

APPENDIX: Strategy documents from universities with ancient history programs and sample references to innovative learning and teaching

<p>University of Newcastle</p>	<p><i>NeW Futures Strategic Plan 2016–2025</i></p>	<ul style="list-style-type: none"> - ‘We will reinvent the ways in which we support our academic endeavours and the ways in which we teach to inspire excellence and create excitement among our students...’ (p. 6) - ‘We will deliver our strategic goals and maintain a physical and digital environment that places us as a leading Australian university for student experience...’ (p. 25)
<p>University of Western Australia</p>	<p><i>Strategic Plan 2020–25</i></p>	<ul style="list-style-type: none"> - ‘Ceaselessly drive innovation in our curriculum to create unique and globally relevant educational experiences. Exploit the potential of disruptive digital technology to positively transform the student experience.’ (p. 12) - ‘New opportunities in teaching methods and technology will open up opportunities for students outside Perth to have a UWA education experience. Our unique campus and digital environments will offer world-leading on-campus and online learning, adaptable to educational needs and lifestyle.’ (p. 12)

		<ul style="list-style-type: none"> - 'We will embrace every opportunity presented by digital technology, such as virtualisation and artificial intelligence, to transform and streamline the student experience.' (p. 13)
	<i>Strategic Plan 2017–2021.</i>	<ul style="list-style-type: none"> - Key initiative 1.8: 'evidence of learning and satisfaction will drive a regeneration of our approaches to curriculum, teaching and digital and physical learning space design... 1.11 we will revitalise our learning and teaching infrastructure, beginning with... a major refresh of digital infrastructure.' (p. 17)
University of Auckland	Taumata Teitei: Vision 2030 and Strategic Plan 2025	<ul style="list-style-type: none"> - 'Develop a student-centric education model for physical, digital, formal and informal learning activities enriched by professional and community co-curricular activities' (p. 10)
University of Adelaide	<i>Beacon of Enlightenment: Strategic Plan 2013–2023</i>	<ul style="list-style-type: none"> - 'provide flexible learning and e-learning to meet new student needs' (p. 6) - 'Adelaide will remain a campus university... but prospective students need confidence their learning will be better supported by digital learning resources. Where high-quality content can be effectively delivered online with demonstrable pedagogical integrity it will

		<p>be, to free staff time for small-group discover where the focus can shift to learning and problem solving.’ (p. 11)</p>
<p>University of Canterbury</p>	<p><i>Tangata Tū, Tangata Ora. Engaged, Empowered, Making a Difference: Strategic Vision 2020 to 2030.</i></p>	<ul style="list-style-type: none"> - ‘Ensure students are provided with lifelong learning opportunities through flexible degree and delivery options to allow a UC education to respond to the current and future needs of work and society.’ - ‘Provide a learning environment that uses effective pedagogies, facilities, and learning technologies to support the needs of each generation of learners and employers.’
<p>La Trobe University</p>	<p><i>2018–2022 Strategic Plan</i></p>	<ul style="list-style-type: none"> - ‘Our students increasingly expect to engage with their studies flexibly, including through online and micro-credential options in addition to more traditional degree structures.’ (p. 12) - ‘We will design an innovative academic program, including an online program, that is relevant and responsive to the needs of students, industry and the community and that prioritises academic support...’ (p. 13)

University of Melbourne	<i>2030: Advancing Melbourne</i>	<ul style="list-style-type: none"> - 'The University will continue to lead in creating innovative ways for students to learn. This will involve a renewed commitment to developing second-to-none learning environments, using a range of campus-based, industry-embedded and digital delivery modes. Digital channels will be used to streamline the delivery of information, complementing our primary educational emphasis on deep intellectual formation.' (p. 10) - 'Innovate and lead in new ways of learning, harnessing digital technologies and data analytics.' (p. 11)
Macquarie University	<i>Our University: A Framing of Futures</i>	<ul style="list-style-type: none"> - 'We will infuse cutting-edge technology into our learning environment to deliver world-class learning and teaching on campus and online' (p. 11)
Massey University	<i>Massey University Strategy 2018–2022</i>	<ul style="list-style-type: none"> - Delivering programs that are flexible, contemporary in design...providing first class digitally-enhanced learning experiences informed by the student voice' (p. 5)

University of Otago	<i>University of Otago: Strategic Direction to 2020</i>	<ul style="list-style-type: none"> - 'While Otago will remain a predominantly campus-based university, we will continue our commitment to distance learning and to other forms of course delivery...We will continue to embrace the use of new technologies in teaching, and be innovative in deploying them both to enhance the on-campus learning experience, and to facilitate dispersed delivery...' (p. 6)
University of Sydney	<i>The University of Sydney 2016–20 Strategic Plan</i>	<ul style="list-style-type: none"> - 'We will create physical and virtual teaching and learning spaces that enable a richer array of face-to-face and virtual interactive forms... The focus for this work will be the large, compulsory classes and will include: curriculum redevelopment to devote more class time to discussion and interaction with peer technology-enabled improvements that enhance class interaction, collaboration and enquiry, building greater engagement and a sense of belonging to the class; and the development of high-quality and engaging learning resources and activities such as simulations and virtual reality labs.' (p. 38)
University of New England	<i>UNE Strategic Plan 2021–2030: Future Fitting</i>	<ul style="list-style-type: none"> - 'Crafting, adapting and supporting learning journeys that are distinctive in their accessibility and flexibility.' - 'Bringing the best of teaching and research into a single space; delivering short courses and stackable credentials that sit alongside formal qualifications, all centred on a

	<i>Lives and Communities</i>	digitally-enabled and student-centred learning experience that empowers students to succeed in the diversity of possible future careers.'
University of Queensland	<i>Strategic Plan 2018–2021</i>	<ul style="list-style-type: none"> - 'Our teachers will continue to lead, and will take increasing advantage of innovative, flexible teaching methods...' (p. 4) - 'Expand online and digitised delivery to provide students with flexibility to engage with learning in a way that suits their personal needs. This will include developing professional and technical skills within UQ's workforce to build online and digital delivery, increasing investment in digitisation and active learning...' (p. 12)