



School of Historical and Philosophical Inquiry

REVIEW SUBMISSION 2018



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PREFACE

This review submission presents information on the School of Historical and Philosophical Inquiry's performance over the last few years, and has provided the School with an opportunity to present our strategic plan and directions for growth and investment in the future.

The submission document has been a collaborative enterprise, with portfolio holders – the Director of Teaching and Learning, the Director of Research, the Director of Research Training, and the Director of Engagement – drafting significant portions of the document in conjunction with the discipline convenors and the Head of School, and professional staff. Particular thanks are due to Debbie Browne, project officer for this review document. All members of the School participated in some way to produce this submission, and we acknowledge and thank them for all their efforts.

We have included benchmarking data in an appendix to this submission. There is no exact 'match' for our School nationally, and disciplines across the country vary in size and concentration. On the advice of the Academic Board, we have incorporated comparative data from three other Go8 institutions only where it is directly comparable and relevant – in relation to research income, staff numbers, and EFSTL.

We very much welcome the insights and recommendations of the review committee and the senior executive of the University of Queensland, and are pleased to have the opportunity to present this submission on behalf of the School of Historical and Philosophical Inquiry.

Professor Megan Cassidy-Welch
Head of School

TERMS OF REFERENCE

The terms of reference provide the framework in which the school, through its self-assessment, and the review panel, through its enquiries, can analyse the school's performance (and that of its centres) and plans in relation to appropriate and attainable future objectives. The terms of reference are:

To review, within the context of the University's strategic and operational plans, the school's current performance and in particular its plans for enhancing performance in relation to:

1. The governance, leadership and inclusive decision-making structures in relation to promoting a clear and distinctive vision for the future development of the school;
2. The quality, scope, focus, direction and balance of the school's curricula and teaching at undergraduate and postgraduate levels in the light of enrolment trends, success rates, student and graduate satisfaction and the perception of key external stakeholders, the availability of alternative programs elsewhere in Queensland and Australia, and future developments in the discipline/s;
3. The research performance of the school including its research activity, research outcomes, including quality and impact, quality of research training, in light of future developments in the discipline/s and other contextual matters;
4. The school's strategies in relation to internationalisation of the undergraduate and postgraduate curriculum; increasing international student enrolments and support for international students; student and staff mobility internationally and international research collaborations;
5. The role played by the school in relation to its relevant industries or other stakeholder communities and in service to the profession and the community;
6. The effectiveness of the school's relationship with its alumni and the broader community and its ability to develop support for meeting its future goals;
7. The performance of the school in providing equity in access, employment and learning for staff and both domestic and international students, including the recruitment of students and staff from under-represented groups;
8. The effectiveness of the organisational and administrative support structures of the school (effective committees, strong academic and professional staff support, efficient and equitable staffing arrangements) in the context of its current functions and anticipated developments;
9. The financial health of the school and the effectiveness of the school's use of resources in relation to accommodation, facilities, allocation of teaching/research/equipment funds, internationalisation and potential to generate additional external resources; and
10. Given that the review is undertaken in the context of the faculty and University as a whole, other matters germane to the future success of the school.

LIST OF TABLES AND FIGURES

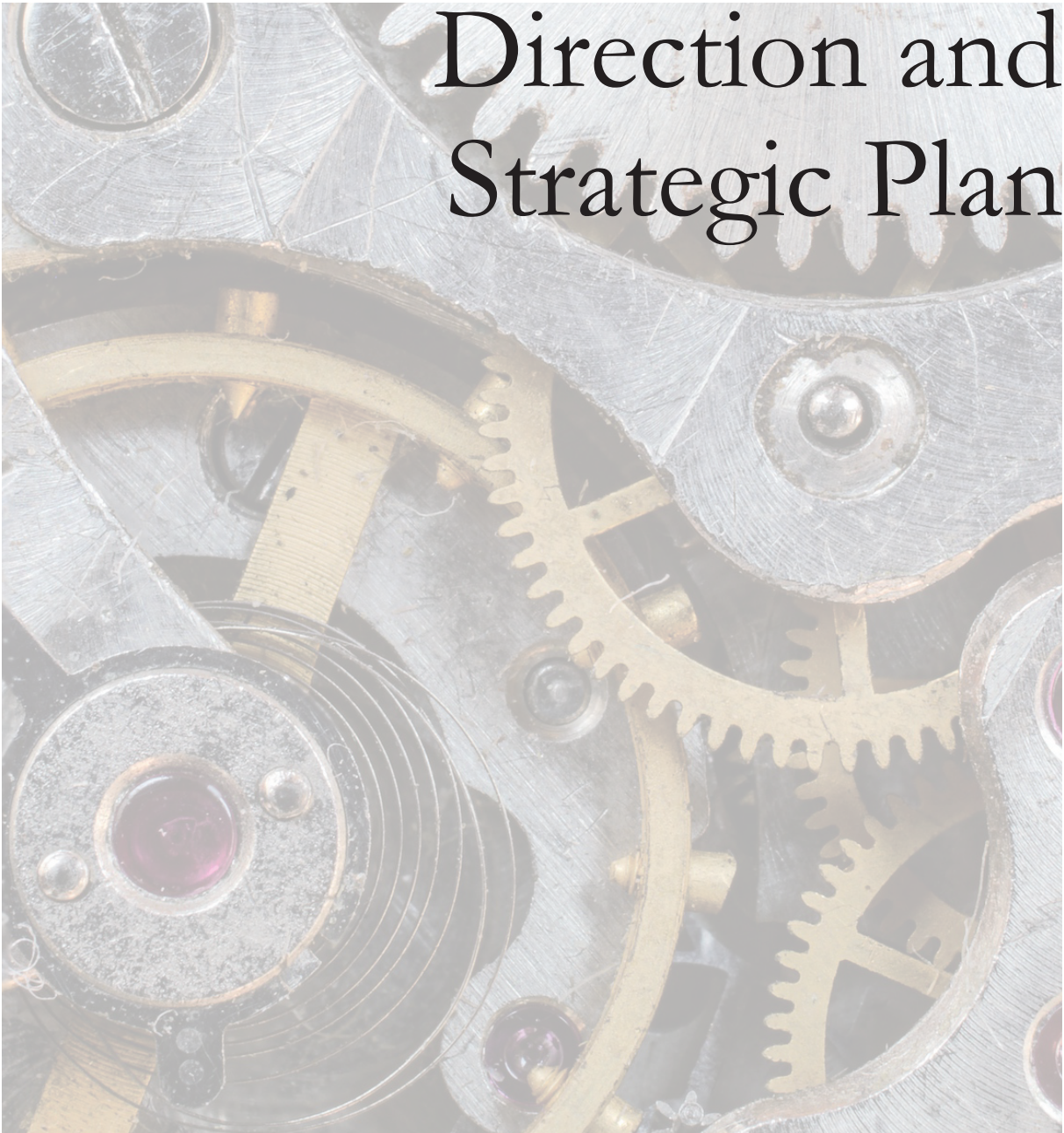
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GLOSSARY

ARC	Australian Research Council
ARC DP	Australian Research Council Discovery Project
BA	Bachelor of Arts
BA/BEd(Sec)	Bachelor of Arts/Education (Secondary)
BA(Hons)	Bachelor of Arts (Honours)
BlntSt	Bachelor of International Studies
BPPE	Bachelor of Politics, Philosophy and Economics (Honours)
BSc	Bachelor of Science
Cat	Category
CEQ	Course Experience Questionnaire
CRC	Cooperative Research Centre
CSP	Commonwealth Supported (Student) Places
DET	Department of Education and Training
DECRA	Discovery Early Career Research Awards
ECRs	Early Career Researchers
EFTSL	Equivalent Full-time Student Load
ERA	Excellence in Research for Australia
FTE	Full-time Equivalent
FOR	Field of Research
Go8	Group of Eight Universities
GOS	Graduate Outcomes Survey
HASS	The Faculty of Humanities and Social Sciences
HDR	Higher Degree by Research
HEW	Higher Education Worker
HoS	Head of School
HPI	School of Historical and Philosophical Inquiry
HR	Human Resources
IASH	Institute for the Advanced Studies in Humanities
INT	International
IT	Information Technology
MA	Master of Arts
MPhil	Master of Philosophy
MYEFO	Mid-Year Economic & Fiscal Outlook
PhD	Doctor of Philosophy
QAR	Queensland Atlas of Religion
Qld	Queensland
SECaT	Student Evaluation of Course and Teacher
SES	Socio-Economic Status
SSP	Special Studies Program
SSR	Student Staff Ratio
T&L	Teaching & Learning
UQ	The University of Queensland
UQCTP	The University of Queensland Critical Thinking Project
US	United States
WIL	Work Integrated Learning



MISSION



Direction and Strategic Plan

The background of the page is a light blue color with a faint, stylized globe. The globe features a grid of latitude and longitude lines. Overlaid on the globe are large, white, serif letters, including 'A', 'H', 'I', and 'N', which are partially obscured and faded. The overall aesthetic is academic and intellectual.

MISSION STATEMENT

The School of Historical and Philosophical Inquiry is an engaged, intellectually rich and inclusive teaching, research, and learning environment. We aspire to be a place where academic, student, professional and public communities connect, thrive and create positive change. Through our disciplines of History, Philosophy, Classics and Ancient History, and Studies in Religion, we seek to inspire, understand, make and impart knowledge, and create ideas to shape our future.

I MISSION, DIRECTION AND STRATEGIC PLAN

The School of Historical and Philosophical Inquiry (HPI) at the University of Queensland is a high performing Humanities School comprising four main disciplinary groups: History, Philosophy, Studies in Religion, and Classics/Ancient History. The School is committed to excellence in these areas of teaching and learning, engagement, and research. We advocate for the necessity of the humanities in the contemporary world and we see the work we do as crucial to understanding issues of current and enduring importance. Through our disciplines we teach both breadth and depth of content, which is a distinctive feature of our offerings. We firmly believe that to teach our students the importance of context, critical reasoning, argument and analysis, good verbal and written communication, and empathy and perspective, is to equip them with not just crucial skills but crucial knowledge. Our research makes major interventions into scholarly and public debates, and we are proud of the reputation our individual researchers enjoy locally, nationally and internationally. We have strong relationships with a range of external organisations and we seek to consolidate and extend these in the coming years.

In 3-5 years, HPI seeks to be Australia's leading purely humanities school, known for the quality and depth of its distinctive programs, its inclusive and supportive culture, its high-impact and quality research, and its visibility and impact through engagement with our partners and the wider community. To achieve this broad aim, we have created a new strategic plan for 2018-21, which sets out priority areas, steps we need to take to achieve our aims, and measurable targets. We have also identified risks around not moving ahead with our priorities.

The HPI strategic plan was drafted by the Head of School and work-shopped by the School Executive during semester 1 2018. It was then sent to the whole School for feedback via email and individual responses, and then brought to a whole School meeting for face-to-face discussion. It was endorsed in May 2018 by the whole School.

At the heart of the strategic plan is the premise that all staff are equally invested in and committed to this future trajectory. The School is proud that our staff have made this commitment through collective and enthusiastic endorsement of the plan. We are also working in alignment with The University of Queensland's strategic plan as well as national educational priorities focused on the growing importance of 21st-century skills, and see our contributions to UQ's priorities as meaningful and important. The HPI strategic plan prioritises four main areas for growth and investment: research, teaching and learning, engagement, and equity and inclusivity. These areas reflect our core business and activities, and also reflect the kind of academic culture that we wish to maintain and grow. Implementation and responsibility for the strategic plan will be shared by the Head of School and Executive, through the mechanisms outlined in the plan itself (see below). Broadly, the HPI strategic plan will be enabled by:

- Effective and supportive governance
- Excellent, agile and responsive academic staff
- Excellent, agile and responsive professional staff
- Staff investment in the strategic plan
- An equitable and transparent workload model that is aligned with the budget
- Financial sustainability

The following pages of this review submission will present detailed data showing the School's performance, areas of strength, and challenges over the last few years. Here, we draw attention to the School's commitment to improvement and sustainability, noting the generalised risks if we do not fulfil our strategic priorities and directions. We see opportunities for consolidation and growth in all our disciplines, each of which have coherent and forward-looking missions (included in the teaching and learning chapter of this submission).

STRATEGIC PLAN, SCHOOL OF HISTORICAL AND PHILISOPHICAL INQUIRY 2018-2021

Strategic Priority	Steps to achieve	Targets	Risks
RESEARCH			
Sustain a culture of research excellence and high research performance throughout HPI (aligns with UQ Strategic Plan focus area 2, 3 and 4)	<p>Use of performance appraisals to clarify and support research performance</p> <p>Mentoring</p> <p>Support staff in submission of competitive SSP applications</p> <p>Seek out the best external candidates for ARC fellowship applications in areas where we want to build capacity (e.g. US history)</p> <p>Attract and retain high performing research-active staff</p> <p>Foster impactful research through networks, relationships, and strategic investment</p>	<p>Increase in research income year by year from 2018-2021</p> <p>Increase in quality of publications (individual and/or co-authored) per staff member and for each discipline year by year from 2018-2021</p> <p>Increase in number of collaborative grant applications/awards within HPI, HASS and externally</p>	Inability to recruit and retain high performing research-active staff leading to decline in research performance and reputational loss
Increase research income (Cat 1 and Cat 2-4) (aligns with UQ Strategic Plan focus area 2 and 6)	<p>Mentoring through ARC grant application processes through HPI in-house scheme</p> <p>Provide regular knowledge re. Cat 2-4 funding opportunities and processes to staff via funding database, for instance</p> <p>Use HPI research support fund to support grant application development</p> <p>Include discussion on planned grant applications in annual performance appraisals</p>	<p>Increase in number of collaborative grant applications/awards year by year 2018-2021 within HPI, HASS and externally.</p> <p>Include HASS and University Research Office speakers at research planning days; ensure maintenance of research funding database on HPI website.</p> <p>All staff to plan for, apply for, or be successfully awarded external research income each year</p>	Financial pressure if research income does not increase; reputational loss if research performance does not meet criteria and/or metrics for engagement and impact

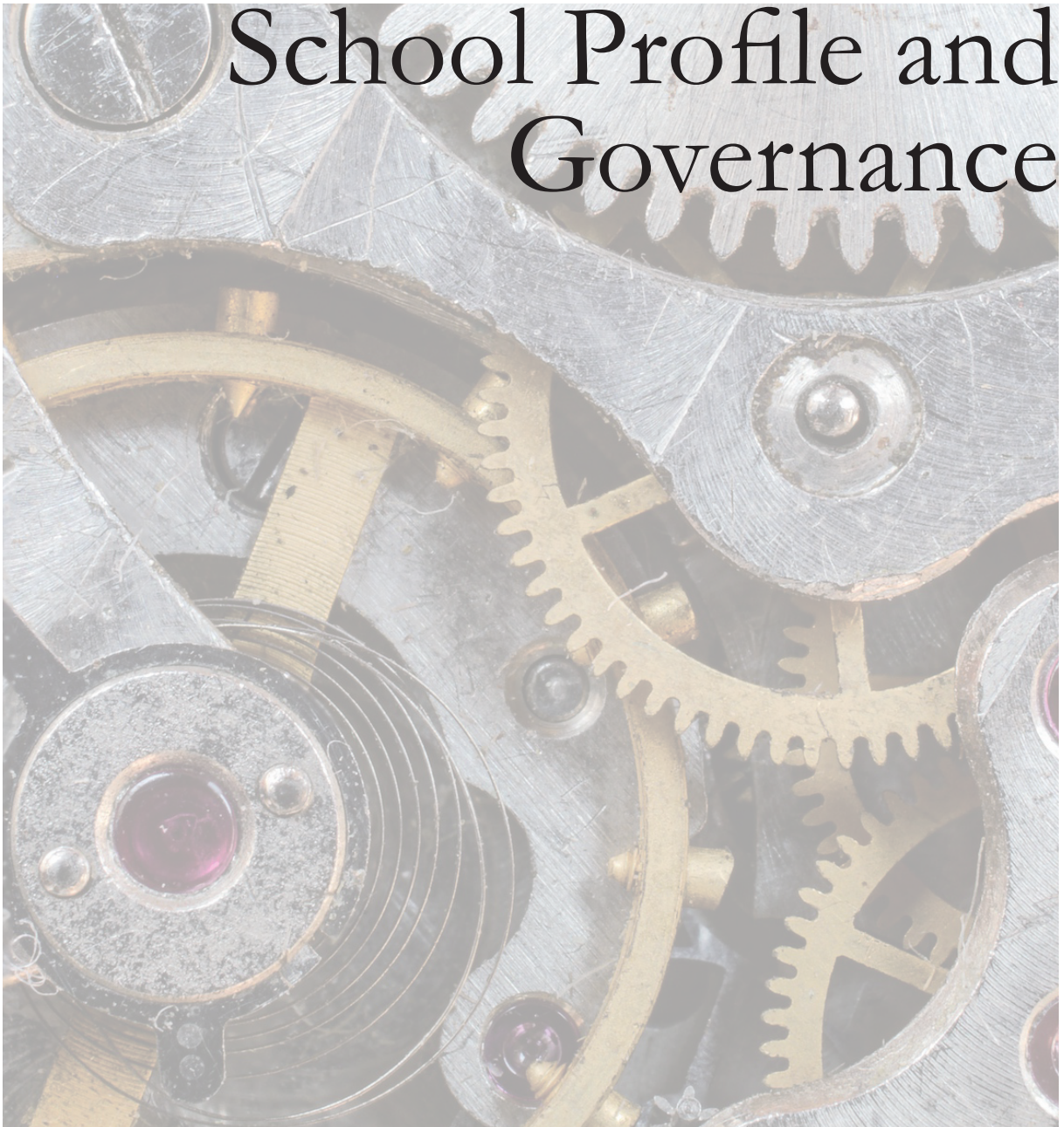
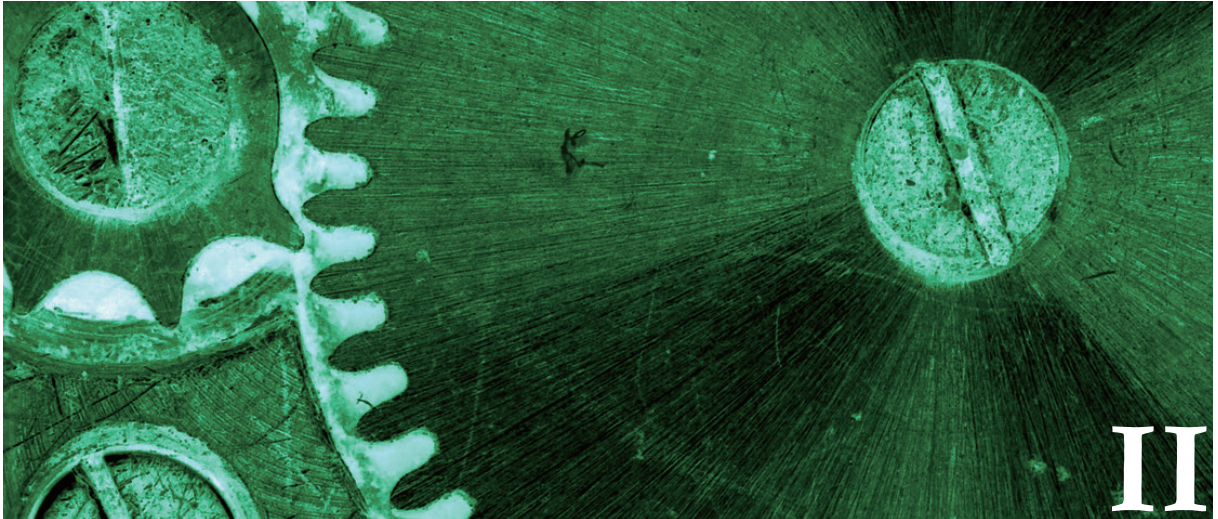
Strategic Priority	Steps to achieve	Targets	Risks
Collaboration for impactful research (aligns with UQ Strategic Plan focus area 2 and 3)	<p>Provide HPI opportunities for collaborative research clusters and networks</p> <p>Continue and publicise collaborative HPI seminars</p> <p>Support collaborative grant applications</p>	<p>All staff to be given the opportunity to participate in HPI-led research networks (Women and Power; Religion, Place and Power)</p> <p>Increase year by year in applications and awards of collaborative research funding</p> <p>Support and mentor Aboriginal and Torres Strait Islander applicants for competitive grants, such as ARC DP Indigenous and ARC Linkage and Education Horizon schemes</p>	
HDR training – attract quality students and ensure timely completion	<p>Develop and maintain consistent internal processes to ensure high quality HDR students</p> <p>Develop HPI policy on professional/training requirements for HDR candidates</p> <p>Ensure that staff in HDR advisory roles do not exceed the cap of 8 FTE candidates, in line with UQ Eligibility and Role of Higher Degree by Research Advisors policy</p>	<p>Increase in timely completion rates for HDR students</p> <p>Enhance HDR milestones to support HDR students to complete theses effectively and in a timely fashion</p> <p>No staff to be supervising more than 8FTE candidates by end of 2019</p> <p>Consistency in internal HDR policies by 2019</p>	<p>Significant financial pressure from loss of research block grant funding if HDR student numbers remain high but completions are not timely</p> <p>Workload implications if supervisors exceed HDR loads</p>

