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**Prof. Dr. Doug Hamilton**

Royal Roads University & Sunnie Liang,  
Maple Leaf Educational Systems

Doug Hamilton is Professor and Head of the MA in Educational Leadership and Management (International) program. He is a highly-respected scholar, program developer, international speaker, and workshop facilitator. One of his most recent achievements has been to lead a team of colleagues in the development of a highly-innovative dual language version of the MA in Educational Leadership for Chinese and Canadian school administrators. Also, he was instrumental in spearheading a university-wide initiative to develop an institutional framework for learning and teaching that has resulted in the highly-acclaimed Royal Roads University Learning and Teaching Model.

As the former Chair of Faculty Development at Royal Roads University, he is a passionate supporter of lifelong learning and academic development. His scholarly interests include research into various kinds of learning innovations that bridge the gap between academic study and the professional work place. He is particularly interested in the role that technology, collaborative forms of engagement, action research, and reflective practice can play to enhance and support professional learning. As well, he is actively involved in research on school improvement and transformative change processes. He was the 2014 recipient of the Gerry Kelly Outstanding Teaching Award at Royal Roads. He has also received recent awards from the Canadian Bureau of International Education and the International Council for Open and Distance Education.

Over the last ten years, one of his key areas of research interest has focused on the Scholarship of Teaching and Learning (SOTL). In his role as Chair of Faculty Development, he was actively engaged in his own SOTL studies as well as acting as a "midwife" to a number of other SOTL research studies conducted by his colleagues and students on such topics as problem-based learning, integrative learning, online course facilitation and others. He developed the "RRU SOTL Scholars" program – a cohort-based program for faculty members interested in actively engaging in SOTL-related studies. As well, he has served as a facilitator for Mount Royal University's Institute of the Scholarship of Teaching and Learning as well as a consultant to a number of other universities and colleges in Canada. He has taken an active role in such professional networks as the Educational Developers' Caucus, the BC University, College and Institutes Professional Developers' (UCIPD) group, the Vancouver Island Educational Developers Alliance (VIEDA) and the International Society for the Scholarship of Teaching and Learning (ISSOTL).

Since joining Royal Roads in 2000, Hamilton has served as associate dean of the Organizational Leadership and Learning Division and head of the MA in Leadership and Training program, the MA in Distributed Learning program,

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and more recently, the MA in Higher Educational Administration and Leadership program. Before joining Royal Roads, Hamilton was director of research and evaluation services for a large K-12 school system, the York Region District School Board, in Ontario for 10 years.

Hamilton received his PhD in educational administration and leadership studies from the University of Toronto/OISE, his MA in applied social psychology from the University of Saskatchewan and his BA in environmental psychology from the University of Waterloo.

## **DEFINING AND DEVELOPING SYNERGISTIC PARTNERSHIPS BETWEEN UNIVERSITIES AND SCHOOL SYSTEMS: A CASE EXAMPLE**

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### **ABSTRACT**

A laudable goal in developing formal partnerships between universities and school systems is to produce outcomes that are more substantial and better than those that could be achieved by either partner alone. In the world of business, this kind of partnership is referred to as "synergistic". In this paper, we explore how the concept of synergistic partnerships applies in the public sector--specifically to formal collaborations between school districts and universities. We review the relevant research on partnerships and identify the key characteristics of synergistic partnerships and propose formal definition that appropriately fits educational contexts. We will examine the common and unique benefits that can be achieved for both partners. Then, based on the literature review, we offer a robust framework and articulate key principles that support synergistic partnerships in action.

To 'test-fit' the framework, we apply the synergistic partnership principles to a case example involving a current partnership between the respective organizations represented by the paper's authors. The case example features a collaborative partnership between the school system and the university to deliver a dual language (English and Chinese) MA in Educational Leadership program to school system staff and educators. A close examination of the partnership's benefits, challenges, outcomes, and aspirations enables us to assess the practical applications of the synergistic partnership framework from both the university and school system perspectives. We conclude by exploring the next steps in the framework's evolution.

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