This document defines:

- what the program is intended to achieve
- who is involved
- why it is a worthwhile and viable initiative
- how we will go about achieving the intended outcomes and benefits.

This is a working document and will be adapted and developed during the life of the program.
## Revision History

<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
<th>Summary of Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>19/07/2013</td>
<td>Initial approved version</td>
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<tr>
<td>1.01</td>
<td>20/08/2013</td>
<td>Very minor changes that do not change meaning</td>
</tr>
<tr>
<td>1.02</td>
<td>30/09/2013</td>
<td>Change to program board membership and schedule (phases)</td>
</tr>
<tr>
<td>2.00</td>
<td>06/02/2014</td>
<td>Appendix removed to standalone documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change to 2013 budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schedule – minor adjustment to the end date for the 2013 phase</td>
</tr>
<tr>
<td>2.01</td>
<td>26/06/2014</td>
<td>Change to program director and manager.</td>
</tr>
</tbody>
</table>
Contents

**Intent** ........................................................................................................................................... 4
  Strategic Objectives ......................................................................................................................... 4
  Timeframe ......................................................................................................................................... 4
  Scope ................................................................................................................................................. 4
  Vision - The future state .................................................................................................................... 5
  Background ......................................................................................................................................... 5

**Organisation** ................................................................................................................................. 6
  Stakeholders ....................................................................................................................................... 6
  Sponsors ........................................................................................................................................... 6
  Program Board .................................................................................................................................. 6

**Justification** ..................................................................................................................................... 8
  Strategic Fit with University Plans .................................................................................................... 8
  Intended Outcomes and Expected Benefits ....................................................................................... 8
  Risk of Achieving Benefits ................................................................................................................ 9
  Budget .............................................................................................................................................. 9

**Approach** ......................................................................................................................................... 10
  Guiding Principles ............................................................................................................................ 10
  Blueprint ........................................................................................................................................... 10
  Plans .................................................................................................................................................. 12
  Program Documentation ...................................................................................................................... 12
**INTENT**

**Strategic Objectives**

The ETII program has two strategic objectives:

1. To support the transition of ideas to practice
   - By developing a nurturing environment that supports the development of ideas for innovation that have the potential to positively impact on learning and teaching as they are defined, explored & elaborated, and established/mainstreamed.

2. To support the implementation of the University’s Teaching and Learning Plan\(^1\) and contribute to future plans
   - For example, by conducting small scale trials of innovative activities for consideration for mainstreaming.

**Timeframe**

The program timeframe is 6 years starting from 30 Jan 2013.

**Scope**

Any initiative that focuses on the use of technology or digital content, to directly or indirectly support learning and teaching at Flinders, is within the scope of this program.

The following are not within the scope of this program:

- Initiatives for which the primary objective is academic research and where research support mechanisms exist.
- Innovation initiatives for which the primary need is funding and where that funding is available through schemes such as:
  - The University’s *Teaching and Innovation Grants*\(^2\)
  - Faculty or School, portfolio funding schemes.
  - The *Office for Learning and Teaching* (OLT).
- Initiatives that are ready to be mainstreamed and that can be supported by other University information technology funding schemes or programs.

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\(^1\) Flinders University Teaching and Learning Plan 2011-2014.  

\(^2\) Flinders University Teaching and Innovation Grants.  
Vision - The future state

ETII will be recognised:

- As tapping into the spirit of Peter Karmel, the University’s Founding Vice Chancellor, in its support for and encouragement of staff who seek to experiment and experiment bravely.
- For its contribution to enacting the University’s commitment to ongoing change and transformation, to being an innovative university, and to developing our teaching practices to make best use of technology-assisted learning (p 4, University strategic plan).
- As delivering on its strategic objectives in line with University’s intent to be flexible, responsive, efficient and highly collaborative. (p 4, University strategic plan)

Staff formally supported by ETII will be recognised as:

- Educational ICT innovators.

ETII supported initiatives will be recognised for:

- Using ICT to:
  - Improve the student learning experience
  - Contribute to student retention initiatives
  - Simplify learning and teaching processes
- Identifying future ICT needs to support online learning

Background

Several circumstances have aligned to increase the value to the University of a program to develop ideas for innovation and nurture initiatives that have the potential to positively impact on learning and teaching.

1. A governance structure for educational uses of technology (ETAG) has been established.
2. A teaching and learning plan has been developed which is closely aligned to the University’s strategic plan.
3. The LMS is now an open source system. This means, the enhancements can be made if we are able to resource them.

In particular, such a program would help meet the need for support for the implementation of aspects of the University’s Teaching and Learning Plan, with due consideration by a governing body, and enable small scale trialling of innovative activities for consideration for mainstreaming.

The forerunner to the ETII program was the Ed Tech innovation fund, which provided funding for 2 projects in 2012: CaseWorld (SONM) and Mobile Learning (CEdICT).

The proposal for funding from the Capital Infrastructure Plan for the ETII program was drafted in October 2012 and made available on the ETAG site for feedback. It was submitted 5 Nov 2012.