Strategic Priority	Steps to achieve	Targets	Risks
TEACHING AND LEARNING			
Provide excellent disciplinary specific skills and knowledge (aligns with UQ Strategic Plan focus area 1 and 4)	<p>Retain and recruit excellent academic staff</p> <p>Review and enhance curricula in line with upcoming (2018/19) BA reform/review</p> <p>Encourage and develop staff capacity to apply for teaching awards and grants</p>	<p>Improved student retention, especially from first year to second year</p> <p>Reduce and/or eliminate the risks identified in 'at risk' courses by 2021</p> <p>Applications for teaching awards each year 2018-2021</p>	Inability to retain and recruit high performing staff, or lack of curriculum planning/review leads to potential for decline in student satisfaction and enrolment
Extend our teaching contributions where appropriate across Faculty and University (aligns with UQ Strategic Plan focus area 1)	<p>Continue collaborative teaching in Science, Maths, Biomedical Science etc</p> <p>Ensure excellence in teaching in Bachelor of Advanced Humanities and BPPE</p> <p>Make HPI courses highly visible in professional pathways minor</p> <p>Investigate other opportunities for HPI disciplines to contribute to teaching outside the School and Faculty</p>	<p>Measurable increase in enrolments outside HPI year by year 2018-2021</p> <p>Measurable increase in EFTSL across HPI year by year 2018-2021 (CSP, domestic and INT EFTSL, mindful of workload and sustainability)</p> <p>Identify majors across the University in which HPI courses could be integrated as electives</p>	<p>Significant financial pressure if current levels of teaching outside HPI are not maintained and extended</p> <p>Workload implications for staff with significant extra-HPI teaching loads</p> <p>Potential for compromised disciplinary programs if a balance between program teaching and extra-HPI teaching is not carefully monitored.</p>
Develop curricula with breadth and depth to encourage active and collaborative learning	Review and refine curricula across the School in line with BA 'reset'	All curricula to have been reviewed internally within programs and through the HPI school review by end of 2019	

Strategic Priority	Steps to achieve	Targets	Risks
Utilise creative modes of delivery that attract and retain a diverse and inclusive community of students (aligns with UQ Strategic Plan focus area 4)	<p>Extend flexible delivery and make better use of the calendar (through intensives and digital platforms for instance)</p> <p>Increase INT student base through marketing and targeted courses</p>	<p>Trial winter intensive 2019 or 2020</p> <p>Measurable increase in INT EFTSL each year 2018-2021</p> <p>Work with Faculty, the Office of the Pro-Vice Chancellor Indigenous Education, and ITALI to implement UQ policies and initiatives around diversity in curricula, e.g. embedding Aboriginal and Torres Strait Islander curriculum and inclusive teaching practices in programs</p>	<p>Decline in student satisfaction and enrolment if flexibility in delivery is not developed</p> <p>Inability to attract INT EFTSL creates significant financial pressure</p>
Enhance connections between study and employability, including in the HDR space	<p>Encourage and support appropriate professional development training for HDRs through HPI policy</p> <p>Encourage staff to apply for WIL funding via HASS</p>	<p>HPI policy around HDR professional development to be workshopped and finalized by 2019</p> <p>At least one application for HASS WIL funding each year (where available) 2018-2021</p>	
ENGAGEMENT			
Increase HPI visibility in Qld, nationally and internationally (aligns with UQ Strategic Plan focus area 3 and 4)	<p>Work closely with Faculty engagement and marketing teams</p> <p>Continue existing and develop new community relationships (e.g. Friends of Antiquity)</p> <p>Use social media and open access platforms consistently and effectively for public visibility</p> <p>High profile public lectures to attract large and diverse audiences including alumni</p> <p>Develop an alumni engagement strategy</p>	<p>Maintain and enhance social media platforms for each discipline</p> <p>Alumni strategy in place by the end of 2019</p> <p>Calendar of public events and program of campus visitor activities circulated at the start of each semester from semester 2 2018</p>	Lack of visibility will impact on enrolments and reputation

Strategic Priority	Steps to achieve	Targets	Risks
Develop and extend philanthropic support in target areas	<p>Work closely with Faculty Director of Advancement to plan and develop donor relationships</p> <p>Identify areas of research and teaching in HPI for targeted donor support</p>	<p>An increase in philanthropic donation by 2021, ideally to fund at least 3 current or new positions in HPI</p> <p>Diversification of potential sources of philanthropic donation</p>	<p>Inability to attract donor support could compromise existing activities and prevent or limit future growth</p>
Build and extend industry partnerships in research and teaching (aligns with UQ Strategic Plan focus area 3 and 4)	<p>Continue and develop community relationships</p> <p>Build industry support and investment where appropriate for research and impact</p> <p>Maintain and support existing initiatives such as Critical Thinking project and Solid Pathways program</p>	<p>Formalise external and industry relationships in all our disciplines through teaching third-level 'capstone' research projects and internships for instance</p> <p>Support and develop programs to build partnerships with Aboriginal and Torres Strait Islander researchers and students</p> <p>Support and develop new and existing partnerships with UQCTP outreach programs including Solid Pathways program</p>	<p>Loss of opportunities to develop meaningful relationships with industry and professional partners to enhance teaching quality, curriculum relevance and student employability</p>
EQUITY AND INCLUSIVITY			
Support and maintain an inclusive and equitable workplace (aligns with UQ Strategic plan focus area 4)	<p>Maintain ongoing mentoring program for all academics; establish targeted mentoring opportunities for ECRs and female academics</p> <p>Monitor the implementation of recommendations made by the 2014 gender report</p> <p>Facilitate cohort building events/ activities for members of the HPI community</p>	<p>Gender balance at all levels</p> <p>Cultural balance within the workforce and student population</p> <p>Equal representation where possible on school and discipline committees and on recruitment panels</p> <p>Ongoing staff participation in UQ equity and diversity training</p> <p>Engagement with UQ's Reconciliation Action Plan to build respectful relationships</p>	<p>Lack of investment in HPI vision by marginalized staff</p> <p>Inability to recruit and retain high performing staff</p>

Strategic Priority	Steps to achieve	Targets	Risks
Promote and model a professional, respectful and consultative workplace across all disciplines and areas of the School	<p>Integrate diversity and inclusivity in teaching and research activities</p> <p>Monitor the implementation of recommendations made by the 2014 gender report</p> <p>Support for students including initiatives (e.g. mental health training for HDR students)</p> <p>Foster agile and responsive professional and academic operations</p>	<p>All curricula to have been reviewed internally within programs and through the HPI school review by end of 2019</p> <p>Update gender report annually</p> <p>HPI policy around HDR professional development to be workshopped and finalized by 2019</p> <p>Ensure completion of relevant HR modules and awareness of diversity and inclusivity resources for UQ staff at annual appraisals</p>	Lack of investment by staff in HPI vision; lack of engagement



School Profile and Governance



II SCHOOL PROFILE AND GOVERNANCE

STAFFING

In July 2018, the School consists of 32.8 FTE continuing and fixed-term academic staff and 4.8 continuing professional staff. The academic staff includes 27 FTE teaching and research staff, 2 FTE teaching-focussed staff and 3.8 FTE research-focussed staff. The professional staff include a School Manager, a Senior Museum Officer and 2.8 FTE administration staff largely dedicated to student and academic administration.

There are also currently 49 academic casuals who provide sessional tutoring and teaching support for the School and 19 casual staff who assist academic staff on projects including research projects and the Critical Thinking and Solid Pathways projects. Further details on individual staff profiles may be found in Chapter VII.

Academic staff profile

Table 1: gender balance and academic levels of staff

Age Group	Level	Gender	FTE
20 - 30	Level A	Female	1.00
30 - 39	Level A	Male	2.80
	Level B	Female	1.00
	Level C	Male	1.00
	Level D	Male	1.00
40 - 49	Level A	Female	1.00
	Level B	Male	1.00
	Level C	Female	1.00
	Level C	Male	4.00
	Level D	Female	1.00
	Level D	Male	1.00
	Level E	Female	1.00
	Level E	Male	1.00
50 - 59	Level B	Female	2.00
	Level B	Male	2.00
	Level C	Female	0.50
	Level C	Male	1.00
	Level D	Female	3.00
	Level D	Male	3.00
60+	Level C	Male	1.00
	Level D	Male	2.50
Total			32.80

The average age of academic staff is 49.2. This means that there are few impending retirements, and given the pressure on the School’s budget, there are unlikely to be new continuing appointments in the next few years. A replacement position has recently been approved in Philosophy (in the Logic and Philosophy of Science area) to replace a staff member who left mid-year). In 2018 an appointment was made in Studies in Religion in the area of Islam. And a 4-year fixed-term appointment has been approved in Ancient History to start later this year.

Existing staff have performed very well, and there have been a good spread of promotions since 2016 – 2 in 2016, 3 in 2017 and 2 in 2018. There are only 2 professors in the School; one supported by philanthropic donation (the Paul Eliadis Chair in Classics), and one supported by Vice-Chancellor’s strategic funding until 2022 (the Head of School’s position). The integration of the Head of School’s professorial salary into the School’s operating budget in 2022 may put some pressure on the School’s ability to support new appointments, so careful forward planning is needed to mitigate that upcoming significant staffing cost.

Table 2: staff by discipline cluster

Discipline	Function	FTE
History	Teaching & Research	11
	Research Focused	3
Philosophy	Teaching & Research	7.8
	Teaching Focused	1
	Research Focused	1
Studies in Religion	Teaching & Research	4
Classics & Ancient History	Teaching & Research	4
	Teaching Focused	1
Total		32.8

Academic workload allocation

The School follows the University’s workload policies to calculate annual workload, and has developed a workload policy document to support it (see Appendix 6). Academic workload determines teaching and service allocations and does not include a research component. Workloads are drafted by the discipline convenors at the start of each calendar year and checked by the Head of School and Deputy Head of School. Workload documents are public, and staff may access them through the shared drive. This facilitates transparency and equity. There are some problems with the current workload model, (mostly in 1. the award of significant points for HDR supervision although funding for HDRs has moved from load to completions in the last years, and 2. in the reduction in workload points for a semester post-SSP) and the HoS plans to work with Faculty in the second half of 2018 to clarify and update some of the practices and formulae underpinning the model in the coming months. All staff have or have been offered a mentor, usually from within the School who is independent from their performance supervisor.

Casual staff profile

The School uses casual staff for tutoring, marking and in some cases course coordination. The School is currently developing a set of principles around the employment of casuals, acknowledging that while casual teaching opportunities are desired by HDR students, the School does not wish to rely on casual staff for the coordination of core or ongoing courses and, where we can, will prioritise currently enrolled HDR students for tutoring, rather than graduated PhD students. New tutors undergo five hours of Faculty training through the Tutors@UQ program and are also supported by course coordinators and the School Manager.

Honorary/adjunct staff profile

The School has 89 honorary, emeritus and adjunct staff and 3 visiting Fellows. These staff are valued members of the School community and contribute to the School through publication, occasional involvement in supervisions, and participation in School activities and events. Honorary and adjunct professors are appointed by University Senate. Honorary appointments below the rank of professor are made via staff members' nominations, consultation with the relevant discipline and approval by the Head of School and Executive Dean. The School also supports post-thesis fellows – these are recent HDR graduates who are given email, library and internet access to assist with publication of their theses; and has 7 current affiliate staff from IASH.

Table 3: Adjunct, Emeritus and Honorary staff and Visitors

Discipline	Adjunct	Emeritus Professor	Honorary	Visitor	Total
History	7	7	23	2	39
Philosophy	1		25	1	27
Religion		1	14		15
Classics		1	10		11
Total	8	9	72	3	92

Governance

The School has an integrated governance structure which facilitates whole-School policy and decision-making whilst retaining disciplinary autonomy over curriculum matters. The School has an Executive Committee, chaired by the Head of School, a Research & Research Training Committee chaired by the Research Director, and a Teaching and Learning Committee chaired by the T&L Director. The terms of reference for each and a list of members is in Appendix 2. The School also has whole-School meetings about 3 times per year and an annual planning day. Disciplines, each of which has a convener, also meet as groups. Studies in Religion meets formally at least once a semester, or as required and they communicate either via email or in person. History currently holds three discipline meetings per semester with extra meetings organized ad hoc if needed, and communication is done via email, phone or in person. Philosophy meets on average each 6 weeks (but reserves a weekly meeting time if the need arises), while the convener communicates with staff via email or in person and reports to colleagues before and after School Executive and Teaching and Learning meetings. Classics does not have routine staff meetings, but rather informal meetings when required and the discipline convener communicates via email or in person with staff. The RD Milns Antiquities Museum staff meet fortnightly with the School Manager.

Table 4: Current executive roles, 2018

Head of School	Professor Megan Cassidy-Welch
Deputy Head of School	Dr Aurelia Armstrong
Director of Teaching and Learning	Associate Professor Kriston Rennie (semester 1)/ Associate Professor Lisa Featherstone (semester 2)
Director of Research	Associate Professor Marguerite LaCaze (semester 1)/ Associate Professor Andrew Bonnell (semester 2)
Director of Research Training	Dr Toby Meadows (semester 1)/ Dr David Pritchard (semester 2)
Director of Engagement	Dr Geoff Ginn
Philosophy convenor	Dr Aurelia Armstrong
History convenor	Dr Patrick Jory
Studies in Religion convenor	Dr Adam Bowles
Classics and Ancient History convenor	Dr Janette McWilliam

School communication

The Head of School sends out regular email updates to staff. The newsletter *Quadrivia* is produced twice a year. Events and news are updated on the School website. The Administrative Officer (Executive Support) takes minutes of the Executive and whole-School meetings and these are circulated. The School intranet contains minutes for School committees and archives other documents for reference.

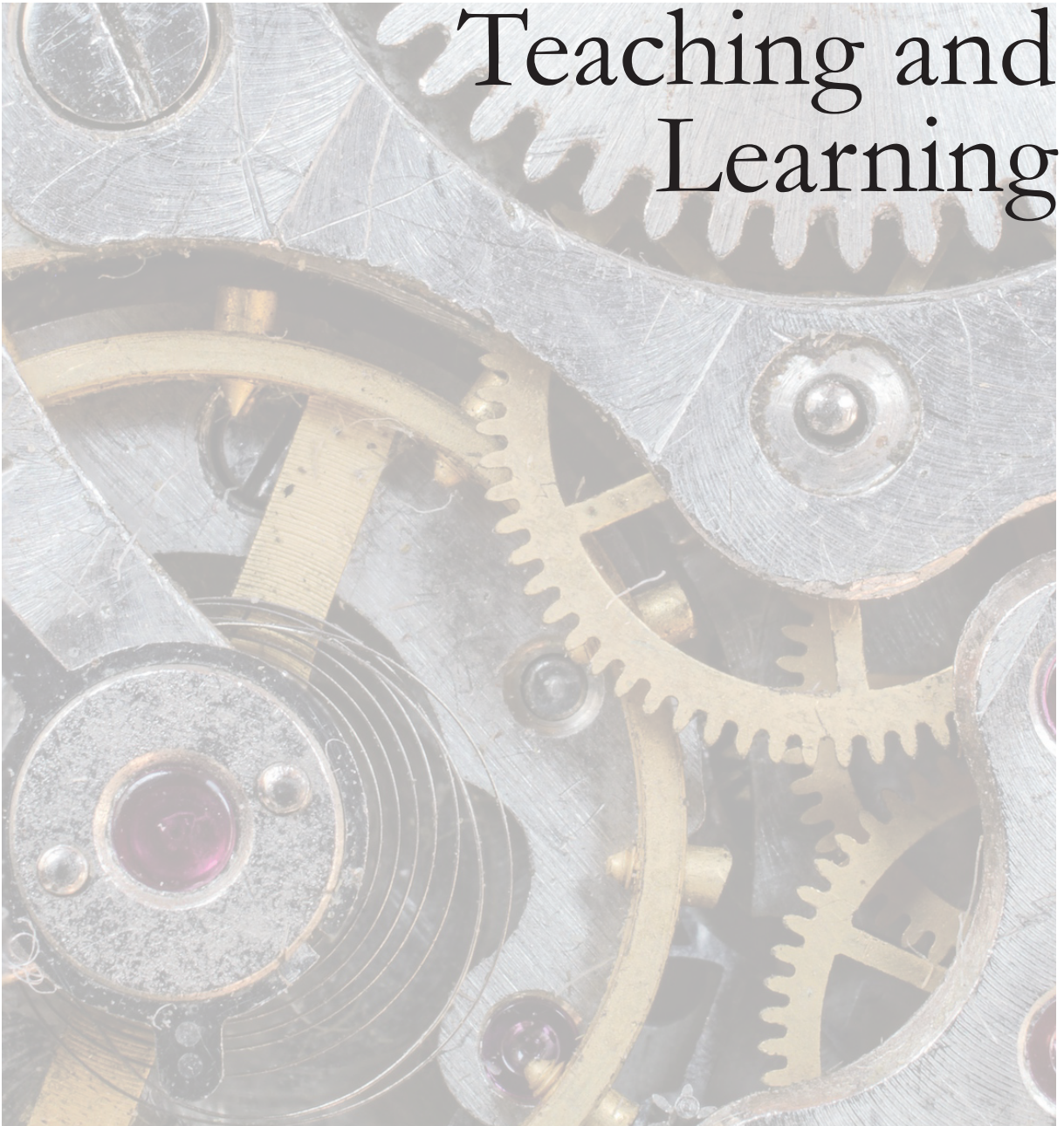
School culture

HPI currently enjoys a mostly positive overall School culture. Whole school meetings and seminars have assisted with this, as has open and transparent communication about issues facing the School and its strategic directions. The Head of School consults regularly with the discipline convenors, involving them in planning and sharing knowledge about budgetary matters. The Head of School will be conducting a 360-degree leadership survey at the end of 12 months headship (in Nov 2018) which will assist with understanding staff views of governance and leadership style.

