

# Achieving Sustained Change Through Multi-Institutional Collaboration

## *ASNC-TI 2021*

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### **BVA INSTITUTIONS:**

Indiana University Bloomington  
Queen's University  
University of British Columbia  
University of California, Los Angeles  
University of Colorado Boulder

University of Kansas  
University of Massachusetts Amherst  
University of North Carolina Chapel Hill  
University of Saskatchewan  
University of South Florida  
University of Toronto



Institutional collaboration to advance cultural change in teaching and learning.



# Agenda

Overview of model for advancing culture change through institutional collaborations

One illustrative case: The TRESTLE initiative

Benefits of institutional collaborations

Applications

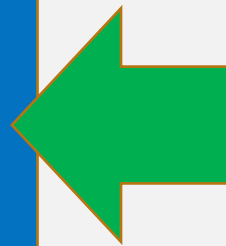
## OUR MODEL FOR ADVANCING CULTURE CHANGE

### **Based in a Networked Improvement Community (NIC)**

**Model:** A model for institutional collaboration to solve complex educational problems through purposeful collective action.

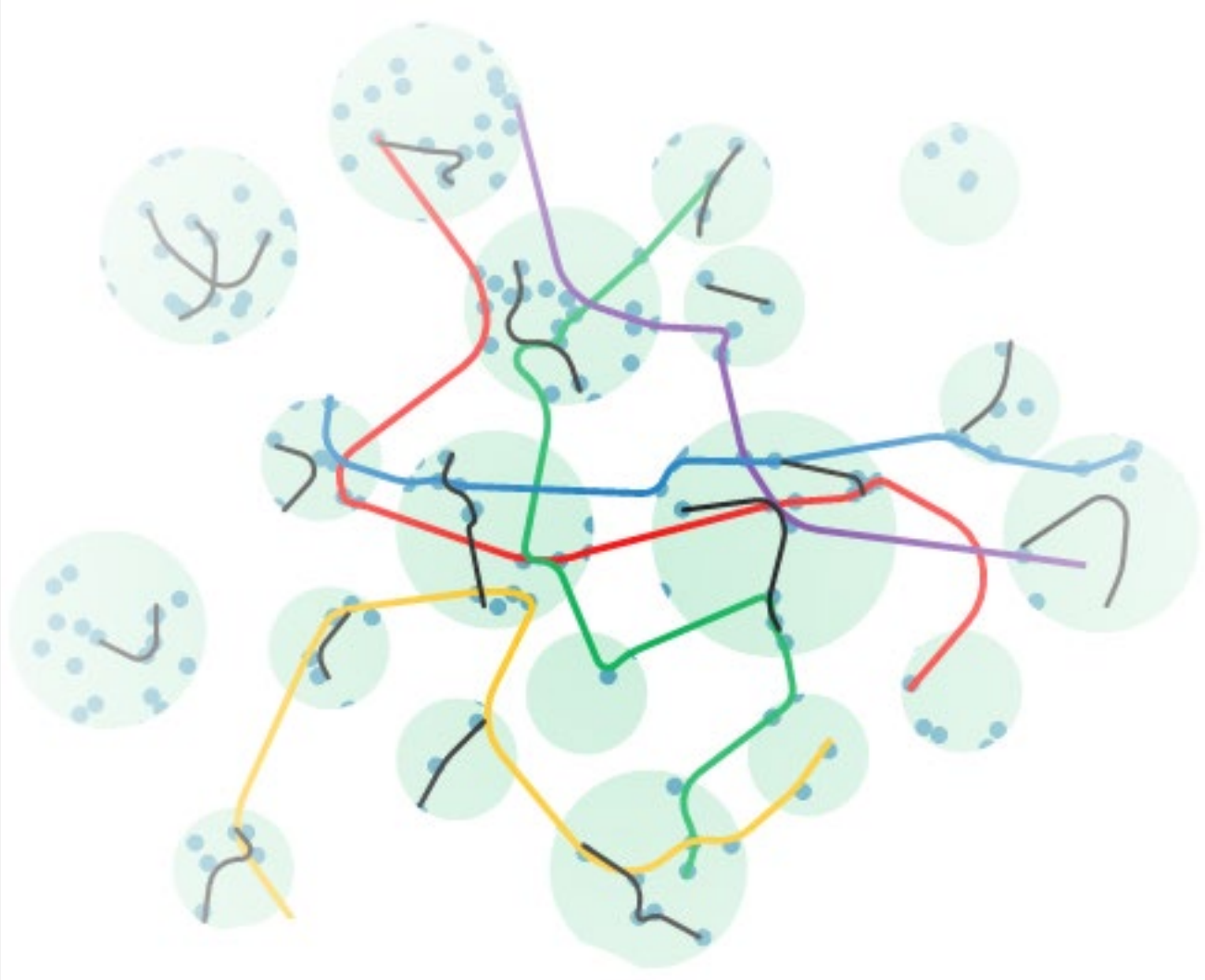
#### **Research Action Clusters (RACs)**