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ORGANISATION

Stakeholders

The key stakeholders are staff and organisational areas within the Faculties, the DVC (Academic) portfolio, and the Information Services portfolio. Key focus is on:

- Identifying, contributing to, and/or supporting ETII initiatives

Sponsors

There are three program sponsors:

- ETAG, *Educational Technologies Advisory Group*
  - Responsibilities:
    - Approve program board structure and membership
    - Provide input into the program definition
    - Each year, provide input into and recommend program priorities
    - Provide support and encouragement for program activities

- CEdICT, *Centre for Educational Information and Communication Technology*
  - Responsibilities:
    - Formally responsible for program

- PVC (IS), advised by *Executive Director ICT Strategy and Integration*
  - Responsibilities:
    - Funding the program from the CIP *Capital Infrastructure Plan*

Program Board

Program Board Members:

- Pam Davies, *Program Director, CEdICT*
- Grette Wilkinson, *Program Manager, CEdICT*
- Jane Haggis, *Board Member - Faculty-based academic* (2013 ETAG Chair, *School of International Studies*)
- Karen Lillywhite, *Board Member - Faculty-based support* (2013 ETAG member, *School of Medicine*)
- Helen Stephenson, *Board Member – Centre for University Teaching*

Note:

- The initial program board structure and membership was approved by ETAG at its formal group meeting held on 7 Feb 2013.
  - Membership should include at least one Faculty-based academic and one Faculty-based support person – preferably from different Faculties.
- The structure was amended on 4 Sep 2013 to include an additional member to be filled by a member of the *Centre for University Teaching*.
  - This change was requested by the DVC (Academic) on 30 Aug 2013.
  - The DVCA’s request was circulated to ETAG members, with no objections received by COB 3 Sep 2013.
- The program board membership changed: Pam Davies *Program Director* and Grette Wilkinson *Program Manager*. Endorsed at ETAG formal meeting, 1 May 2014.
Roles and Responsibilities

Program Board Members

Role: Shape the strategic direction of the program

Responsibilities:

- Provide input into, and approve the program definition
- Provide input into the development of, and support for, program activities
- Approve funding for:
  - program activities
  - projects that support purposeful innovation
- Provide input into, and approve program ‘phase’ plans

Program Director

Role: Lead and be accountable for the program

Responsibilities:

- Ensure the program's vision is created and communicated
- Ensure that sufficient investment is made to run the program
- Ensure that the program delivers coherent capabilities, and intended outcomes and benefits
- Ensure that the justification/business case continues to be viable
- Maintain the interface between the program and senior stakeholders
- Monitor key risks facing the program

Program Manager

Role: Successful delivery of new capabilities

Responsibilities:

- Day-to-day management of the program
- Planning and designing the program and monitoring progress
- Receive project proposals/ideas, identify their alignment with the agreed priorities, and present to the program board for a decision with respect to funding/support
- Managing the program budget and expenditure
- Reporting progress to the Program Director

Meetings

Program Board:

- During program initiation: as needed to finalise the program definition
- Towards the end of each phase: as needed to review the phase and provide input into the next phase (or end of program report)
- When called by a board member to discuss resourcing initiatives: instead of using alternative means such as email.
- Ad hoc: advice and input as needed

Director ↔ Manager: Fortnightly
**JUSTIFICATION**

**Strategic Fit with University Plans**

This program is aligned to the following key strategies in the University strategic plan\(^1\) and, where specifically identified, goals in the University teaching and learning plan\(^1\).

- **Student Centred**
  - *This plan emphasises the centrality of our student experience and the need to personalise that for each and every learner. We will do further work on all aspects of that experience – ... to enable access to high quality information, advice and support at a time and place which meets student needs, and to improve our physical and virtual learning environments including enhanced support for online learning development.*
  - **Enhancing Educational Opportunities**
    - *Through innovative and flexible entry pathways, a relevant and dynamic course profile, and improving the retention and progression of students (KS 2)*
  - **Valuing Quality In Teaching**
    - *As an unwavering commitment and a defining characteristic of Flinders (KS 4)*
    - *... disseminate and embed good teaching practices across the University. [Goal 4, University Teaching and Learning Plan 2011-2014]*
  - **Action 3: Plan for online learning**

- **Sustainable and Rewarding**
  - **Improving our Capacity to Deliver**
    - *By ensuring that our available resources are increased and used in the most effective and efficient ways (KS9)*

**Intended Outcomes and Expected Benefits**

1. During the life of the program, a supportive environment is established that progresses innovation initiatives from idea generation to implementation or fully developed proposals for mainstreaming.
   - **Measure of Success**
     - A range of innovative initiatives identified and developed.
     - Lessons learned about fostering innovation.