The last UQ 'Your Voice' staff satisfaction survey was conducted in mid-2015. HPI responses to that survey indicated concerns about diversity, inclusivity, gender balance, involvement in decision-making, workload, and ethics; but showed satisfaction with colleagues, the work that we do as a School, quality of teaching and research, and understanding of UQ's overall vision. Since then, some of the recommendations of a 2014 HPI report by Associate Professor Dolly MacKinnon (proactively commissioned by the previous Head of School, Associate Professor Martin Crotty) on strategies to address gender balance within the School were implemented, and a workshop on improving School culture was convened in 2016. The new HPI strategic plan explicitly addresses equity and inclusivity more broadly. The School has created opportunities for all staff to come together in scholarly fora (such as seminars and the creation of research networks), to have achievements recognised and celebrated (through email communications and social events), and to be informed and consulted about School direction and planning.



III



Teaching and Learning



III

Teaching and Learning

BACKGROUND AND FUTURE DIRECTIONS

The School is a leading Australian provider of undergraduate programs in History, Philosophy, Studies in Religion, Classics and Ancient History. It delivers six majors in these complementary fields of intellectual inquiry, demonstrating a breadth and depth of disciplinary expertise, knowledge, and training that translates into a high quality undergraduate experience and excellent graduate outcomes. The School has a strong reputation for teaching and learning innovations. It boasts a consistently high standard of student satisfaction, awards, and achievement. The teaching staff are committed to maintaining this rigorous standard through a diversity of core offerings, innovative/blended/flexible teaching practices, work-integrated learning, excellence in supervision, and digital learning platforms.

Through its courses and programs, as outlined in the strategic plan, the School aims to:

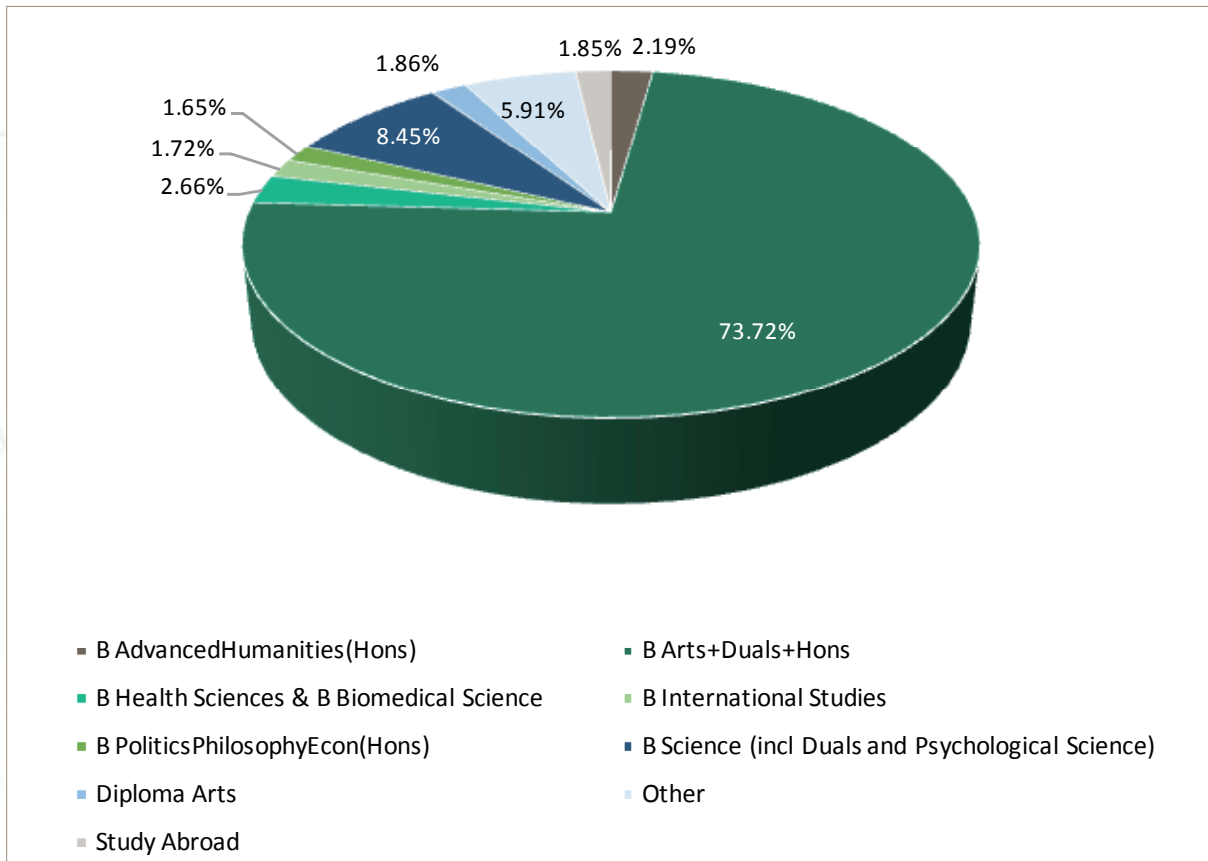
- Provide excellent disciplinary-specific skills and knowledge.
- Ensure excellence in teaching in Bachelor of Arts, Bachelor of Advanced Humanities (Honours), the Bachelor of International Studies, the Bachelor of Politics, Philosophy and Economics (Honours), and the Professional Pathways minor.
- Retain and recruit excellent academic staff.
- Continue to value and recognise good teaching.
- Review and enhance curricula/academic programs periodically.
- Improve student retention, especially from first to second year.
- Develop curricula with breadth and depth to encourage active and collaborative learning.
- Extend teaching contribution across Faculty and University (e.g., Science, Maths, Biomedical Sciences, etc.).
- Utilise creative modes of delivery that attract and retain a diverse and inclusive community of students.
- Enhance connections between study and employability.

In total, the School offers 96 undergraduate courses, with a student load of 840.43 EFTSLs (2017). Its staff employ a diversity of teaching approaches and learning strategies, contributing to defined areas of teaching specialisation in all four disciplines. Overall, the recruitment, mentoring, training, and support of teaching staff ensure a quality program, genuinely shaped and enhanced by research expertise and experience.

Undergraduate programs and majors

The School's major teaching focus is through the Bachelor of Arts (73.72%). Further contributions are made through our course offerings to the Bachelor of Science (8.45%), the relatively new Bachelor of Advanced Humanities (Honours) (2.19%), Diploma in Arts (1.86%), Bachelor of International Studies (1.72%), and the Bachelor of Politics, Philosophy, and Economics (Honours) (BPPE) (1.65%), et al., with a dedicated future investment in the HASS Faculty's Professional Pathways minor (introduced mid-2018).

Figure 1: 2017 EFTSL by Program

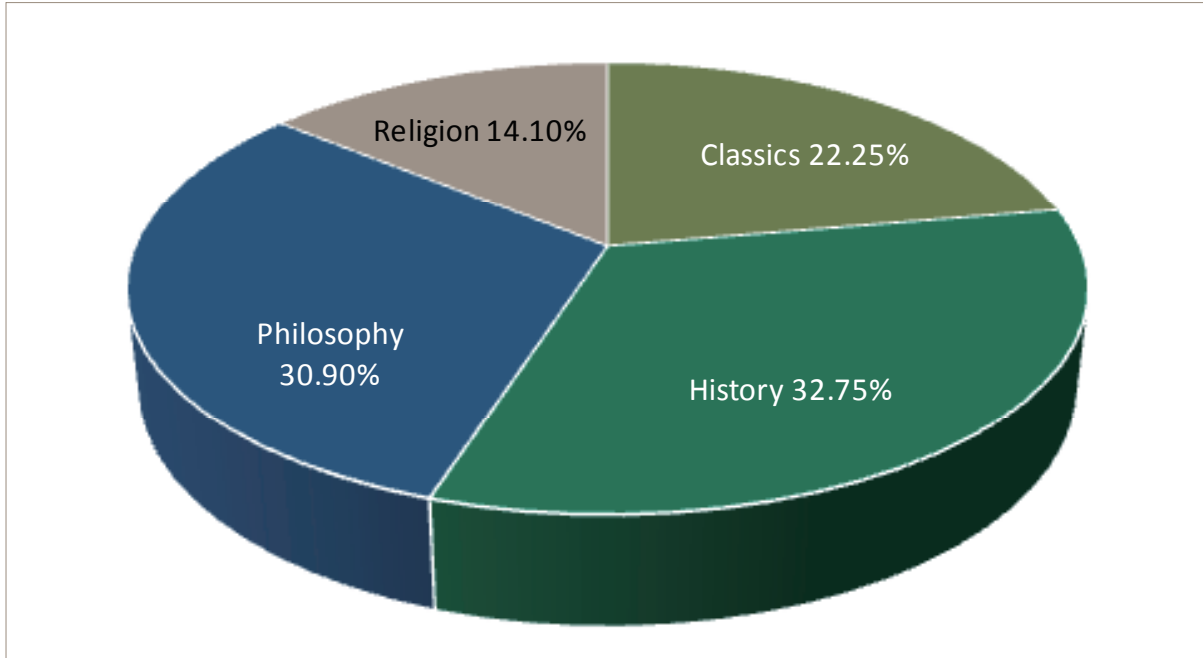


In all programs, the School has been successful in maintaining a breadth of undergraduate courses. Through these core offerings, each discipline provides research-driven, engaging, and innovative teaching. Staff expertise, integrity, and commitment to teaching and pedagogy defines the School as a leading provider of History, Philosophy, Studies in Religion, Classics and Ancient History in Australia and worldwide. The School is expecting changes to this model in 2020, through a 'BA Reset'. Changes that have been flagged include a significant reduction in offerings, particularly in History and Philosophy, and a lack of rotation. The School is active in planning for this change, with disciplines currently working on prospective models of offerings. The School has not yet been provided with the final model for implementation, however our current offerings are expected to undergo some significant changes, which will be a challenge.

Majors and Areas of Specialisation

The School's undergraduate teaching centres around six distinctive majors/extended majors in the BA taught by the four discipline areas.

Figure 2: percentage of load for each discipline in 2017



HISTORY

The History discipline at UQ explores the historical formation of the modern world. Its teaching and research are organized around three core subject areas: Medieval and Early Modern History, the History of Western Modernity, and Modern Asian History. Its undergraduate courses consistently receive high teaching evaluations, and staff employ active learning methodologies in their teaching. Its research is ranked at above world standard. It has a vibrant higher degree by research (HDR) program with excellent academic and employment outcomes. It has a broad and expanding program of engagement with prominent industry stakeholders in the Queensland community. Students taking History at UQ receive both a profound intellectual experience of the current state of one of the world's oldest disciplines, as well as skills in critical analysis, innovative thinking, research and communication, that equip them for employment in a rapidly changing twenty-first century globalized economy.

Table 5: Courses offered in the History Major

1st year	2nd year	3rd year
Turning Points in World History (compulsory)	The History Makers (Compulsory)	History in Action (Compulsory)
The Australian Experience	China: From Empire to Republic, 1500-1951	History in Popular Culture
The Medieval and Early Modern World	Contemporary China: The People's Republic, Hong Kong & Taiwan since 1949	History of Genocide
	The Modern Middle East	The City in History
	Modern Southeast Asia: Freedom, Power and the State	Trafficking Bodies from the Ancient World to the Present
	Indian History and Religion Study Tour	
	Rituals, Priests & Kings: A History of Hinduism	
	Japan and the World	
	Medieval Study Tour	
	Witchcraft & Demonology in Early Modern Europe & Its Colonies	
	The British Isles: 1500-1700	
	Medieval Heresy	
	Age of Crusades	
	Western Religious Thought from the Middle Ages to the Present	
	America in Film	
	Australians at War	
	The Making of Modern Australia: Society & Culture since 1901	
	Germany from Bismarck to Hitler (1870-1933)	
	Germany from Hitler to Reunification (1933-1991)	

1st year	2nd year	3rd year
	The Radical Right & Fascism in Europe	
	Imperial Britain: Crisis and Conflict, 1815-1945	
	The Anatomy of a Super Power: the US since 1945	
	Bodies of Knowledge: History of Science and Medicine.	
	Sex in History	
	Body, Fashion & Consumption in History	

Table 6: Courses offered in the International History Major

1st year	2nd year	3rd year
Turning Points in World History (Compulsory)	The History Makers (Compulsory)	History in Action (Compulsory)
	China: From Empire to Republic, 1500-1951	History of Genocide
The Medieval and Early Modern World	Contemporary China: The People's Republic, Hong Kong & Taiwan since 1949	The City in History
	The Modern Middle East	Trafficking Bodies from the Ancient World to the Present
	Modern Southeast Asia: Freedom, Power and the State	
	Germany from Bismarck to Hitler (1870-1933)	
	Germany from Hitler to Reunification (1933-1991)	
	Japan and the World	
	The Radical Right & Fascism in Europe	
	Imperial Britain: Crisis and Conflict, 1815-1945	
	The Anatomy of a Super Power: the US since 1945	

PHILOSOPHY

The University of Queensland’s Philosophy discipline explores foundational questions about the nature of the world and our place in it, as well as thinking about questions that arise within particular fields, such as the physical sciences, mathematics, psychology, art, politics and ethics. Our mission is to teach our undergraduate and postgraduate student cohorts how to think about these questions critically, creatively, responsibly and independently. To this end, we offer explicit training in the skills of critical thinking and argumentation, both within the philosophy program and through outreach programs like the UQ Critical Thinking Project, which works in partnership with educators to embed critical and creative thinking in schools. We realise our commitment to excellence in teaching, research and engagement through a variety of intra- and inter-faculty partnerships with the sciences, mathematics, education, economics and politics. Our mission in philosophy is ultimately to foster the skills and self-understanding that help make us thoughtful and engaged members of our various societies, while also broadening our understanding of the various ways of being and thinking that humans have, and have had available to them.

Table 7: Courses offered in the Philosophy Major

1st year	2nd year	3rd year
Introduction to Philosophy: What is Philosophy? (Compulsory)	Rise of Modern Philosophy (Compulsory)	Philosophy Today (Compulsory)
Introduction to Ethics	Epistemology & Metaphysics	Advanced Logic
Critical Reasoning	Representation & Reality: The Philosophy of Language	Advanced Topics in Metaphysics
	Philosophy of Modern Physics	Contemporary European Philosophy
	Paradoxes	Advanced Topics in Moral and Political Philosophy
	Mind and Cognition	
	Philosophy of Science: select topics in the foundations of scientific enquiry	
	Formal Logic: an introduction to classical formal logic	
	Philosophy of the Life Sciences	
	Feminist Philosophy	
	Environmental Philosophy	
	Kant & European Philosophy	
	Phenomenology & Existentialism	
	European Social Philosophy	
	Political Philosophy	
	Philosophy & Art	
	Philosophy and Education	
	Social and Economic Justice	

STUDIES IN RELIGION

The Studies in Religion discipline at UQ seeks to explore how humans have ordered and made sense of their world from ancient times to the present with reference to religious and spiritual thought. As well as looking to the past, the program's goal is to adopt a forward-looking approach to understanding religions, belief systems and spiritualities, by relating them to contemporary issues and discussing how they continue to be at the centre of important debates about our place in the world and the shape of our futures. We aim to provide excellent teaching, research and community engagement, offering a critical, multi-disciplinary approach to a range of faiths and spiritual experiences. The discipline has a commitment to high quality teaching and supervision of our students, enabling them to undertake independent research and immerse themselves in texts and sources relating to their area of interest.

Table 8: Courses offered in the Studies in Religion Major

1st year	2nd year	3rd year
World Religions (Compulsory)	The idea of the sacred: texts, places and festivals (Compulsory)	The Future of Religion: An Advanced Study of Contemporary Issues (Compulsory)
Belief & Unbelief	Indian History and Religion Study Tour	Independent Study Unit
The History of the Supernatural	Medieval Heresy	Advanced Study of Religious Texts A
	Spirituality in the Everyday	Advanced Study of Religious Texts B
	Playing God: Religion & Science	
	Sociology of Religion	
	Rituals, Priests & Kings: A History of Hinduism	
	Buddhism	
	Islam	
	Religion, Peace and Violence	
	The World of Jesus and the Early Christians	
	The Bible: Narratives & Interpretations	
	Western Religious Thought from the Middle Ages to the Present	

CLASSICAL LANGUAGES

The Classical Languages programme at UQ encourages students to immerse themselves in the language and culture of ancient Greece and Rome through studying history and literature in Latin and Greek. Our students come from all over the university, seeking to develop their reading, comprehension and translations skills so that they can apply them in a wide range of disciplines, including ancient and modern history, philosophy, studies in religion, political science, music, modern languages and literature, linguistics, medicine and science. Beginner students learn the key principles of classical grammar and syntax and acquire the reading skills and vocabulary to enable them to read unaided texts in the original language and to translate them. They become familiar with the major genres of classical literature as well the social, cultural, and historical contexts in which these genres were created and operated. They acquire the skills to facilitate further language learning and literary and historical research.

Table 9: Courses offered in the Classical Languages Major

1st year	2nd year	3rd year
Introductory Greek	Intermediate Greek	Advanced Greek 1
Introductory Latin	Greek Language & Literature 1	Advanced Greek 2
	Greek Language & Literature 2	Advanced Latin 1
	Intermediate Latin	Advanced Latin 2
	Latin Language & Literature 1	Writing Ancient History
	Latin Language & Literature 2	Special Topic in Greek History
	Myth, Magic and Religion in the Ancient World	Special Topic in Roman History
	The World of Classical Athens: Democracy, Culture and Society	
	Ancient World Study Tour: Sites and Museums	
	Study Tour: Sites and Museums of Roman Italy	
	Alexander the Great and the Hellenistic World	
	The Age of Imperial Rome: Politics and Society from Tiberius to Constantine	
	The Career and Influence of Julius Caesar	
	Art & Archaeology of Ancient Rome	
	Roman Society & Civilisation	
	Art and Archaeology of Ancient Greece	
	Individuals and the State in the Roman Republic	
	The World of Late Antiquity	
	Ancient History and Modern Cinema	
	R.D. Milns Antiquities Museum International Internship and Field School	
	Ancient Greek and Roman Theatre	

ANCIENT HISTORY

The Ancient History program at UQ brings alive the civilizations of ancient Greece and Rome through innovative interdisciplinary teaching and research. It encourages students to address complex issues which affect both the ancient and modern worlds and, in the process, to develop problem solving and work integrated learning skills that empower them to create change in academia, the workplace and in society as a whole. By offering students a range of courses that cover the history, language and literature, philosophy, art, architecture and material culture of the ancient world, the program encourages students to become independent learners and researchers who are aware of how the civilizations of Greece and Rome continue to shape global culture today. Students develop an informed awareness of Classics and Ancient History as academic disciplines with distinctive approaches and methodologies. They explore social and ideological forces that shaped the lives and beliefs of ancient populations through close and critical study of inscriptions, papyri, literary texts, and archaeological evidence. Our students are also encouraged to employ broader interdisciplinary approaches such as demographic and economic modelling, comparative anthropological analysis, and poststructuralist techniques of critique, and to use the R.D. Milns Antiquities Museum to broaden their knowledge and skills.

