

## **CHANGE LEADERSHIP AND THE DEVELOPMENT OF INSTITUTIONAL EDUCATIONAL FRAMEWORKS<sup>1</sup>**

*Authors:*

*Doug Hamilton<sup>2</sup>, Ph.D., Steve Grundy, Niels Agger-Gupta, George Veletsianos and Pedro Marquez*

### **ABSTRACT**

An institutional educational framework defines and communicates the academic qualities that help give a university or college its unique identity. Most institutional frameworks combine research from the current literature on learning, teaching, and pedagogical innovation with an inductively-generated description of the educational principles and characteristics that guide learning and teaching within the specific institution. The development of these frameworks is becoming more prevalent worldwide as universities and colleges strive to define and preserve a unique institutional identity amidst the broader post-secondary landscape (Hamilton, Marquez & Agger-Gupta, 2013a; Hamilton, Marquez, & Agger-Gupta, 2013b). This paper begins with an exploration of the rationale for creating an institutional educational framework for teaching and learning as well as an overview of the potential benefits and challenges. Several examples of different approaches to articulating a framework will be described. Next, a case study will be presented describing the "Learning and Teaching Model (LTM)" that has recently been developed at Royal Roads University. The case study will explore why the LTM was created, how the process unfolded, what activities are currently being carried out to support its implementation as well as the future plans for LTM 2.0. The paper concludes with a discussion of the key change leadership skills and competencies that are helpful in the development and implementation of institutional educational frameworks.

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<sup>2</sup> The first author acknowledges that some text in this paper has been published in the following publications and used with permission from the publisher: Hamilton, Grundy, & Veletsianos (2016) and Hamilton, Marquez, & Agger-Gupta (2016). Therefore, the authors of these publications have been listed as contributing authors of this paper.