2. Continued value to the University from initiatives that were seeded or supported during the lifetime of the program.
   - **Measure of Success**
     - The impact on learning and teaching of the supported initiatives. Each supported project will have its own documented intended outcomes and measures for success.
Risk of Achieving Benefits

This program will use the AS/NZS ISO 31000:2009 definition of risk – *effect of uncertainty on objectives*. Deviations from the expected include:

- Threats – negative deviation
- Opportunities – positive deviation

Information about the program’s risks is maintained in the *Risk Register* which will be reviewed fortnightly throughout the program and updated as necessary.

Budget

*Details about the budget are not provided in this version*
**Guiding Principles**

What distinguishes this program from innovation grant schemes is that it is an *incubator* program. Hence the fundamental guiding principle is:

- Foster, support, and nurture ideas from their inception to mainstreaming – and from anywhere in-between.

**Initiatives – principles:**

- **Investment:** spread the program’s investment in effort and money across a range of projects and activities.
- **Support:** can come in different forms, such as: program activities, bringing people together, resources, expertise, and/or money.
- **Purposeful innovation:** expected outcomes must be of value to learning and teaching at Flinders.
- **Spin offs:** be on the lookout for potential spin offs – particularly ones that have the potential for a university-wide or lasting impact.

**Timeframes – principles:**

- **Ideas welcome anytime:** develop organisational agility so that a decision to support a project or idea development is made within weeks – rather than once or twice a year.
- **Urgency:** projects should have a quick (challenging) turnaround. By focusing effort over a short period of time ‘what is learnt’ can be shared quicker.

**Learning – principles:**

- **Licence to experiment:** we will learn from what does not work out as expected, as well as from what does.
- **Share:** what you are thinking, doing, and learnt – both formally, through the program, and informally
- **Collaborate:** seek to include others with a similar vision but different perspectives – e.g. different academic disciplines, academic vs professional staff, Faculty vs central support areas

**Blueprint**

This program will provide a nurturing environment to support ideas for innovation as they are defined, explored and elaborated, and established/mainstreamed. The ideas will be evolved through sharing and interaction with the ETAG community. In the same way that some innovations will grow and prosper, others will not. Success will not just be measured by whether technology use becomes mainstreamed but by whether valuable learning has occurred.

The program will be structured around activities and projects. An up-to-date listing will be kept in the *Projects Dossier* and viewable from the ETII website.

Activities will:
• Foster idea generation and definition.
• Promote and encourage cross-university linkages, cooperation, and collaborations.
• Support staff to develop their ideas into well-developed courses of action including, where appropriate, the development of business cases for funding outside this program.
• Disseminate what is learnt.

Projects will:

• Support purposeful innovation that explores or elaborates on an idea for innovation, or seeks to establish or mainstream an innovation. They will typically focus on:
  o Blue sky innovation
  o Current needs, including increased efficiency
  o Projected/changing needs
  o Offshoots from successes
• Project outputs will vary but are likely to include:
  o Background scans, proof of concept, prototypes, small-scale trials and pilots, feasibility study reports.

The portfolio for supported initiatives recognises three steps in the transition from ideas to practice:

1. Defining – Idea generation and definition
2. Exploring – Idea exploration and elaboration
3. Establishing – Establishing or mainstreaming practices

While on an individual level, supported ideas for innovation will have a specific focus the program itself will have a broad mandate and be open to opportunities as they arise.

At each new phase of the program, the program board will agree on the guidelines they will use when making decisions on the initiatives to support. It will be documented in the ETII Resourcing Framework.

During the program, it will develop:

• Processes
  o To support innovation through services within Flinders and potentially outside Flinders
  o To efficiently share ideas and results of investigations across Flinders
• Organisation
  o Resources to nurture innovation
  o A model for supporting innovation, with a mix of bottom-up and top-down generated ideas
• Technology
  o None anticipated
• Information
  o Methods to capture and report on innovation at Flinders
Plans

Structure

The program is structured around annual phases, with planning for each phase finalised towards the end of the previous phase.

Schedule

- 30 Jan 2013 – 19 Jul 2013     Initiation phase
- 21 Feb 2017 – 16 Dec 2017     Phase 5: ETII 2017
- 26 Nov 2018 – 29 Jan 2019     Closing phase

The plans for each phase will be documented in the ETII YYYY phase plan.

People

This program depends on a significant involvement by Flinders staff and groups of staff.

While it is expected that this program will be directly supported by ETAG members and CEdICT staff it may be appropriate for the program to employ program staff to support its initiatives.

Program Documentation

The key program documentation is:

- Proposal – Identifying the Program
  Dated 31 Oct 2012,
  Submitted to Executive Director ICT Strategy and Integration [5 Nov 2012]
- Project Definition – Initiation/Defining the Program [This document]
  o ETII YYYY Phase Plan
  o Risk Register
  o ETII Resourcing Framework
- Phase Boundary Report, including plan for the next phase – Managing Phase Boundary
- End Program Report – Closing the Program

All formal program documentation will be stored in the program folder on the CEdICT drive and on the ETII website. Summary of the program will be accessible from the CEdICT website http://flinders.edu.au/cedict/.