Table 10: Courses offered in the Ancient History Major

1st year	2nd year	3rd year
The Rise of Ancient Greece: Greek History to the 4th Century BC (Compulsory)	Myth, Magic and Religion in the Ancient World (Compulsory)	Writing Ancient History (Compulsory)
The Rise of Ancient Rome: Roman History from Romulus to Augustus	The World of Classical Athens: Democracy, Culture and Society	Special Topic in Greek History
Introductory Greek	Ancient World Study Tour: Sites and Museums	Special Topic in Roman History
Introductory Latin	Study Tour: Sites and Museums of Roman Italy	
	Alexander the Great and the Hellenistic World	
	The Age of Imperial Rome: Politics and Society from Tiberius to Constantine	
	The Career and Influence of Julius Caesar	
	Art & Archaeology of Ancient Rome	
	Roman Society & Civilisation	
	Art & Archaeology of Ancient Greece	
	Individuals and the State in the Roman Republic	
	The World of Late Antiquity	
	Ancient History and Modern Cinema	
	R.D. Milns Antiquities Museum International Internship and Field School	
	Ancient Greek and Roman Theatre	
	Intermediate Greek	
	Greek Language & Literature 1	
	Intermediate Latin	
	Latin Language & Literature 1	

ANCIENT HISTORY/HISTORY

The Ancient History/History program at UQ draws on the expertise of all full-time academic staff in the disciplines of Ancient History and History. Initially designed to meet the needs of prospective secondary school teachers undertaking a BA/BEd(Sec), the program aims to give students thorough and well-grounded knowledge in key topics of Western Modernity (Europe, western societies and modern Australia), Medieval and Early Modern European and Asian History, as well as key areas of the ancient Greco-Roman world, including its art, literature, culture and philosophy. Themes in world and transnational history are also considered. The offered courses develop an awareness of History as an academic discipline, its distinctive approaches and methodologies, and encourage critical inquiry and independent research.

Table 11: Courses offered in the Ancient History/History Major

1st year	2nd year	3rd year
Turning Points in World History (Compulsory)	The History Makers (Compulsory)	History in Action (Compulsory)
The Rise of Ancient Greece: Greek History to the 4th Century BC	Myth, Magic and Religion in the Ancient World	Special Topic in Greek History
The Rise of Ancient Rome: Roman History from Romulus to Augustus	The World of Classical Athens: Democracy, Culture and Society	Special Topic in Roman History
	Alexander the Great and the Hellenistic World	
	The Age of Imperial Rome: Politics and Society from Tiberius to Constantine	
	The Career and Influence of Julius Caesar	
	Art & Archaeology of Ancient Rome	
	Roman Society & Civilisation	
	Art and Archaeology of Ancient Greece	
	The World of Late Antiquity	
	Ancient History and Modern Cinema	
	Ancient World Study Tour: Sites and Museums	
	Study Tour: Sites and Museums of Roman Italy	
	R.D. Milns Antiquities Museum International Internship and Field	
	China: From Empire to Republic, 1500-1951	
	Contemporary China: The People's Republic, Hong Kong & Taiwan since 1949	
	The Modern Middle East	
	Modern Southeast Asia: Freedom, Power and the State	
	America in Film	
	Australians at War	

1st year	2nd year	3rd year
	The Making of Modern Australia: Society & Culture since 1901	
	Germany from Bismarck to Hitler (1870-1933)	
	Germany from Hitler to Reunification (1933-1991)	
	Witchcraft & Demonology in Early Modern Europe & Its Colonies	
	The British Isles: 1500-17:00	
	The Radical Right & Fascism in Europe	
	Medieval Heresy	
	Imperial Britain: Crisis and Conflict, 1815-1945	
	Age of Crusades	
	Japan and the World	
	The Anatomy of a Super Power: the US since 1945	

UNDERGRADUATE TEACHING AND LEARNING

Undergraduate students in our School progress through recommended learning pathways. The curricula for History, Philosophy, Studies in Religion, Classics and Ancient History has developed in accordance with this sequential BA/Faculty-driven structure, which guides our students 'vertically' and 'horizontally' through their undergraduate study. Supporting a logical progression through the BA, the School currently offers a combination of compulsory first-year ('Gateway'), second-year ('Cornerstone'), and third-year ('Capstone') courses, in addition to a suite of second-year electives in more specialised teaching areas. Together, these courses showcase the School's disciplinary strengths, staffing/research profile, and coherent program structure.

The School is resolute about maintaining a rigorous curriculum and program structure, centred around key teaching areas and specialities. Staff remain fundamentally focused on providing a diversity and depth of offerings that appeal to a range of students inside and outside the BA, in turn delivering a high-quality curriculum and program structure representative of a Go8 university. A range of factors (e.g., program reviews) are carefully negotiated to ensure a coherent, sustainable, and effective curriculum in all disciplines.

Work-Integrated Learning (WIL) initiatives

In recent years, a number of courses taught by the School have incorporated WIL components in various ways. Internship opportunities have long been available for Classics and Ancient History students through the Antiquities Museum, and since 2013 advanced level History students have participated in a range of internship and work placement models in the History capstone WRIT3613 History in Action at the Queensland Museum, the State Library of Queensland, the Queensland Parliamentary Library, and the Queensland Parks and Wildlife Service.

In 2018 the HASS Faculty support for WIL initiatives enabled the development of formal procedures for these placements and internships to establish clarity and rigour in administration and enable their trialling in the other discipline Capstone courses in 2019-20. The School has developed an innovative 'Humanities in the Workplace' program for this scheme, funded at 20K per annum for three years. This program will build on existing (and develop new) external partnerships with professional and industry bodies, cultural institutions and community groups with a common emphasis on employability and applied research. The project will facilitate industry and alumni engagement, build professional networks for students, and highlight the applicability of humanities skills of research, analysis, and communication in the workplace. One further outcome is the showcasing of high-quality student research through a dedicated digital platform.

EFTSL and Demographic

The School's courses cater to a range of students from across the University. Such wide appeal is testimony to a School whose staff foster an inclusive and equitable learning environment; this community of practice reflects a professional and respectful commitment to teaching and learning, exemplified, for instance, in course and curriculum design, flexible teaching delivery, and support for students including initiatives such as mental health training. The overall number of courses offered by the School has been refined from 109 courses in 2015 to 96 courses in 2017. Official EFTSL figures (by discipline) for this period nevertheless demonstrate a steady increase of 5% in student enrolments:

Table 12: EFTSL by discipline

Discipline	Fee Type	2015	2016	2017
Classics	Commonwealth Supported	181.750	169.625	163.750
	Domestic Full Fee Paying	1.500	0.250	0.125
	International Fee Paying	3.188	2.250	2.813
Classics Total		186.438	172.125	166.688
Exchange Studies	Commonwealth Supported	12.181	8.806	7.870
	Domestic Full Fee Paying	0.217	0.160	0.146
	International Fee Paying	0.691	0.561	0.757
Exchange Total		13.089	9.527	8.773
History	Commonwealth Supported	203.281	206.625	225.750
	Domestic Full Fee Paying	0.250	0.125	0.750
	International Fee Paying	17.406	12.750	18.875
History Total		220.938	219.500	245.375
Philosophy	Commonwealth Supported	174.878	184.337	209.803
	Domestic Full Fee Paying	2.926	2.456	1.576
	International Fee Paying	19.203	14.419	20.083
Philosophy Total		197.006	201.212	231.463
Religion	Commonwealth Supported	95.250	114.375	95.875
	Domestic Full Fee Paying	0.500	0.250	0.250
	International Fee Paying	8.250	8.500	9.500
Religion Total		104.000	123.125	105.625
Total		721.470	725.489	757.923

Across all programs in the School, 60% of students are female. The School has a relatively low percentage of international (6.86%), regional (0.71%), and remote (12.48%) students; just 2% come from a non-English speaking background. 27% come from a country of birth outside Australia, although many of these students are Australian citizens and do not pay international fees. 1.27% of the student body are Aboriginal or Torres Strait Islanders. A similarly low percentage of our students identify with a disability or low socio-economic status (8.59% under 25; 1.11% over 25). The majority of our students (93.14%), therefore, are domestic, commonwealth-supported.

Course enrolment trends for 2015-17 showcase the diversity of subjects within the School (see a full list in the Appendix). A comprehensive summary illustrates varying class sizes (small, medium, and large), with compulsory units at the first-, second-, and third-year level accounting for the largest student enrolments (eg. ANCH1240; HIST1601; HIST2312; PHIL 1002; RELN 1000; RELN 1510; WRIT3613).

The number of courses that staff contribute to other Faculties (e.g. Science) has increased from 9 in 2015 to 12 in 2017. Staff members in Philosophy have been at the forefront of building links to other disciplines at UQ. The discipline is represented in the three core courses for the Bachelor of Science program (SCIE1000, SCIE1100, STAT1201) and in the capstone for the Biomedical Sciences major (BIOM3200).

Table 13: EFTSL for Collaborative teaching across UQ from 2015 – 2018:

Course Code	Course Owner	2015	2016	2017	Semester 1 2018
BIOM3200	Biomedical Sciences	7.847	8.118	8.157	
CIVL2135	Civil Engineering			0.378	0.047
DATA7002	HASS			0.188	
DRAM2090	SCA	2.938		2.813	
MATH3306	Mathematics & Physics		4.313	1.813	
PHIL2011	Mathematics & Physics	1.250	0.813	0.750	
POLS2204	POLSI	1.063			
PSYC4060	Psychology	1.791	2.138	2.334	2.316
SCIE1000	Mathematics & Physics	12.300	12.431	13.988	20.063
SCIE1100	Mathematics & Physics	2.569	2.006	2.794	2.231
STAT1201	Agriculture Food Sciences	3.938	2.300	0.888	
STAT1201	Mathematics & Physics	8.438	7.506	8.038	3.588
STAT1301	Mathematics & Physics		2.588	2.888	
Total		42.131	42.212	45.025	28.245

Collaborative teaching is a priority area for the School's future growth in teaching and learning. Through Philosophy in particular, the School already delivers – and benefits from – teaching efforts in the Schools of Biomedical Sciences, Communication and Arts, Mathematics and Physics, Psychology, Civil Engineering, Agriculture and Food Sciences, and the Humanities and Social Sciences Faculty.

Table 14: EFTSL by discipline for collaborative teaching 2015 - 2018

Discipline	2015	2016	2017	Semester 1 2018
Philosophy	38.131	42.212	42.213	28.245
Classics	2.938		2.813	
History	1.063			
Total	42.131	42.212	45.025	28.245

Student interest in Philosophy of Science and Ethics in the science faculties is also increasing rapidly. UQ Philosophy's ground-breaking collaborative teaching program into three core BSc courses aims to demonstrate to Science students the relevance of a sound training in philosophical analysis and ethics in scientific practice. Environmental Ethics (PHIL7221) is now delivered within the Masters in Conservation Biology program and Critical Reasoning (PHIL7111) is a compulsory course in the Masters of Communication.

HONOURS TEACHING AND LEARNING

The Honours program is strategically important to all four disciplines in the School. It is highly regarded as a value-added component to the BA, which builds on the more general yet discipline-specific graduate attributes acquired at the undergraduate level, with a view to enhancing their skills and employability.

The School Honours program offers students an extra year of high quality study. It is the first step to a specialist career in one of four chosen disciplines, providing a significant competitive edge in the job market. The stimulating and challenging program has been designed to:

- Enable students to pursue advanced study in a specialist area in more depth than is possible in an undergraduate degree.
- Enhance students' capacity for independent research.
- Develop students' research skills to the standard required for enrolment in research higher degrees.
- Encourage students to thrive in small classes in which staff promote vigorous and interactive discussion.

Entry into the Honours program is competitive and seeks to attract and train highly-motivated, industrious, and promising students/future leaders. While each discipline administers its own program, all include a coursework (50% = 8 units) and thesis (50% = 8 units) component.

Table 15: Honours courses in HPI fields of study

MAJOR	TITLE
History	Theory & Method
	History Honours Seminar
	Honours Research Thesis
Philosophy	Honours Seminar
	Research Methods
	Honours Research Thesis
Studies in Religion	Methodology of Studies in Religion
	Individual Honours Study Unit
	Honours Research Thesis
Ancient History	Studying Ancient History: Research Seminar
	Ancient History Documents
	Ancient Historiography
	Honours Research Thesis
Classical Languages	Latin Guided Texts
	Latin Set Texts
	Honours Research Thesis
	or
	Greek Set Texts
	Greek Guided Texts
	Honours Research Thesis

EFTSL and Demographic

Enrolments in the School's Honours programs declined between 2015 and 2017. EFTSL and Honours degrees awarded (see below) suggest a tentative student market significantly influenced by post-graduation uncertainties concerning employability and acquired work-integrated skills. A high percentage of Honours graduates within the School pursue MPhil or PhD programs at UQ, within Australia, or abroad (e.g., USA, Canada, England). Of the 40 who completed in 2015, for example, 10 went on to enrol in an MPhil or PhD (25%) at UQ; 6 of the 28 who completed in 2016 went on to HDR study (21%) at UQ; and in 2017, 2 of 20 student enrolled in an HDR program (10%). Notwithstanding these enrolment trends, the Honours program remains fundamental to disciplinary training and program coherence, producing internationally-competitive, game-changing graduates.

Table 16: BA (Hons) EFTSL 2015 - 2017

Discipline	2015	2016	2017
Ancient History	14.75	11.25	7.25
Classical Languages	2.25	1	
History	15	9.25	12.75
Philosophy	11.5	6.375	3.25
Religion Studies in	0.75	6.5	0.5
Total	44.25	34.375	23.75

Table 17: BA (Hons) completions awarded 2015 - 2017

Major	Fee Type	2015	2016	2017
Ancient History	Commonwealth Supported	13	10	6
Classical Languages	Commonwealth Supported	3	1	
History	Commonwealth Supported	14	5	12
History	International Full Fee Paying	1		1
Philosophy	Commonwealth Supported	8	7	
Studies in Religion	Commonwealth Supported	1	5	1
Total		40	28	20

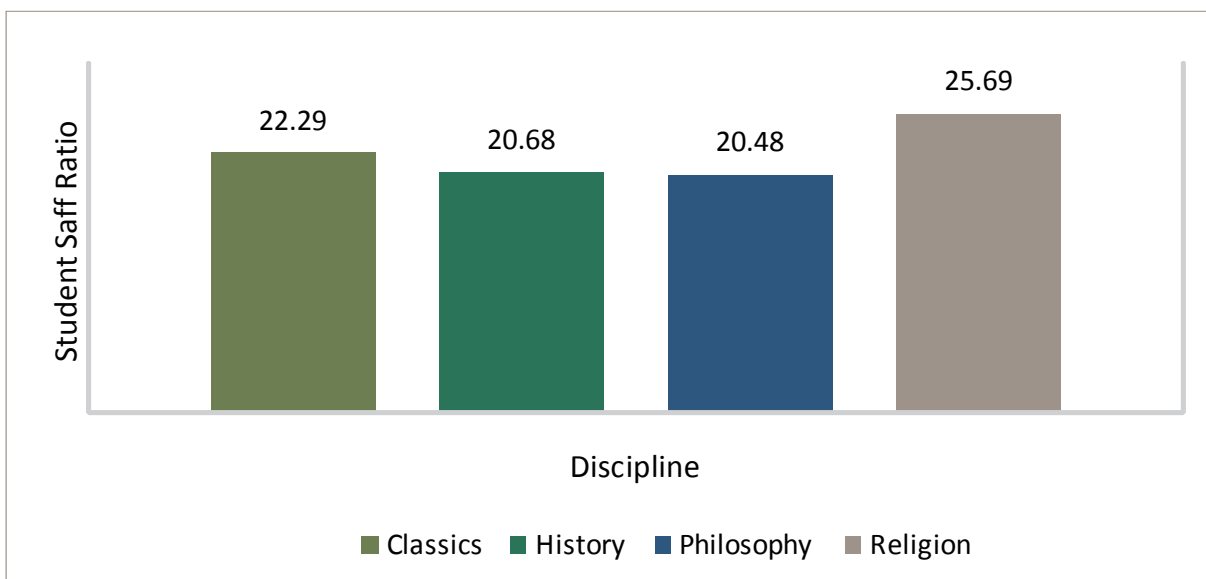
STUDENT EXPERIENCE AND SATISFACTION

The School prides itself on delivering high-quality, engaging, and innovative teaching. Staff believe strongly in the merits/benefits of disciplinary depth in the curriculum, which is the primary driver of world-class pedagogy, student experience, and graduate outcomes. Teaching in the School is diverse in style, form, content, method, and delivery – shaped by staff expertise, authentic assessment, disciplinary-specific training, and promised graduate attributes. While student-staff ratio (SSR) has risen slightly over the last 3 years (see below), the School consistently delivers in student satisfaction and results.

Table 18: Student-Staff Ratios 2015 - 2017

	2015	2016	2017
Student Load	780.52	784.90	799.55
Teaching & Research FTE	28.00	23.35	24.00
Teaching Focused FTE	3.00	2.00	3.00
Teaching Focused Casual FTE	7.32	7.32	7.75
T&R and TF Staff Total FTE	38.32	32.67	34.75
Student-Staff Ratio (SSR)	20.37	24.02	23.01

Figure 3: Student-Staff Ratio by Discipline 2017



There are several measures of this satisfaction. For example, a recent (informal) survey of 125 current History students overwhelmingly demonstrates a high level of approval for the discipline’s range and selection of undergraduate courses, demonstrating student preference toward content-rich, specific (rather than general) History courses.

The School has also been nimble in responding to student feedback. Both formal and informal student feedback has shown that students in HPI continue to value the traditional lecture/tutorial format in most courses. Staff have worked hard to integrate active learning strategies and other innovative techniques into teaching, while maintaining the information transfer that students value.

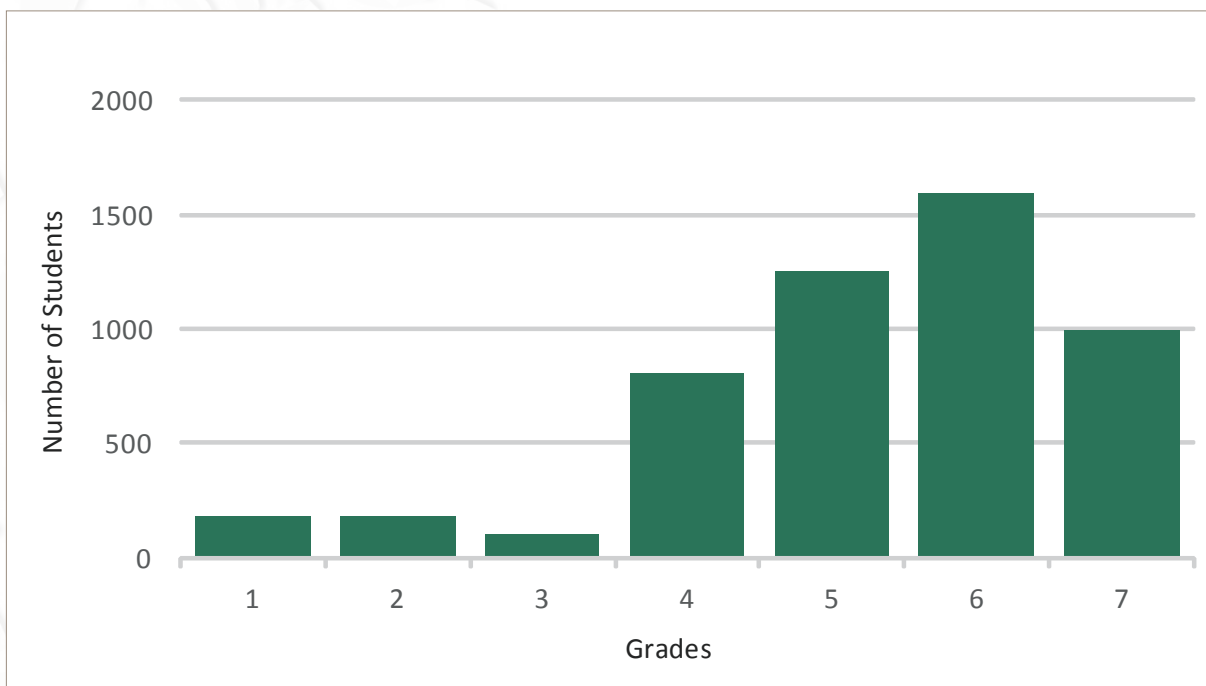
Pass rates are strong and consistent for 2015-17. The numbers are relatively constant across all four disciplines (86% average), which sit slightly below the Faculty average of 89.7%.

