

# Departmental Action Teams

## Common collaborative communities in higher education

	Departmental Action Team (DAT)	Faculty Learning Community (FLC)	Departmental meetings and committees
<b>Participants</b>	Volunteer faculty, staff, undergraduate, and/or graduate students	Volunteer faculty from more than one department	All members of the department or those appointed to a committee; sometimes student representative(s)
<b>Leader or Facilitator</b>	Two professional, external facilitators guide; DAT members lead by consensus	Facilitated by either the FLC program director or a participant	Department or committee chairs
<b>Goals</b>	Create lasting departmental structural or cultural change; help members become effective change agents	Support faculty so they can take charge of their own learning, engage in activities to improve teaching, build a community of learners across campus	Dependent on purpose: teaching and research logistics; accreditation work; hiring, student recruitment, program development
<b>Guidance</b>	6 Core Principles DAT Theory of Change	FLC scholarly literature	University vision; Department chair, administrator priorities
<b>Work</b>	After a visioning process, develop and implement a project with sustained impact	The FLC's focus directs individual learning or individual projects	Focused on decision-making or delegation of work via the Chair or voting.
<b>Resources</b>	Education and organizational change literature, institutional and/or departmental data.	Research related to education, teaching, and learning; institutional and/or departmental data	Institutional and/or departmental data, policies from administrative bodies and disciplinary societies.
<b>Ending</b>	The DAT and/or structures it generated are sustained by members. Additional DAT-like groups may form to accomplish projects.	At a predetermined date, when the learning goal for participants has been met. Individual learning may lead to changes.	Ongoing