- Test and study a common intervention
- Local, site-specific adaptations
- Pool and compare results
- Harness contextual variations to improve the intervention



- Suggested and led by a campus, often based on in-progress project.
- The campuses work to identify:
  - ✓ Common strategies
  - ✓ Local adaptations
  - ✓ Common measurements
  - ✓ Plan for “knowledge exchanges”

## A NESTED TEAMS APPROACH



### **A “handful” (5 to 15) of interacting:**

- Participating institutions
- Individuals per team
- Action teams
- Support teams

### **Some benefits of this arrangement:**

- Common team-members build connection
- Common purposes boost morale
- Representing one’s institution enhances purpose



BAY VIEW  
ALLIANCE



# TRESTLE

**TRANSFORMING EDUCATION, STIMULATING  
TEACHING AND LEARNING EXCELLENCE**

**A department-  
focused  
undergraduate  
Course  
Transformation  
Initiative**

**An adaptation of the  
SEI at UBC and CU  
(Wieman, 2017)**



DUE 1525775, DUE 152533  
DUE 1525345



**Queen's  
University**



**The  
University of  
Kansas**



**The  
University  
of Colorado  
- Boulder**



**The  
University of  
California-  
Davis**



**The  
University of  
British  
Columbia**



**The  
University of  
Texas San  
Antonio**



**Indiana  
University -  
Bloomington**



# TRESTLE

## Common Components

### 1. Department-Embedded Expertise

Content and pedagogical expertise, guidance, time

### 2. Community Building

Within and across departments  
Across TRESTLE network

### 3. Visible and Accessible Evidence

Share within campus communities  
And TRESTLE meeting, Virtual Colloquia,  
TRESTLE Website

## Sample Adaptations to Local Context

Postdoctoral Teaching Fellows (UBC, KU, QU)

Faculty Leaders (CU, IUB, UTSA)

Teaching Stream Faculty (UBC, UCD)

Community of Embedded Experts (UBC, KU, UCD)

University/School-Wide Consortia (KU, UTSA, CU, QU)

Themed Faculty Learning Communities (IUB, CU)

Department Colloquia

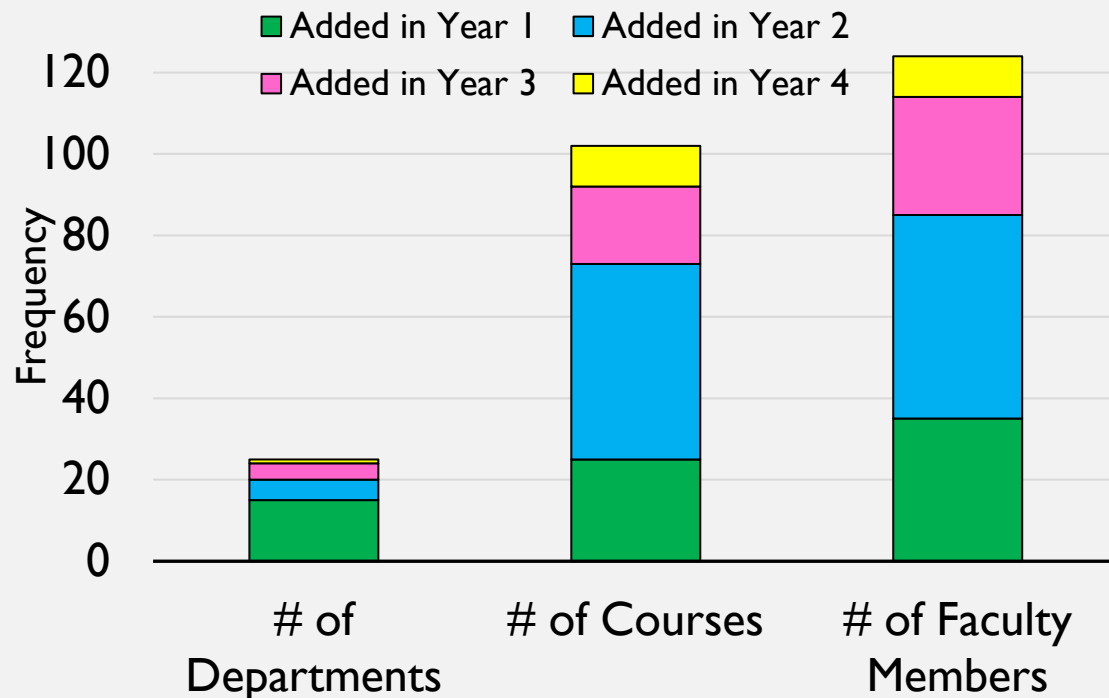
Annual Campus Poster Sessions or Symposia