Table 19: Pass rates HASS Faculty 2017

School	%
Communication & Arts	90.50%
Education	93.50%
Historical & Philosophical Inquiry	86%
Languages & Cultures	91.60%
Music	91%
Political Science & International Studies	87.30%
Social Science	88.30%

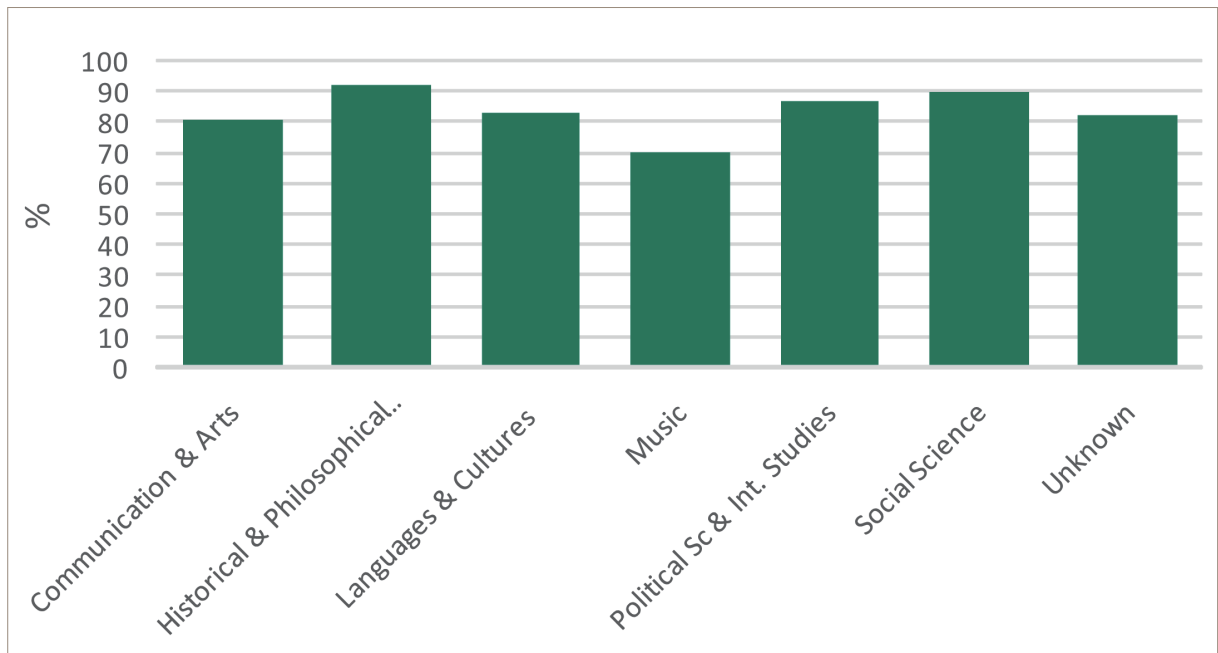
Grade distribution in the School (2017), moreover, shows that 25.6% of students attained a 5 (credit); 31.7% a 6 (distinction); and 19.7% a 7 (high distinction).

Figure 4: Grade distribution 2017



The most recent Course Experience Questionnaire (CEQ) (2011-15), furthermore, ranks the School in first place for ‘overall satisfaction’ in teaching and generic skills.

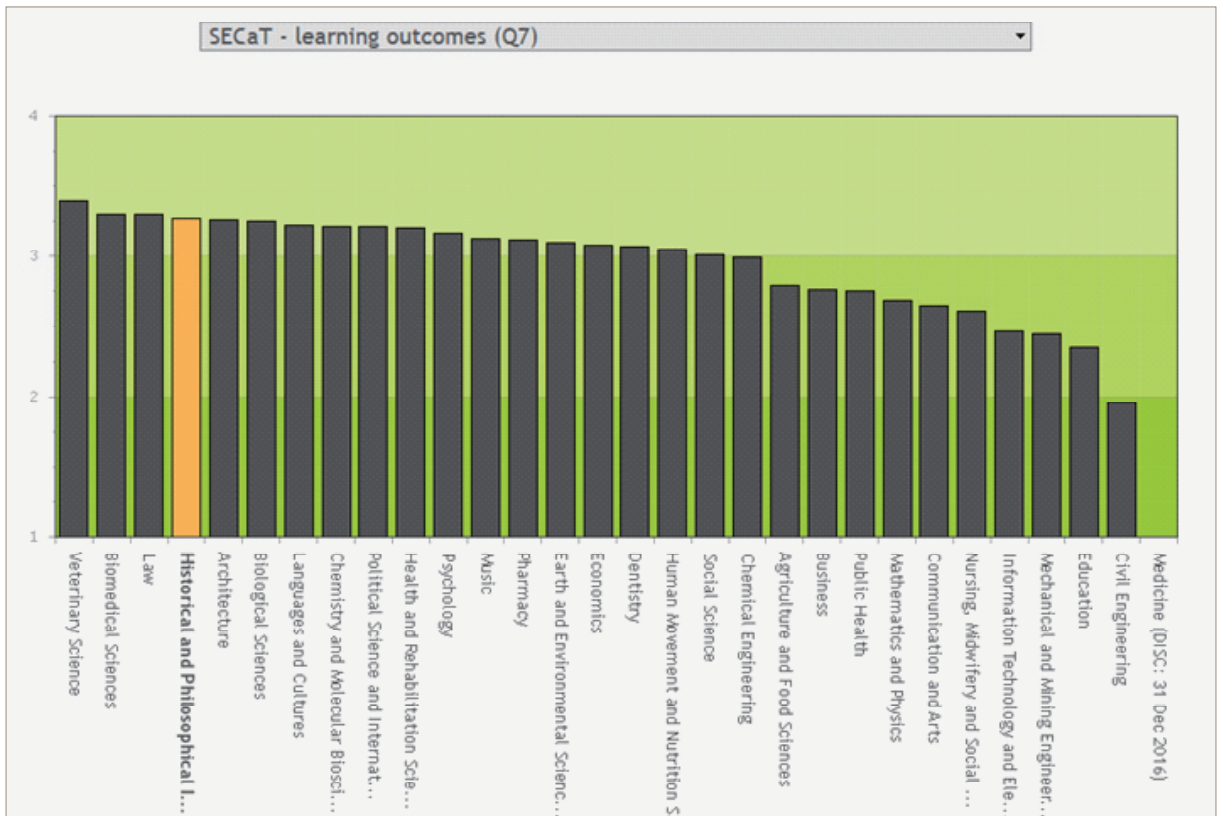
Figure 5: CEQ overall satisfaction 2011 - 2015



And fundamentally, results for the Student Evaluations of Course and Teacher (SECaT), consistently rank HPI among the top Schools at UQ. As the most employed, cited, and thorough measurement of teaching and course satisfaction at UQ, the responses to this questionnaire provide the best indication of current (and past) teaching success.

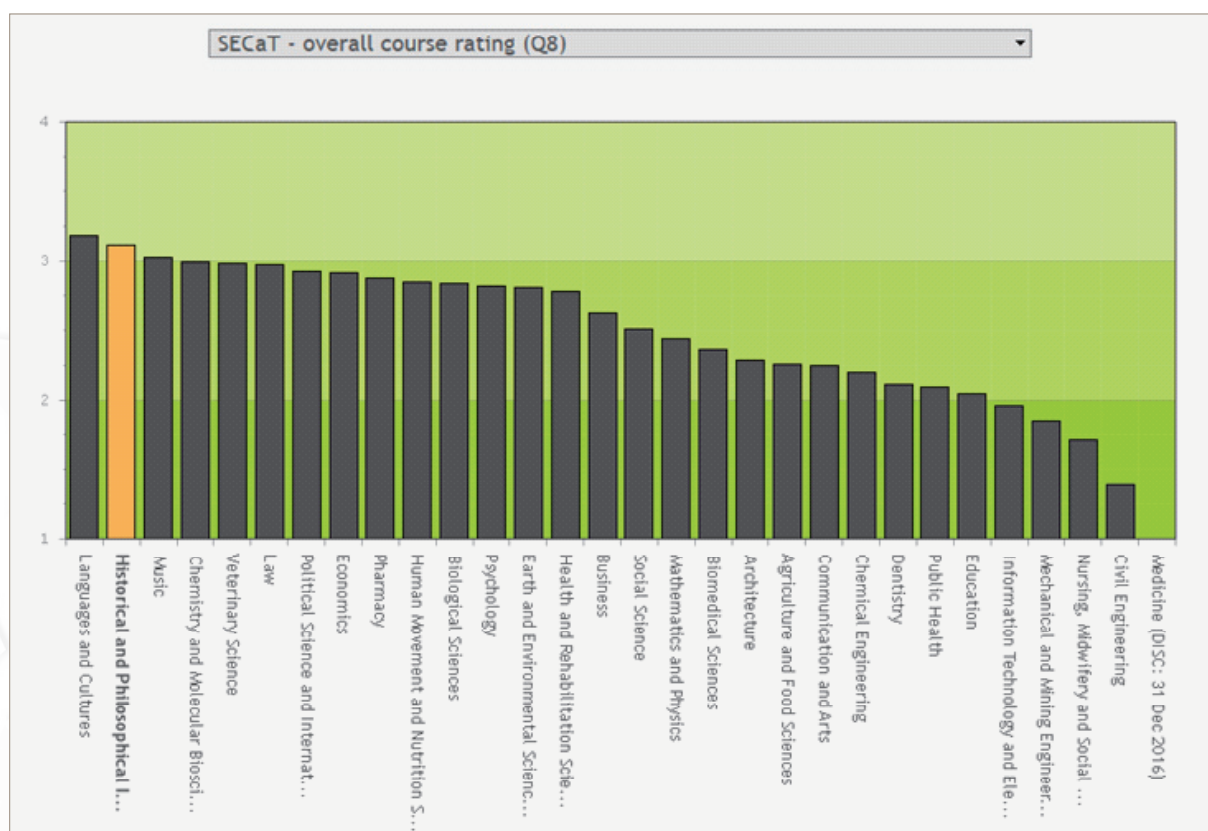
In response to the question, 'I learned a lot in this course' (#7), the School ranked fourth in the University.

Figure 6: UQ SECaT results 2017 - Question 7



And in response to the SECaT's summary question (#8), 'Overall, how would you rate this course?', the School ranked second overall at UQ (2017).

Figure 7: UQ SECaT results 2017 - Question 8

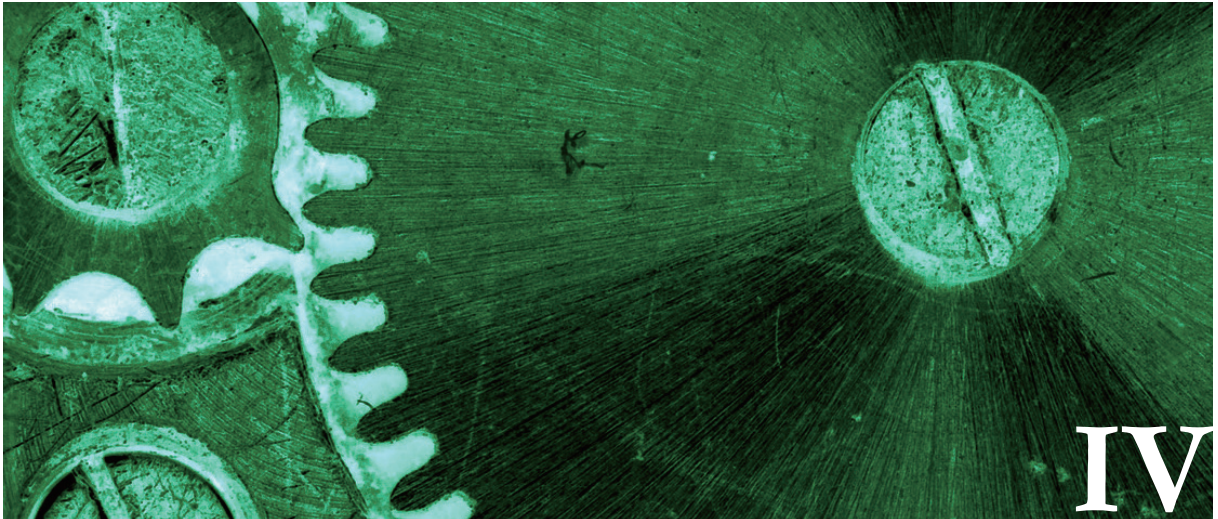


The destination and employment of our graduates speaks to this high level of achievement. Data from the 2017 Graduate Outcomes Survey (GOS) show that 66.3% of Humanities and Social Sciences graduates were in full-time employment (92.4% in labour force), 22.3% were enrolled in further full-time study.

Innovations and Awards

In addition to the consistent recognition for their high standard of teaching, staff are also distinguished for their innovations, awards, grants, and contributions to the scholarship of teaching and other pedagogical initiatives. Highlights from 2015-17 include:

- (2017) UQ Award for Programs that Enhance Learning – ‘Knowledge-Making in the Arts, Humanities, and Social Sciences’ – a Faculty-wide online community and peer mentoring program (A/Prof. Deborah Brown)
- (2017) Early Career Teaching Commendation for Dr Shushma Malik
- (2016) Early Career Teaching Award for Dr Tom Achtner; Commendation for Dr Karin Sellberg; Tutor Awards for Dr Laura Roberts, Ms Michelle Pfeffer, Dr Romain Fathi, and Dr Renee England; Program Innovation Commendation for Mr William Holbrook (on behalf of the Classics and Ancient History Society).
- (2016) UQ Excellence in Teaching and Learning Award for A/Prof. Deborah Brown, Dr Dominic Hyde, and Mr Peter Ellerton for their University of Queensland Critical Thinking Project (UQCTP), which works in partnership with communities, schools and the Department of Education and Training (DET) to widen participation and potential success in higher education for Aboriginal and Torres Strait Islander, low SES, remote and rural students.



Research and Discovery





IV

Research and Discovery

BACKGROUND AND FUTURE DIRECTIONS

The School has eight major research strengths. Research in the History discipline explores the historical formation of the modern world. It contributed to a ranking of 4 - above world standard - for The University of Queensland in the 2015 ERA (Excellence in Research for Australia). History research is concentrated into three clusters: Medieval and Early Modern History, the History of Western Modernity (including Australian History), and Modern Asian History. Research in Medieval and Early Modern History includes studies of Papal legates and medieval canon law, atrocity and warfare in the Crusades, and the history of the emotions in early modern England. The History of Western Modernity is a broad cluster covering research into sexual violence in Australia, Australian masculinity and the impact of WWI, Australian radicalism in the 1960s, the history of Australian-Chinese business networks, science and secularization, social democracy in Germany, and culture and philanthropy in Victorian England. Research in Modern Asian History explores the transformation of Asian societies and the impact of modernity. It includes research into the role of business networks in imperial and modern China, the history of science and technology in Japan, and Buddhist monarchy and the history of manners in Thailand.

The Philosophy discipline has two main research strengths. European Philosophy and Ethics examines a range of issues and traditions in moral philosophy, social and political philosophy, feminist philosophy, the history of European philosophy, the philosophy of education, environmental ethics, business and professional ethics, bioethics, and the philosophy of action. Logic and the Philosophy of Science explores fundamental issues in formal and informal reasoning (critical thinking), the nature of scientific reasoning, and other issues concerned with scientific method, scientific knowledge, the rise of modern science, the nature of scientific entities and metaphysical concepts that underlie science.

Studies in Religion has two primary research strengths: contemporary religion and the historical and textual study of religion. UQ's Studies in Religion discipline is a national leader of research into contemporary religious belief and practice. This research strength includes the analysis of modern religion-science discourse, the sociology of religion, and the study of lived religion. Members of the discipline have been engaged in analyses of religion in prisons, theology and healthcare, as well as religiously motivated antievolutionism and vaccine hesitations. Together, these research themes provide valuable insights into the ways that religion continues to shape the societies in which we live. The study of religion at UQ produces scholarship of global significance in the history and textual study of eastern and western religions. Areas of particular interest to our staff include the history of Christianity, New Testament scholarship, religious ideas and movements of the early modern period, and the histories and textual traditions of Hinduism and Buddhism.

The Classics and Ancient History discipline in the School has a research strength in the social and cultural history of the Greco-Roman world, and considers the social and ideological forces that shaped the lives and beliefs of ancient populations. Classics' areas of interest include the economic practice and democratic thought of Ancient Athens, Greek masculinity and sexuality, the material culture of Greece, Rome and Late Antiquity, Greco-Roman and Late Antique belief systems, the Roman and Late Antique family, ideologies of governance and politics, and the reception of the Classical World.

The School aims to increase research income and to increase quality publications and collaborative grants within the School, the Faculty and externally each year. Staff will be mentored through Australian Research Council grant applications and Category 2-4 grant applications every year. Furthermore, the School will seek out outstanding external candidates to build capacity in crucial areas (and has already done so for 2019, advertising for outstanding DECRA candidates in US History, with one external application submitted and currently under ARC review). The School also aims to develop and support a range of collaborative research clusters and networks that will develop research events and outcomes that have compelling impact. Within the school two new research groups have been established: a Women and Power research group, and a Religion and Place research group. These groups will hold a series of events leading to publications and grant applications. The Women and Power group in the School, set up by Professor Megan Cassidy-Welch, has had its first event in May 2018 with a symposium with researchers from Gender Studies, Philosophy, Psychology and Political Science presenting their work. The School-wide interdisciplinary seminar will continue each semester around topical themes.

In relation to HDR training, our goal is to ensure we have high quality students who complete their theses in a timely manner, and to that end we will focus on maintaining consistent internal processes and supporting students through their candidature. The recent increase in the proportion of scholarships (up to 10%) available to international students will enable a diversification of excellent doctoral and MPhil candidates. We will also focus on professional and training requirements for HDR candidates through regular workshops on milestones, conference presentations, and publishing.

The School has two primary FoR (Field of Research) codes: History and Archaeology, and philosophy and religion studies, which overlap with research in the School of Social Science and the Institute of Advanced Studies in the Humanities. Researchers in the School can apply for a Faculty Fellowship in the Institute and a number of staff have been awarded these fellowships: Associate Professor Dolly McKinnon (2015), Associate Professor Chris Dixon (2016), Dr. Lisa Featherstone (2016), Associate Professor Morris Low (2016), Dr. Patrick Jory (2018) and Associate Professor Kriston Rennie (2019). The School is going through a period of renewal after the retirement of a number of Professors in 2015 and the appointment of Professor Megan Cassidy-Welch as Chair and Head of School. The School has 8 Adjunct staff, 7 Affiliates (they are UQ staff from other organisational units like IASH who are affiliated with the school) 9 Emeritus Professors, 3 Visiting Fellows, and 72 honorary staff.

