfully share power with other DAT members, and see themselves as legitimate partners in the DAT.	All DAT members see themselves as partners in the DAT, but some are not consistently treated as if they have relevant expertise, are only sometimes given opportunities to share power, or only sometimes contribute to decision-making.	Students or staff are not included in the DAT. However, the DAT seeks input from students or staff as relevant, to inform its work (e.g., via surveys or focus groups).	Some DAT members (e.g., students) are not seen as having expertise, do not share in decision-making, and do not see themselves as true partners in the DAT.	DAT members do not include and do not seek input from all relevant groups in the department.
--	--	---	---	--

**The DAT engages in community building rituals.**

The group engages in community building rituals on a regular basis without prompting from facilitator (e.g., interacts through icebreakers, celebrates progress, and has snacks).	The group engages in community building rituals only when prompted by the facilitators.	The DAT goes through the motions of community building rituals without truly engaging in them. The group does not initiate any rituals.	The DAT does not allow community building rituals.
---	---	---	--



## DAT PROJECT WORK

### The DAT develops a shared vision for undergraduate education

The DAT visioning work has four features: group consensus, clear articulation of the vision, goals tied to the vision, and alignment with departmental needs.	One or more of these features is missing from the DAT visioning work (circle which ones): <ul style="list-style-type: none"> <li>■ Group consensus</li> <li>■ Clear articulation</li> <li>■ Goals</li> <li>■ Alignment with department</li> </ul>	The DAT visioning work does not produce anything.	The DAT does not engage in visioning work.
---	---	---	--

### The DAT implements projects that positively impact undergraduates in their department, are aligned with their goals, and include appropriate assessments

The DAT clearly articulates a project plan before implementation.	The DAT implements a project without articulating a project plan.	The DAT does not implement a coherent project.
---	---	--

The DAT implements a project that is grounded in best practices in undergraduate education.	The DAT implements a project that recognizes best practices in undergraduate education, but does not implement them properly.	The DAT implements a project while ignoring or contradicting best practices in undergraduate education.	The DAT does not implement a coherent project.
---	---	---	--

The DAT implements a project that is aligned with its goals.	The DAT implements a project that is aligned with its goals, but which also includes elements not directly related to its goals.	The DAT implements a project that is not aligned with any of its goals.	The DAT does not implement a coherent project.
--	--	---	--

The DAT implements a project that includes a detailed and actionable assessment plan.	The DAT implements a project that has an assessment plan with minor flaws. These flaws don't hinder reasonable assessment.	The DAT implements a project that has an assessment plan with major flaws that make reasonable assessment impossible.	The DAT implements a project without an assessment plan.	The DAT does not implement a coherent project.
---	--	---	--	--



## RELATIONSHIP BETWEEN THE DAT AND THE DEPARTMENT

### The chair and other influential members of the department/college provide support for the DAT

The chair and other influential members of the department/college are actively engaged in the DAT's work (e.g., consulting, supporting decisions, expressing public support, or offering resources like service credit and funding).	Influential members of the department/college other than the chair are actively engaged in the DAT's work.	The chair and/or influential members of the department/college express support for the DAT in public or informal contexts, but they are not otherwise engaged in the DAT's work.	The chair and/or influential members of the department/college actively resist the DAT's work.	The chair and/or influential members of the department/college have no interaction with the DAT and its work.
--	--	--	--	---

### Department members and the DAT engage in regular communications

Department members give feedback, hear updates, and voice support for DAT's work multiple times per semester. Communication occurs in different modalities.	Department members give feedback, hear updates, and/or voice support for the DAT's work each semester.	Department members give feedback, hear updates, and/or voice support for the DAT's work from time to time.	The DAT updates only the department chair on their goals and progress.	No member of the department is informed of DAT's work.
---	--	--	--	--

### Department has structures and processes that enable the DAT's work to proceed

Department structures (committee requirements, decision-making processes, and service expectations) are flexible enough to allow the DAT's work to happen in ways that embody DAT principles.	Some departmental structures are flexible enough to allow the DAT's work to happen in ways that embody DAT principles. The DAT can adapt or work within the constraints of unhelpful structures.	Department structures are rigid or non-existent in ways that hinder DAT work from happening.
---	--	--



# Bibliography

Hall, G. E., & Hord, S. M. (2015). *Implementing change: Patterns, principles and potholes* (4th ed.). Upper Saddle River, NJ: Pearson.

Hord, S. M., Stiegelbauer, S. M., Hall, G. E., & George, A. A. (2006). *Measuring implementation in schools: Innovation configurations*. Austin, TX: SEDL. Available from <http://www.sedl.org/pubs/catalog/items/cbam19.html>



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>