Annual Reports, Narratives or other Products

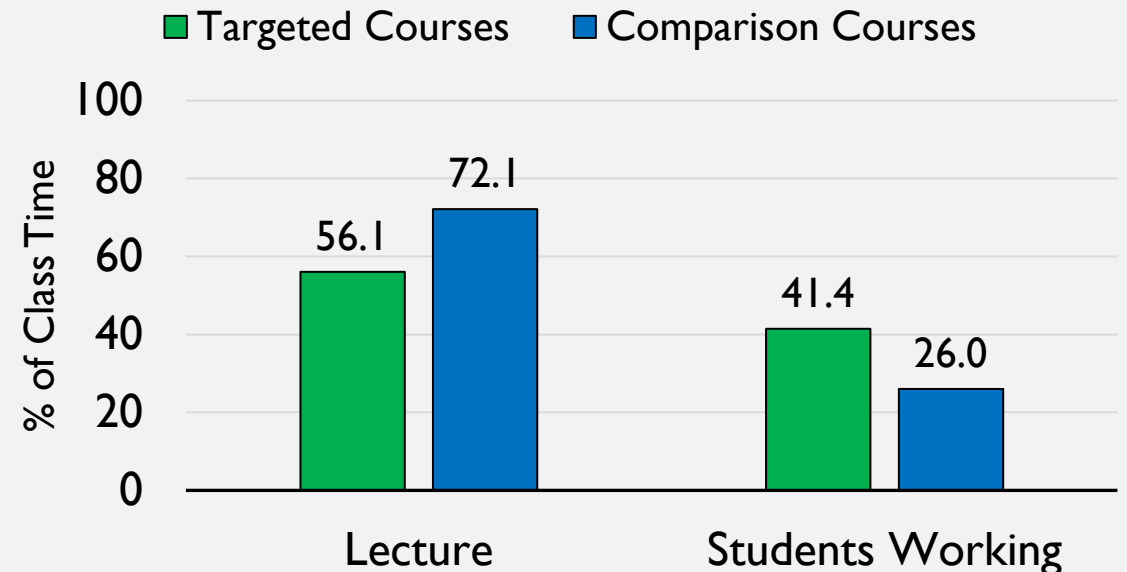
# TRESTLE IMPACT

**The intervention fostered desired changes across the campuses:**

Growth in course transformation activity:



Less time on lecture, more on active learning:





## WHAT DID THE CROSS-INSTITUTION COLLABORATION ENABLE US TO DO?

1. Generate a critical mass of embedded experts for social support and training (did more with less)
2. Create a rich community for faculty participants: TRESTLE meetings and online events
3. Foster disciplinary connections (e.g., KU and IUB Comp Sci)
4. Queens and KU: leverage “peer influence” for institutional investment in postdocs
5. Generate faculty and administrator interest and attention
6. Learn from each others’ localized variations



## Activity

**Think of times when you participated in a group effort, largely on behalf of your own organization,**

**versus being there primarily on your own behalf.**

**Did this difference affect how you felt or behaved?**

## Some benefits of this model of institutional collaboration

Community building: Social support and idea exchange

Disciplinary connections and collaborations

Leveraging the power of peer institutions:  
Sense of security and social norms

Learning (and improving) from other  
institutions' localized adaptations

Supporting your colleagues and/or your  
institution through your participation

A sense of endorsement from your  
colleagues and/or your institution



## Activity

**What are your experiences with institutional partnerships or collaborations?**

**Do you have an existing initiative or issue you want to work on that could be enhanced by this approach?**

# Thank You

We welcome your comments, insights or further questions:

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