Researchers

Researchers in the School have high national and international profiles, evidenced by the high-quality monographs, journal articles, and book chapters published by the staff, by the success in gaining competitive grants, and by the School's lively research culture. These research profiles show both the diversity of our researchers and the depth of their achievements. Staff profiles are shown in Chapter 5.

Publications

Excellence for Research in Australia: all of the codes in the School received a ranking of 4 in the previous ERA assessment. The next ERA assessment will take place in 2018.

Table 20: ERA results for the 2012 and 2015 ERA assessments

FOR Code	Field of Research	2012	2015
2103	Historical Studies	3	4
2204	Religion and Religious Studies	3	4
2203	Philosophy	4	4

Table 21: publications for the school 2014 – 2016 (note publications for 2017 are incomplete)

Publication Type	2014	2015	2016
Book	13	27	18
Book Chapter	62	65	73
Journal Article	166	165	156
Conference Paper	35	31	20
Creative Work	16	9	8
Research Report	4	1	1
Thesis	3	5	7
Reference Entry	1		
Newspaper Article	16	26	21
Generic Document	1		1
Preprint	1	3	1
Total	318	332	306

Research grants and fellowship income

Staff are encouraged to apply for Australian Research Council grants and fellowships and other grants and awards. The current ARC discovery grants in the school are: Megan Cassidy-Welch, ‘Atrocity in warfare: a social and cultural history’ (2017–2019); Megan Cassidy-Welch and Dolly MacKinnon, ‘Battlefields of Memory: places of war and remembrance in medieval and early modern England and Scotland’; Patrick Jory, ‘Manners in Thailand’s Social and Political Transformation’, 1880-1980 (2018–2021), Lisa Featherstone, ‘Sexual offences, legal responses and public perceptions: 1880s – 1980s’ (2015 – 2018); and Marguerite La Caze ‘Ethical restoration after Communal Violence: A Philosophical Account’ (2015-2018).

There are also a number of staff with Discovery Early Career Research Awards (DECRA): Amelia Brown, ‘Like frogs around a pond: Maritime Religion and Seafaring Gods of Ancient Greek Culture’ (2014–2018), Dr. Peter Evans, ‘A philosophical exploration of simulating and controlling the quantum world’ (2017-21) and Dr. Mei-Fen Kuo, ‘Enterprising Chinese Australians and the diaspora networks, 1890-1949’ (2015-18). The School has gained two UQ development fellows: Jon Piccini, ‘What do we want? Human rights and Australian Social Movements 1945-90’, (2016-18) and Anna Corrias, ‘Late Antiquity After Antiquity: The Last of the Ancient Platonists in the Early Modern Period’ (2018-2020). Research is regularly supported by grants and fellowships from national and international organisations, for example Dr. Tom Aechtner’s project, ‘Improving Vaccination Rates in Australia: Analysing Media, Religion and Policy’ is supported by a Westpac Bicentennial Foundation Research Fellowship. (2017-19) Dr. David Pritchard’s ‘Democracy and War in Ancient Athens’ gained a University of Strasbourg Institute of Advanced Study grant (2017–2018) and Associate Professor Kriston Rennie held a Humboldt Research Fellowship for Experienced Researchers (2015-16).

Table 22: Research Income for the School from 2014 - 2016

HERDC Category	2014	2015	2016
ARC Income	\$232,666	\$582,015	\$532,721
Industry Income	\$483,777	\$360,825	\$34,490
International	\$552,418	\$445,046	\$95,751
Other	-\$460,717	-\$340,195	\$46,271
Total	\$808,144	\$1,047,690	\$709,233

Collaborations

Queensland Atlas of Religion: Staff from the School are seeking to develop a new suite of digital reference resources for broad public access through a permanent URL. The proposed Queensland Atlas of Religion (QAR) will document and interpret entwined issues of religious faith, migration, community and identity in the Queensland context, treated spatially and across time, through interviews, interpretive essays, documentary and artefactual material, maps and images. This project is modelled on the successful digital platforms pioneered at UQ in earlier projects since 2009, particularly the Queensland Historical Atlas (see www.qhatlas.com.au), Queensland Places (see www.queenslandplaces.com.au) and Queensland Speaks (www.queenslandspeaks.com.au). The QAR project is being developed in partnership with the State Library of Queensland. When completed, the Atlas will deal with inter-connected issues of religion, identity and civic life in Queensland's contemporary and historical context. The research of the project team and affiliated researchers and contributors will be curated and published digitally as an authoritative, substantial and accessible public resource in the Digital Humanities. It will explore the connections between community identity, faith practices and civic participation across a broad timeframe, uncovering localised aspects of social and cultural experience often overlooked in scholarly analysis to generate broader research engagement, impact and public utility. Dr. Geoff Ginn, Dr. Tom Aechtner, Dr. Adam Bowles, Dr. Patrick Jory and Emeritus Professor Peter Spearitt are all part of this project. It is funded by the HASS Faculty Research Funding Scheme.

European Philosophy Research Group: The European Philosophy Research Group, which has been running since 2002 with members Dr. Aurelia Armstrong, Associate Professor Marguerite La Caze, and Dr. Michelle Boulous Walker, is supported by the Institute of Advanced Studies in the Humanities, directed by Professor Peter Harrison. The group organises a range of seminars, masterclasses, and conferences, and hosts visiting scholars in European Philosophy, for example Honorary Professors Max Deutscher (Emeritus Professor, Macquarie), Christine Daigle (Broch University, Canada), and Costica Bradatan (Texas technical University) and visiting researchers Associate Professor Matthew Sharpe (Deakin) and Professor James McGuirk (Nord University Norway). Associate Professor Marguerite La Caze has collaborations with colleagues in the School of Communication and the Arts on the HASS Faculty project on 'Visual Politics' and is collaborating with Dr. Magdalena Zolkos at the Australian Catholic University, on a collection on the work of French philosopher Vladimir Jankélévitch. Dr. Michelle Boulous Walker is collaborating with colleagues at the Center for the History of Women Philosophers and Scientists, Paderborn University, Germany. Dr Aurelia Armstrong is collaborating with artist Patricia Piccinini and colleagues from the School of Communication and Arts on a project related to Piccinini's show 'Curious Affections' at the Gallery of Modern Art (GOMA).

Ethics and Health: Associate Professor Andrew Crowden and Dr. Julian Lamont collaborate with colleagues in the Health Sciences. Andrew Crowden is a Chief Investigator for the funded UQ interdisciplinary Genomics in Society: Policy and Ethics project, a Co-Principal Investigator on the interdisciplinary project *Genetic determinism: misunderstanding or fundamental attribution error? Implications for our understanding of behavior and personal responsibility* in collaboration with QIMR Queensland Institute of Medical Research (QIMR Berghofer) and an investigator on *The ethical, legal, and social policy challenges associate with the delivery of genomics in everyday healthcare* in association with the Queensland Genomic Health Alliance (QGHA), UQ, Queensland University of Technology (QUT), QIMR Berghofer, Genetic Health Queensland, James Cook University (JCU), the Australian National University (ANU), the University of Sydney, the University of Tasmania and the University of Oxford.

Logic and the Philosophy of Science: The logic and philosophy of science research strength has links with the physics department at the University of Queensland and Dr. Peter Evans works with collaborators at the University of Western Australia and the University of Bristol. Dr. Joel Katzav works with climate scientists on models of climate change, and collaborates with colleagues at Université Catholique de Louvain, University of Durham, University of Utrecht, and the Royal Netherlands Meteorological Institute. A number of honorary staff in the school, including Professor Daniel Nolan, work in this field and he has collaborations with colleagues at the Australian National University. In her work, Associate Professor Deborah Brown combines interest in the philosophy of science with

research in the history of philosophy and works with researchers at the University of California, Los Angeles. Dr. Claudio Mazzolla researches the metaphysics of time and is the Director of the UQ Critical Thinking Project. Furthermore, the UQ Critical Thinking project conducts research on philosophy and education to evaluate critical and creative thinking, from 2012, with researchers Associate Professor Deborah Brown, and HDR students Peter Ellerton (now a Lecturer in the School) and David Kinkead. The resulting research has been published in international handbooks and conference proceedings, and a series of articles in *The Conversation*.

Editorial and advisory boards

Researchers in the school are on the editorial and advisory boards of many prestigious journals and book series, including *Aldersgate Papers*, *Asian Literature and Translation (ALT): A Journal of Religion, Society and Culture*, *ASAA (Asian Studies Association of Australia) East Asia Series* (Routledge), *Austral-Asian Continental Philosophy* (Rowman and Littlefield International), *Australasian Journal of Philosophy*, *Australasian Philosophical Review*, *Classical Receptions*, *Didache: Faithful Teaching*, *East Asian Science, Technology and Medicine*, *East Asian Science, Technology and Society: An International Journal*, *Europa Sacra* (Brepols), *German History*, *Historia Scientiarum*, *HTS Theological Studies*, *Japanese Studies*, *Journal of Countercultural Studies*, *Journal of Labor and Society*, *Journal of Pacific History*, *Late Medieval and Early Modern Studies* (Brepols), *Mediterranean Archaeology*, *New Antigone*, *Parrhesia: A Journal of Critical Philosophy*, *Qhistory*, *The Journal of Medieval Monastic Studies*; *Journal of New Zealand and Pacific Studies*, *Pastoral Psychology*, *Practical Theology*, *Philosophy Compass*, *Science and Civilisation in Korea (Modern Period)* (Cambridge University Press), *Screening Antiquity* (Edinburgh University Press), *South Asia: Journal of South Asian Studies*, *Stanford Encyclopedia of Philosophy*, *Studies in Late Antiquity*, *Teaching Public Administration*, *Thought*, and *Using Lives: Essays in Australian Biography and History*.

Professional associations

Staff in the school are members of national and international professional associations, including the American Historical Association, the American Philosophical Association, American Society of Greek & Latin Epigraphy, Archaeological Institute of America, Association of Ancient Historians, Association for Symbolic Logic, The Association of Practical Theology in Oceania, Australasian Association for Logic, Australian Association of Bioethics and Health Law Australasian Association of Philosophy, Australian Association for Byzantine Studies, Australian Association for Early Medieval Studies, Australian Catholic Historical Society, Australian Historical Association, Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) Research Ethics Committee, Australasian Society for Classical Studies, Central European History Association, Classical Association (UK), Australian and New Zealand Association for Medieval and Early Modern Studies, Australasian Society for Continental Philosophy, British Society for the Philosophy of Science, Collaboration on Social Science and Immunisation, European Consortium for Political Research (ECPR), *Juris Canonici Medii Aevi Consociatio* (ICMAC), The International Academy of Practical Theology, the International Association of Women Philosophers, International Research Network for the Social Study of Science and Religion, Irish Studies Association of Australian and New Zealand, the Medieval Academy of America, the Modern Greek Studies Association, Nordic Society for Phenomenology, North American Society for Sports History, Pacific History Association, The Philosophical Society of South Africa, Queensland Historical Atlas, Queensland History Teachers' Association, Roman Society (UK), Royal Historical Association of Queensland, Royal Historical Society, Society for Classical Studies (USA), Society for the Study of the Crusades and Latin East, Society for Phenomenology and Existential Philosophy (US), South Asian Studies Association of Australia, and Wesleyan Theological Society (USA).

The school has a number of fellows of the academies: Professor Alastair Blanshard, Emeritus Professor Philip Almond, Honorary Professor Trevor Bryce, Emeritus Professor Robert Elson, Professor Peter Harrison, Honorary Associate Professor Brian Jones, Emeritus Professor Clive Moore, Emeritus Professor John Moorhead, Honorary Professor Daniel Nolan, Emeritus Professor Peter Spearritt, Emeritus Professor Martin Stuart-Fox, and Honorary Associate Professor John Whitehorne.

Australian Journal of Politics and History

The school has long been associated with the journal *Australian Journal of Politics and History*, jointly run with the School of Political Science and International Studies. Associate Professor Andrew Bonnell and Dr. Geoff Ginn (History) are the journal's Editor and Review Editor respectively. Established at UQ in 1955, *AJPH* is one of the most prominent academic journals in both history and political science in Australia. It was one of only three Australian-based political science journals to be ranked A or above in the ERA (2010) and APSA (2013) journal ranking exercise. The journal is widely known for its publication of leading research along with annual chronicles of state politics and Australian foreign policy.

Research development and mentoring

All staff in the school have a least one mentor either within the School or from another School to provide advice concerning research strategies. The School and the HASS Faculty provide feedback and advice on Australian Research Council grant applications and other external applications. New Staff are also supported by Early Career Researcher Grants through the HASS Faculty. The school has one fund for research-related activities, including conference travel, research travel, and to support grant applications, for which staff can apply each year. The Humanities and Social Science library at UQ has an excellent collection and services, and the Fryer library is well-known for its specialist historical collections.

HDR RESEARCH TRAINING AND OUTCOMES

Student profile

HPI has the largest number of higher-degree research students (HDRs) in the Faculty, with approximately 130 students at any time. Consequently, they make a significant contribution to the research that the School conducts, and research supervision is a significant feature of the work of the staff in the school. HDRs are evenly spread across our four disciplines, and around 80% of them are writing PhDs. HPI is serious about supporting this core group. We provide all HDRs office space, administrative support, research funding, professional development and high-quality supervision.

Table 23: HDR load (EFTSL) for HASS Schools

School	2015	2016	2017
Communication and Arts	98.33	85.76	74.82
Education	74.89	66.62	65.18
Historical and Philosophical Inquiry	103.79	93.39	82.51
Languages and Cultures	39.50	39.52	45.79
Music	34.75	31.75	29.75
Political Science and International Studies	49.27	45.29	51.79
Social Science	58.46	63.64	60.15
Institute for Social Science Research	27.64	21.32	27.15
Total	486.63	447.28	437.14

Table 24: shows HDR load per staff member for HASS Schools

School	2015	2016	2017
Communication and Arts	2.58	2.20	2.06
Education	2.36	2.31	2.34
Historical and Philosophical Inquiry	3.40	3.68	3.06
Languages and Cultures	1.00	1.13	1.31
Music	3.48	2.83	2.29
Political Science and International Studies	1.49	1.44	1.76
Social Science	1.72	1.80	1.70
Institute for Social Science Research	1.31	1.50	1.66
Humanities and Social Sciences Average	1.99	1.96	1.90

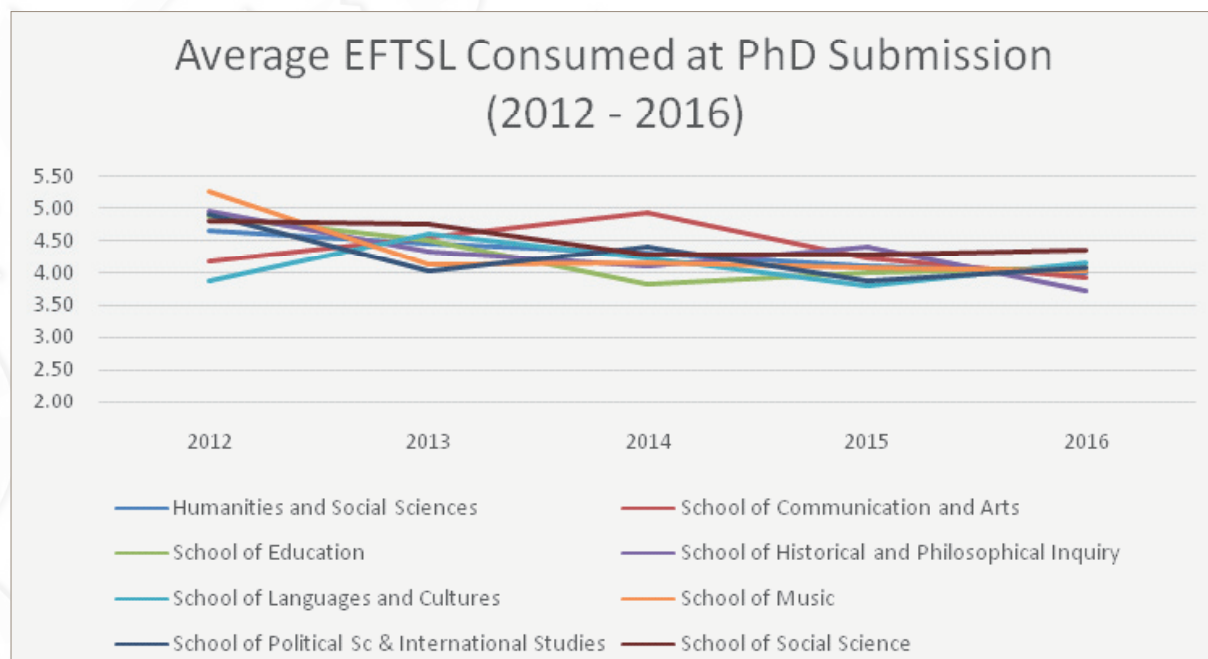
Completions

Table 25: HDR Student Awards (EFTSL) for HASS Schools 2015 - 2017

School	2015	2016	2017
Communication and Arts	28.88	29.50	29.03
Education	19.40	22.21	14.75
Historical and Philosophical Inquiry	14.00	25.10	15.90
Languages and Cultures	6.00	9.95	5.00
Music	7.00	10.86	11.00
Political Science and International Studies	17.68	12.46	9.95
Social Science	17.23	9.80	17.44
Institute for Social Science Research	1.68	7.04	4.10
Total	111.87	126.91	107.17

HPI also stands out for the average time that our PhDs take to complete. Figure 11 shows our steady improvement in this area.

Figure 8: EFTSL consumed at PhD Submission for HASS Schools



Admissions

In 2017 our admissions procedures were a focus for improvement. After wide consultation we introduced a new four-stage admissions procedure (cf. <https://hapi.uq.edu.au/study/higher-degree-research>). This requires an HDR applicant to write a much longer project description before they begin. The aim is to ensure that HDR students are more likely to submit and to ensure that those who are admitted can begin working on their project immediately. Initial indications are that these aims are being met. In the second scholarship round in 2017 the number of our HDR applicants was about 30% less than in the past. Yet the higher quality of their applications was reflected in the result as for the first time in years all of our HDR applicants won scholarships. The HASS HDR committee has taken note of HPI's successful reform. Professor Annemaree Carroll – the Faculty Associate Dean for Research – has made our new admissions-procedure a model for the rest of HASS.

Induction, confirmation and milestones

All HDR students in the school have an induction with the school HDR administrative officer on enrolment and complete three milestones throughout their candidature: confirmation, mid-candidature review and thesis review. In 2018 HPI is also examining HDR milestones. Milestones are an important support for our HDRs and we continue to reflect on how they can be further refined to support students to complete in a timely manner. Professional development is also important for our HDRs. In 2017 HPI ran a series of in-house training events about mental health. Our three events were well attended and there were HDR-led discussions about 'wellness'. The UQ Graduate School saw our series as a pilot, and the results from it have been integrated into the University's new policy on student mental health.

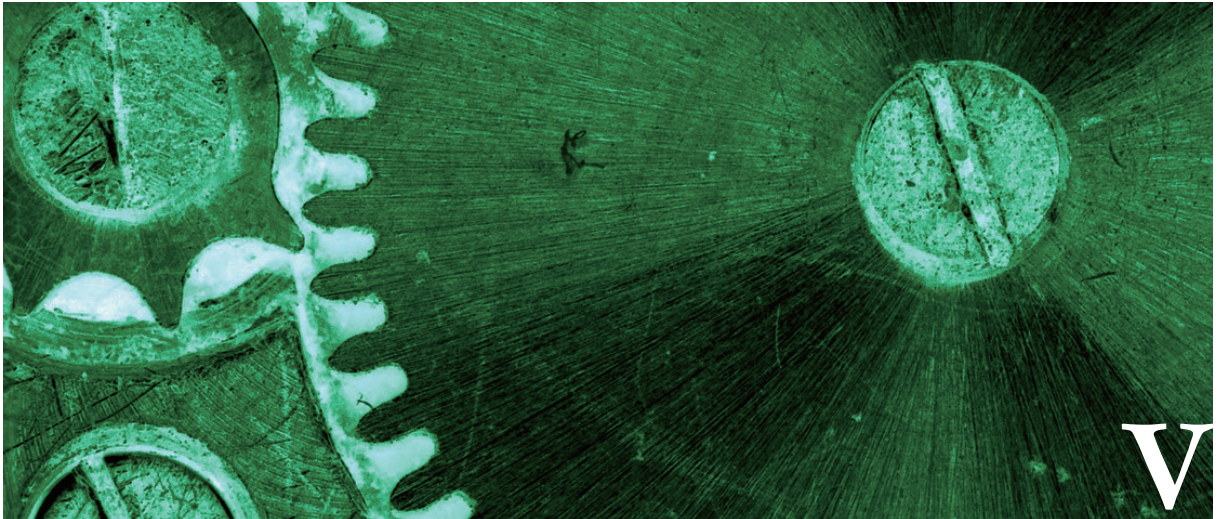
The School runs regular workshops on milestones, publishing, conference presentations and other aspects of candidature and professional development. HDR students can also complete graduate school course on writing and other aspects of professional development. The UQ Graduate School runs thirty or more skills-training courses. Conversations about professional development are encouraged as part of milestones, so that students can engage with the training courses that are on offer or reflect on his or her professional-development needs.

HDR activities

The HDR community in the school is a very lively group, which organises work in progress sessions, reading groups, and conferences, including the Australasian Postgraduate Philosophy Conference in 2017. The School runs an exchange programme with partner universities in New Zealand, where a HDR student from HPI presents a paper in the department there, and in alternate years a New Zealand HDR student is hosted here. HDR students in the school are eligible to apply for tutoring and marking in a range of courses. Some students give guest lectures and lecturing in half or the whole of a course can be available after graduation. HDR students in the school are encouraged to publish during their candidature and workshops on publishing strategies are held regularly. Students publish monographs, edited collections, journal articles, and conferences proceedings, as well as contribute to on-line publishing.

HDR Administration and Support

HPI continues to give HDRs a wide range of other support. The School has a large open-plan office for HDRs in the Michie Building with individual desks and access to photocopiers, a big kitchen and a communal 'breakout' area. The office is well patronised and it allows HDRs to support each other. HPI also devotes significant staff time to them. In addition to the support of advisors, HPI has a full-time professional staff member for HDRs. The School also provides up to \$3000 to each HDR for research-related travel and seed funds for their initiatives, such as postgraduate conferences. HDRs are integrated into each discipline's seminar program and invited to participate in the HDR-exchange program with New Zealand. They are also now eligible to apply for a student fellowship for one semester with the Institute for Advanced Studies in the Humanities during their candidature, where they work with a mentor in the Institute and present a work-in-progress seminar.



Engagement and Outreach



RD MILNS ANTIQUITIES MUSEUM

The RD Milns Antiquities Museum is a primary arena for the School's engagement activity. The Antiquities Museum is a unique resource, built up since 1963 as a research and teaching collection for studying the ancient world of the Mediterranean.

A long-standing focus for outreach and engagement between the School and the broader community, the museum is a vibrant and welcoming environment with a strategic focus in 2015-17 on increasing community engagement, developing research partnerships and innovation, boosting access and maintaining effective public programs. In 2017, the museum welcomed some 8759 visitors, including some 909 students undertaking coursework and work-integrated learning. Paid school program attendance increased by 31% in 2017 to 2140 visitors.

Museum staff and volunteers have enhanced student experiences through internships and collections-based teaching. These include internship programs (locally and internationally), volunteer 'Work Integrated Learning' programs, volunteer tour guides, and collection-based teaching in undergraduate study.

Sustained by dedicated staff, student projects and an impressive cohort of volunteers, the Museum provides a multi-faceted hub for teaching research, exhibitions, school groups, research seminars and alumni events - an inspiring forum for academic, educational and community interaction and discovery.

V

Engagement and Outreach

OVERVIEW

The School is outward-facing and energetic in a number of vital areas of activity. In our commitment to the quality and integrity of our teaching, our aspirations for rigorous research and new knowledge in our fields, our concern with the success of students and researchers, and in our concern for social justice, we engage with a host of external partners and communities. These include industry bodies, fellow educators and researchers, government departments, professional associations and peak bodies, schools, teachers and school students, and museum visitors as part of a vibrant conversation about the humanities in contemporary culture and society. Our research is often integrated with the needs of these partners, and demonstrates impressive ‘real-world’ impacts beyond the purely academic sphere. We aim through a range of partnerships, collaborations and manifold activities to support and enhance the wellbeing and effectiveness of various communities of interest.

As the following highlights amply demonstrate, the School is a vital and whole-hearted partner in a range of associated activities to enhance and enrich our traditional academic commitments. Although they make considerable demands on staff time and energy, these activities are innate to our sense of purpose at a basic level by diffusing the School’s academic expertise for broad community and public benefit. The co-creation of learning experiences and research translation with external partners ensures the continued relevance and effectiveness of the disciplinary expertise contained in the School and meaningful partnerships in which partners operate as co-creators of knowledge. As part of broader conversations on issues such as privacy and bio-ethics, the importance of focusing on cognitive skill development in education, the politics and legacies of ‘western civilisation’, sexual violence, philosophy in education, and religious practice among diaspora communities (among many other topics and subjects) the School’s academic staff make substantial and valuable contributions to matters of significance in Queensland, Australian and international life.

As broad strategies and objectives in the engagement area, the School is increasing its visibility in Queensland, national and international terms by working closely with UQ’s engagement and marketing teams, nurturing new and existing community relationships, improving its social media reach, and fostering high profile public lectures to attract large and diverse audiences. In alumni relations, the School plans to develop an alumni engagement strategy to be in place by the end of 2019.

The School is currently working to develop and extend philanthropic support in target areas, especially through working with the Faculty Director of Advancement to plan and develop donor relationships and diversify potential sources of donation. In the first instance, the School has identified areas of research, teaching and engagement suitable for targeted donor support, and aims to secure an increase in philanthropic donation by 2021, ideally to support at least three current or new positions.

In industry partnerships, the School plans to build and extend industry partnerships in research and teaching, with support and investment where appropriate for research and impact. Existing initiatives such as the *Critical Thinking* project and *Solid Pathways* program will be sustained, especially with the latter focus on educational outcomes for Aboriginal and Torres Strait Islander peoples and as a model for partnerships with Indigenous researchers. External and industry relationships in all four disciplines will be formalised through teaching third-level ‘capstone’ research projects, internships and equivalent.

Calendar events, communication and outreach to schools

The four disciplines sustain lively student communities through a range of clubs and associations: the Classics and Ancient History Society, the Student Philosophy Association and the Modern History Society. Each of these run events and social occasions such as film and trivia nights, 'drop-in' essay advice sessions and peer-to-peer mentoring. Social media is increasingly important as a community-building tool and forum for exchange and communication. All four disciplines have an active Facebook presence, with frequent updates supplied to Twitter feeds in Studies in Religion, History, Classics and Ancient History, and Philosophy, and via the Head of School's Twitter feed.

The School's outreach and social engagement into the broader community is highlighted by annual events such as World Religions Day, Ancient History Day sponsored by the UQ Friends of Antiquity, and World Philosophy Day – all occasions when academic staff, honoraries and affiliated researchers offer seminars, lectures and public talks on topical issues and matters of public interest. In recent years these have been hosted at UQ St Lucia and supported by external partners and alumni bodies such as the Friends of Antiquity.

The School also sustains a range of activities such as school campus visits, school incursions (where academic staff and researchers deliver talks or educational sessions at secondary schools and colleges) and professional development for teachers. Each year dozens of school groups and many hundreds of students make use of the on-campus educational programs hosted in the RD Milns Antiquities Museum. Visits are either half day (two hours) or full day (four hours), with teachers choosing from a range of thematic tours and hands-on workshops, each an hour in length, to customize their experience. All program options are aligned with the *Australian Curriculum: History* for the appropriate year level. The RD Milns Antiquities Museum's workshops offer active learning experiences, where students handle a range of objects from the teaching collection while learning how to analyse and interpret this material evidence. Topics on offer include Trade in the Ancient Mediterranean, Sanctuaries and the Sacred, Life in the Roman Villa, Coinage and Propaganda of the Roman Emperors, The Mummification Process, and Valley of the Kings.

The UQCTP supports up to 4 event days per annum, with up to 1200 students in total attending in any given year. Event days have to date involved over 45 disciplines representing all faculties and 3 research institutes, making the UQCTP one of the most extensive collaborations on outreach in the University. It also offers each year a bonus-ranked UQ Enhanced Studies Placement course (WRIT1999: Effective Thinking and Writing) for low-SES and Indigenous students, a Creative Thinking and Writing course for year 10 Indigenous students, and a Senior Intensive Program, enabling senior Indigenous students the opportunity to explore study opportunities with a discipline of their choice.

Other major events provide genuine and valuable outreach to schools, in particular the annual 'Philosothon' which is hosted by HPI and involves secondary schools from around the state where sessions are often facilitated by philosophers from HPI. Studies in Religion staff deliver an annual 'World Religions Symposium' each year, hosted at the St Lucia campus during the July semester break and open to secondary students and teachers. This year (2018), plenary sessions and teaching sessions were offered on topics such as What is the Study of Religion?, Asian Religions, the Bible, and Religious Pluralism. Off-campus, the Antiquities Museum offers outreach programs for schools located in Brisbane, Gold Coast, Sunshine Coast, Ipswich, and Toowoomba regions, involving two 1-hour workshops focusing on Ancient Greece, Ancient Rome, or Ancient Egypt to cater for a maximum of 180 students in each case.

Professional Development sessions for teachers have also been delivered by Studies in Religion staff such as by Adam Bowles, who ran a session on Hinduism and ethics at Marist Brothers Ashgrove in June 2018. Other PD initiatives involve Classics and Ancient History staff making visits to schools and teachers around Brisbane, and Toowoomba, the Gold Coast, Sunshine Coast, Bundaberg and Rockhampton. Perhaps most sustained and impactful professional development program is that offered by the UQCTP team. In this program, several thousand teachers have undergone professional development in critical thinking pedagogies and in a range of primary and secondary schools across all 7 educational regions. Over 800 teachers were trained in 2017 alone and some schools, including Brisbane Grammar School and Helensvale SHS, have transformed their entire pedagogical framework

as a result of this training. Collaborations with Simon Fraser University, UCLA, UC Irvine and Pepperdine University are underway and signs of the growing international impact of the UQCTP's pedagogical framework, the architect of which is the School's Lecturer in Critical Thinking, Peter Ellerton.

School academic staff typically contribute to a range of welcome events, Open Day and careers information sessions. These include on-campus contributions to the UQ Young Scholars Program and sessions such as 'Careers That Shape the World' that brings high schools students to St Lucia. In recent years, there have been modest but effective events such as a 'course expo' with posters to advertise the coming semester's offerings.

Conferences, seminar programs and public talks

All the disciplines in the School have regular seminars, and conferences are held frequently. In recent years History at UQ has had an active program of hosting major academic conferences and visits by high-profile historians and public figures to give seminars and public lectures on historical issues of contemporary importance. In 2019 the School will host the Australasian Seminar in Early Modern Philosophy representing a collaboration with Monash University, the University of Sydney and the National University of Singapore.

In July 2015, for example, the History program hosted the 10th Biennial Australian and New Zealand Medieval and Early Modern Studies Conference, convened by Associate Professor Dolly MacKinnon, following on from the Australian Historical Association conference 'Conflict in History' in July 2014 (convened by Associate Professor Martin Crotty and organising committee). Among the high-profile scholars History at UQ has hosted are Professor Joy Damousi (President of the Australian Historical Association and President of the Academy of the Humanities), who spoke on the history of migration and multiculturalism in Australia; the prominent political commentator and author, George Megalogenis, who was invited to give a public lecture on the history of Australian multiculturalism; and Professor Frank Bongiorno (Australian National University), one of the leading younger generation scholars of Australian history, who spoke about the history of the turbulent decade of the 1980s.

In 2017 History launched its "History Speaks, Humanities Challenges" public lecture series, funded by a philanthropic donation by a former postgraduate student in History at UQ. The aim of the series is to assist History to engage the public on issues of historical importance. Three lectures have so far been held. The first, given by well-known historian of indigenous Australia, Professor John Maynard (University of Newcastle), was on the fiftieth anniversary of the referendum on recognition of indigenous Australians in the Constitution. The second was by Professor Sheila Fitzpatrick (University of Sydney / University of Chicago), world-renowned historian of modern Russia, who spoke about the 100th anniversary of the Russian Revolution. The third public lecture was presented by Professor John Fitzgerald, then President of the Academy of the Humanities and one of Australia's leading scholars of China, on the subject, "China, the Humanities, and Academic Freedom".

Philosophy has a weekly seminar with local, national, and visiting speakers. A selection of visitors who have presented at the philosophy seminars include Associate Professor Jacqui Broad (Monash), Professor Otavio Bueno (Miami), Professor John Carriero (UCLA), Professor Michael Devitt (CUNY), Professor Moira Gatens (Sydney), Professor Michael Hand (Birmingham), Professor Susan James (Birkbeck), Associate Professor Catherine Mills (Monash), Professor Dario Perinetti (Quebec), Professor Alison Wylie (Washington). The John Atkins Visiting Professor in Philosophy was established through his bequest in 2015 and the Professors have held seminars, Masterclasses, and participated in World Philosophy Day. They are Lars Hertzberg (Åbo Akademi University, Finland, 2016), Lisa Guenther (Queen's University, Canada, 2017), and Karin Murriss (University of Cape Town, South Africa, 2018). In August 2015 Philosophy in partnership with physics, and associated with the joint Templeton Grant with physics held a conference "Causality in a Quantum World". This attracted over 50 participants and international speakers from Austria, Canada, China, Germany, Italy, Japan, Spain, United Kingdom, and United States, including Jeremy Butterfield (Cambridge), Alyssa Ney (UC Davis), and Huw Price (Cambridge).

Studies in Religion conducts a regular research seminar. At this seminar, HDR students present milestone work, and staff, honorary research fellows, and invited guests present on work-in-progress research. Over the past three years, religion has had three eminent scholars visit: Associate Professor Greg Bailey from La Trobe University conducted a Masterclass on Sanskrit to support the research of HDR students in the Asian Studies area. Professor Pam Couture, Professor of Public Theology at Emmanuel College, Toronto, and Professor Emmanuel Lartey from Emory University, Atlanta, gave Masterclasses on research methods for HDR students in the Practical Theology area.

Classics and Ancient History organises a weekly Research Seminar Program each semester, which is based on the HDR milestones but also incorporates seminars led by visitors, staff, and honoraries. There was also a special joint seminar organized with Princeton University and held in the UQ Art Museum in 2016 on 'Classical Greece and Contemporary Art', incorporating a roundtable discussion, moderated by Alastair Blanshard, with Brooke Holmes, Polina Kosmadaki, and Asad Raza. <https://www.postclassicisms.org/public-events/previous/the-classical-and-the-contemporary/>

Classics has two distinguished professor programs which bring outstanding researchers to UQ for the purpose of giving research seminars, public lectures, masterclasses, and even undergraduate classes. These programs are sponsored by Classics community groups. The first program is the R.D. Milns Visiting Professor Program, sponsored by the R.D. Milns Endowment Fund and The Friends of Antiquity, with Professor David Levene (NYU) 2015; Prof. Nancy Worman (Barnard College, Columbia) 2016; Professor Rhiannon Ash (Oxford) 2017 and Dr. Josephine Crawley Quinn (Oxford) 2018. The second is the Australian Archaeological Institute at Athens Visiting Professor Program, sponsored by the Queensland Friends of the Australian Archaeological Institute at Athens: Professor John Oakley (Maryland) 2015; Professor Katja Sporn (German Archaeological Institute at Athens) 2016; Professor James Wright (American School of Classical Studies at Athens) 2017; Professor Antonis Kotsonas (Cincinnati) 2018; and Professor Jenifer Neils (American School of Classical Studies at Athens) 2019.

In recent years Classics and Ancient History has hosted conferences for the Australasian Association for Byzantine Studies 18th Biennial Conference (November 2014) <http://www.aabs.org.au/conferences/18th/>, 'The Once and Future Kings: Roman Emperors and Western Political Culture Conference (July 2017)' <https://hapi.uq.edu.au/once-and-future-kings-conference>, the Australasian Society for Classical Studies 39th Annual Conference (February 2018) <https://hapi.uq.edu.au/australasian-society-classical-studies-conference-39-2018> and 'The Athenian Funeral Oration: 40 Years after Nicole Loraux Conference', UQ/University of Strasbourg (July 2018) <http://www.usias.fr/>

In the last few years, the School has also held a school-wide seminar with representatives from all the disciplines. Two or three speakers present their research, and this is followed by a short commentary and discussion. Themes have included: Empire, Logic and illogic; Memory, Religion and Monarchical Rule in Asia; and WWII and German influences on the intellectual life of America.

Many of the School's academic staff and associates are active on various social media platforms. Posts and discussions through The Conversation by Mr. Peter Ellerton (over 1.5 million hits), Professor Alastair Blanshard, Associate Professor Martin Crotty, Dr. Sushma Malik and Dr. Caillan Davenport (in their Mythbusting Ancient Rome series), Dr. David Pritchard, Mr. Tristan Dunning, Dr. Jon Piccini, Dr. Patrick Jory, Professor Richard Hutch and Associate Professor Marion Diamond (among other authors and formats) demonstrate the value of robust, informed scholarly insight on matters of broader public interest.

Engagement and research showcase

UQ Critical Thinking and Solid Pathways Project (Deb Brown, Peter Ellerton and others)

Ongoing since 2012, the School's Critical Thinking Project (UQCTP) is a comprehensive curriculum and engagement program for the development and deployment of Critical Thinking Pedagogies. Working in partnership with communities, schools and the Queensland Department of Education, it actively assists teachers in embedding critical and creative thinking in disciplinary context, shifting the focus of education from the dissemination of accumulated knowledge to more autonomous and critically engaged learning.

Since 2012, the UQCTP has reached over 10,000 students from more than 600 schools across 7 educational regions, and trained over 3000 teachers. Online classes in critical thinking are available to all State School students through the Department of Education's (DoE) IMPACT Centre, an online extension course provider, and to Indigenous students through its Solid Pathways programs. *Critical Thinking* is the flagship program of IMPACT and *Solid Pathways* has attracted 600-800 Indigenous students each year and aims to grow that number to 1000 in 2016-18. In 2018 it launched *Aspiring Thinkers*, a professional development program in collaboration with the IMPACT centre with online capability and international reach. The UQCTP is being modelled in British Columbia, where it was the subject of a 2-day conference in 2018 (Developing Minds), opened by the Hon. Jenny Sims of the BC Provincial Government, and in Southern California school districts.

2017 NAPLAN data from the IMPACT Centre revealed the highest relative gains for students in Critical Thinking to date, with effect sizes between 0.3 and 0.55 s.ds on NAPLAN reading, numeracy, and writing tests. On average, these gains amount to progression up 0.5-1.0 of 6-10 achievement bands, depending on the year level. Solid Pathways contributed substantially to closing the gap on QCE completions and improving NAPLAN results, with Queensland Indigenous students in 2017 outperforming all other states on NAPLAN, especially in the upper two bands. The Queensland Government submission to the *House of Representatives Standing Committee on Indigenous Affairs' Inquiry into Educational Outcomes for Indigenous Students* highlighted as a cause of this success 'Solid Pathways, a partnership with the University of Queensland to support high achieving Aboriginal and Torres Strait Islander students to continue their academic success and enter tertiary pathways.' In 2016 the UQCTP was awarded a UQ Award for Programs that Enhance Learning. In July 2017, the project was shortlisted for an Australian Financial Review Higher Education Award in the category of Equity and Opportunity, and in 2018 was nominated by UQ as the university's outstanding example of research impact for Philosophy and Religious Studies (FoR22) in the first ARC Engagement and Impact Assessment.

In sum, the UQCTP sets the necessary foundations for improving access to higher education by developing in K-12 school students the cognitive skills critical for success in higher education. In aiming to widen participation and potential success in higher education for Aboriginal and Torres Strait Islander, low socio-economic status, remote and rural students, the project is meeting its objectives. By engaging university students, it gives them an opportunity to reflect on how important critical thinking is to what they do and their future. It also offers workshops to parents of low SES and Indigenous students, giving them insight into the importance supporting their children in the UQCTP school programs. See: <https://critical-thinking.project.uq.edu.au/home>

Digital Histories, Cultures and Landscapes (Peter Spearritt, Geoff Ginn and others)

Between 2009 and 2016 in partnership with external agencies such as the Queensland Museum, the Queensland Department of Premier and Cabinet and fellow-researchers, School staff in History led by Emeritus Professor Peter Spearritt developed and launched six data-intensive, interpretive reference websites. These innovative sites were developed in the School's Centre for the Government of Queensland, and have supplied high quality analysis and data on Queensland's history, landscape, politics and culture to enrich contemporary discourse and inform public policy, a model that is now being expanded further afield. The websites were nominated by UQ as the university's outstanding example of research impact for History and Archaeology (FoR21) in the 2018 ARC Engagement and Impact Assessment.

Queensland Places (launched 2009: www.queenslandplaces.com.au) is a searchable database containing historical and geographical data on over 1100 entries on settlements in Queensland (villages, suburbs, towns and cities) with an interactive map and an A-Z list of place names. At over 500,000 words, with 13,000 images, it is the leading website on the places that make up Queensland. The *Queensland Historical Atlas* (2010, supported by an ARC Linkage Grant LP0775186 in partnership with the Queensland Museum: www.qhatlas.com.au) groups the ways in which people interact with, understand and interpret the Queensland landscape into a range of cultural themes and concepts. The website draws on the research of over 150 contributors, including research notes and peer reviewed articles, overseen by a UQ-based editorial board. It has over 250,000 words of original interpretive analysis, historical maps, images and artefacts from major archives, galleries, museums and private collections.

Launched in 2011, *Queensland Speaks* (www.queenslandspeaks.com.au) presents interviews with the politicians, public servants and officials who, since the 1960s, have helped shape Queensland. Over 100 interviews by UQ researchers and affiliated staff with former Premiers, Ministers and senior public servants, including former Directors-General of key departments, throw new light on decision-making in Queensland. The site includes indexed interviews which can be listened to and biographical profiles of the interviewees. *Text Queensland* (2011: www.textqueensland.com.au) brings together a wide variety of full-text, searchable, published and unpublished sources about the history and government of Queensland over the last 150 years, from scholarly books and periodicals to popular magazines and unpublished theses from all the universities in Queensland. Key participants such as the UQ Fryer Library, the Queensland Government, the State Library of Queensland and the National Library of Australia collaborated in this extensive digitisation project.

With the success of the original four websites, two further sites were developed in 2014-16 in partnership with eternal collaborators. *PNG Speaks* (www.pngspeaks.com) was developed by a project group in partnership with the Australian High Commission, Port Moresby and the Australian Department of Foreign Affairs and Trade. It records oral history interviews with Papua New Guineans about their memories of PNG's independence in 1975, the years leading up to it, and the time immediately following. Those interviewed comprise men and women who contributed in some way to the development of independence and the creation of the Papua New Guinean nation, with candid perspectives on PNG's achievement of independence and their own experiences along the way. *Victorian Places* (www.victorianplaces.com.au) was developed in partnership with Monash University, and launched in 2015. It documents over 1600 places in Victoria: suburbs, towns, villages and cities, including long abandoned gold towns, along with the cities built on gold. As with Queensland Places, it is updated at each new census.

All six websites have an impressive record of online hits and sustained usage. Teachers, public commentators and professional researchers (curators and historians, urban planners, heritage consultants) access the sites to develop insights and support analysis on a great range of subjects. In the general community family historians, tourism operators, visitors and residents have used these scholarly, comprehensive sites to enrich societal understanding of Queensland's heritage and culture.

Solomon Islands Research Partnerships (Clive Moore)

In 2013-16 the School's senior Australian and Pacific historian Emeritus Professor Clive Moore developed an authoritative online encyclopedia dealing with the Solomon Islands. Partly funded by the Regional Assistance Mission to Solomon Islands as a contribution to nation-building, and as a regional exemplar (no equivalent exists for any other Pacific Islands nation), the encyclopaedia uses archival science and metadata to present research data in digital humanities.

A culmination of Clive Moore's 45 years of research, *The Solomon Islands Historical Encyclopedia, 1893-1978* (<http://www.solomonencyclopaedia.net>) taps into government and institutional sources, and a wide secondary literature dealing with the years of the British Protectorate. It recognises the need for Solomon Islanders, other Pacific Islanders, and associated researchers to have an accessible digital source on the history of the Solomon Islands nation. With 280,000 words and 717 entries, divided into general and biographical topics, with over 1,000 images, the *Encyclopedia* addresses multiple aspects of the Solomon Islands' national political and social life. All except 10 entries are by Moore as single author, which ensures conceptual and stylistic consistency.

Queensland Atlas of Religion (School staff from Studies in Religion and History)

Modelled on the successful digital platforms pioneered at UQ in earlier projects (see above), in 2017-18 a cross-disciplinary team from the School began developing a new suite of digital reference resources, for broad public access through a permanent URL. The proposed 'Queensland Atlas of Religion' (QAR) will document and interpret entwined issues of religious faith, migration, community and identity in the Queensland context, treated spatially and across time, through interviews, interpretive essays, documentary and artefactual material, maps and images.

The project is being developed in partnership with the State Library of Queensland, and received HASS Faculty 'Research Partnerships Scheme' support in 2017-18. On completion, the QAR will deal with inter-connected issues of religion, identity and civic life in Queensland's contemporary and historical context. The research of the project team and affiliated researchers and contributors will be curated and published digitally as an authoritative, substantial and accessible public resource in the Digital Humanities. It will explore the connections between community identity, faith practices and civic participation across a broad timeframe, uncovering localised aspects of social and cultural experience often overlooked in scholarly analysis to generate broader research engagement, impact and public utility.

External engagement: building communities and sharing insights

In recent years, the School's alumni, industry and professional engagement has taken a variety of forms, with tangible activities and benefits in a number of areas.

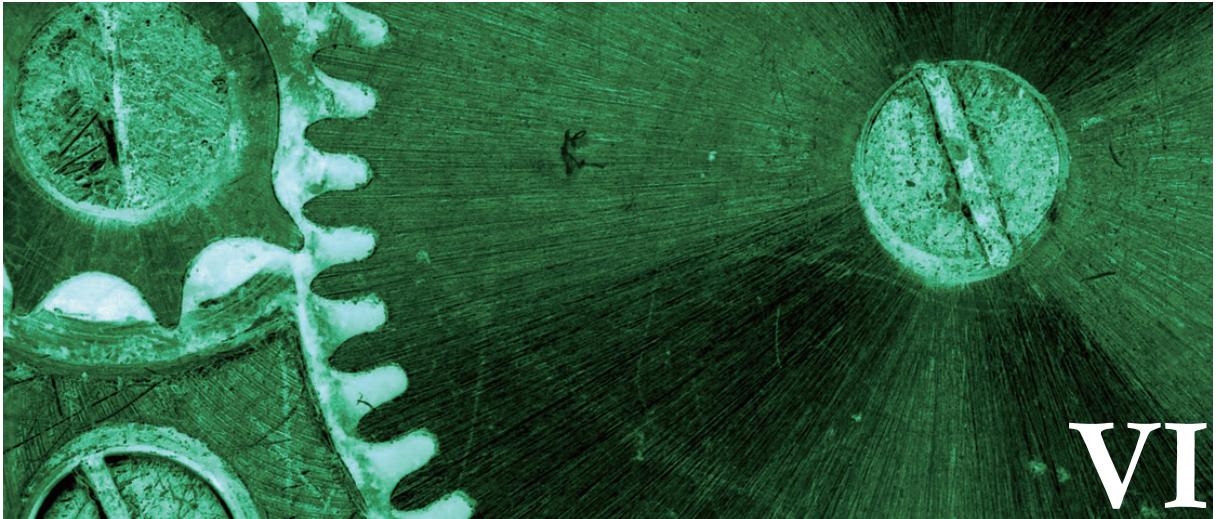
A primary strategic objective is the development of a close and beneficial relationship with graduates and alumni. The major focus for alumni outreach activity in Classics and Ancient History is the 'Friends of Antiquity', a special interest group of the UQ Alumni Association founded in 1988 to support Classics and Ancient History at the university (see: www.friendsofantiquity.org.au) Its activities range from academic to social events, including a monthly Sunday Series of lectures, the annual Ancient History Day including public lectures and seminar sessions, an annual R D Milns Lecture by an eminent international scholar in the field, excursions and literary lunches. The Classics and Ancient History discipline also has two long-standing Friday afternoon classics reading groups in Latin and Ancient Greek, which involve a number of distinguished former UQ staff and alumni.

Not having this direct focus for alumni engagement, the other disciplines in the School sustain their outreach to UQ graduates in more occasional terms, principally through social media, invitations to research events and public talks. The School contributes to the UQ Alumni Office 'Tea and Tours' engagement events, for instance, through two heritage walking tours in the 2018 program by History staff, of Toowong Cemetery and the Forgan Smith building respectively.

In other professional settings, Associate Professor Andrew Crowden and Dr. Julian Lamont supply their applied ethics expertise to various bodies and tribunals, including Andrew's role research ethics stream leader for the Australasian Association of Bioethics and Health Law (AABHL). He is also currently a Chief Investigator for UQ's interdisciplinary Genomics in Society: Policy and Ethics project. Honorary Research Associate Professor Damien Cox, meanwhile, who is co-author of the Wiley title *Thinking through film: doing philosophy, watching movies* has for some years orchestrated a monthly philosophy/film event supported by the Gold Coast City Council.

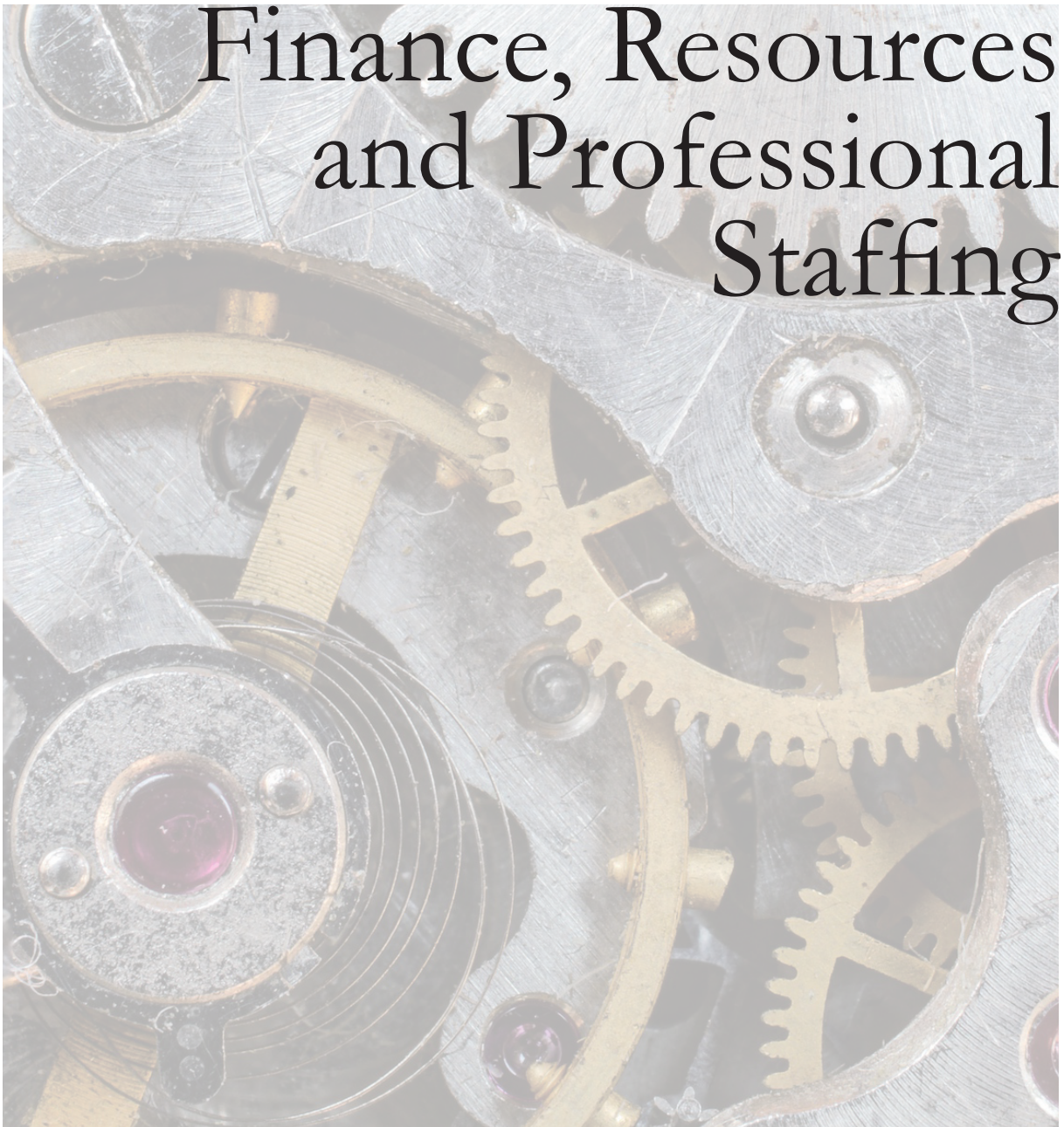
Several higher degree History projects have been developed in partnership with industry associations, particularly the Australian Federation of University Women (Qld.), the Queensland Rifle Association for their 150th anniversary in 2010, the Watson family and the Tattersalls Club, Brisbane. In each of these cases the industry partner directly funded an MPhil thesis project supervised by History staff on 'public history' principles. During 2016-18, History staff collaborated with UQ's community-oriented drama group the Queensland Shakespeare Ensemble to secure a grant under the Queensland Centenary of Anzac 'Lasting Legacies' scheme. Playwright Michael Futcher was engaged to dramatise the divisive conscription debates of WWI for five theatre performances in November 2018. This project was developed in partnership with the Queensland History Teachers Association, a peak professional body that has two members of the HPI staff (Tom Stevenson for Ancient History, and Andrew Bonnell for Modern History) on their executive committee.

Relationships with particular cultural and national communities have been an important part of the School's public engagement for many years. Classics and Ancient History staff have been especially active in events held with the Brisbane Cypriot community, including the Cypriot Youth Dancers and Cypriot Ladies Auxiliary (with lectures and museum visits particularly during the Museum's *Cyprus: An Island and a People* exhibition in 2015-16), the Greek communities of Brisbane and environs (with monthly talks for the Solomos Society) and Greek communities of Brisbane and environs, and the Dante Alighieri Society of Brisbane (talks, museum visits, often annually). In the museums sector, members of the School have partnered with the Abbey Museum north of Brisbane in a range of ways: Dr. Geoff Ginn published a biography of the museum's founder in 2012 and is presently a Board member, while other History and Classics staff (Associate Professor Kriston Rennie and Dr. Amelia Brown among others) have delivered floor talks and lectures there.



VI

Finance, Resources and Professional Staffing





VI Finance, Resources, and Professional Staffing

The School's income is largely driven by Commonwealth Funding for domestic undergraduate students, which has remained steady over the 2015 – 2018 period between 76 and 78 percent of total external revenue. Tuition fees from International and Study Abroad students have increased slightly from 12.1 percent in 2015 to an estimated 14.2 percent in 2018. The Research Block Grant generates between 8.6 and 10.6 percent of the total revenue.

Figure 9: Total revenue, 2015-2018

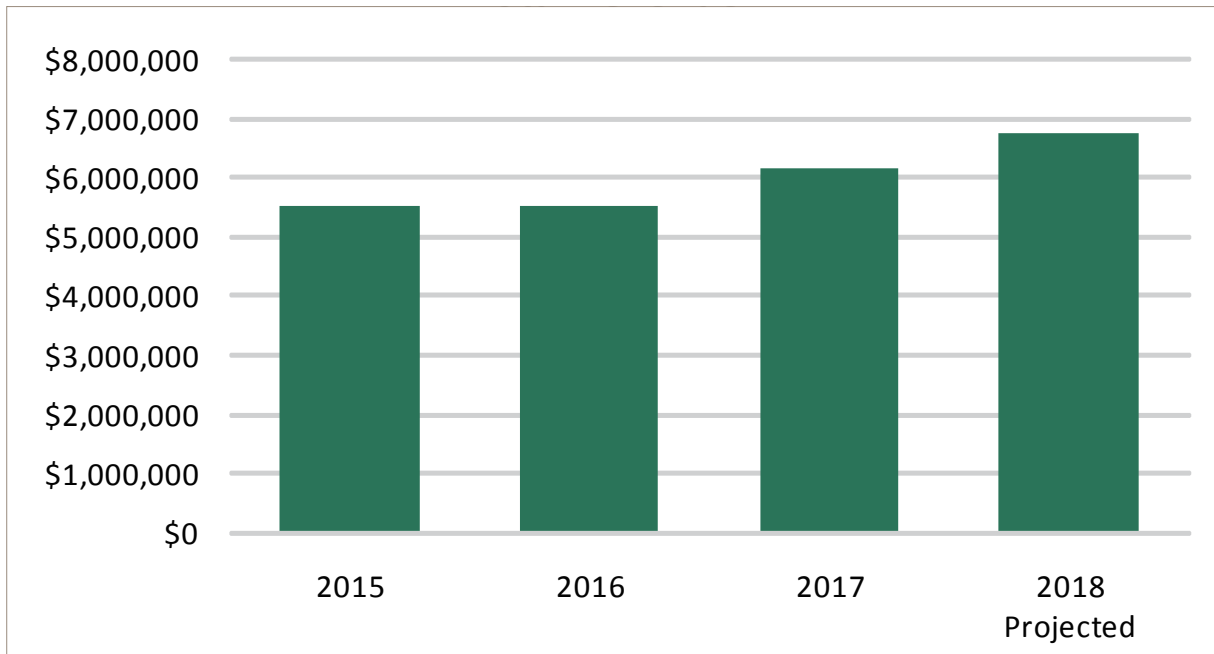
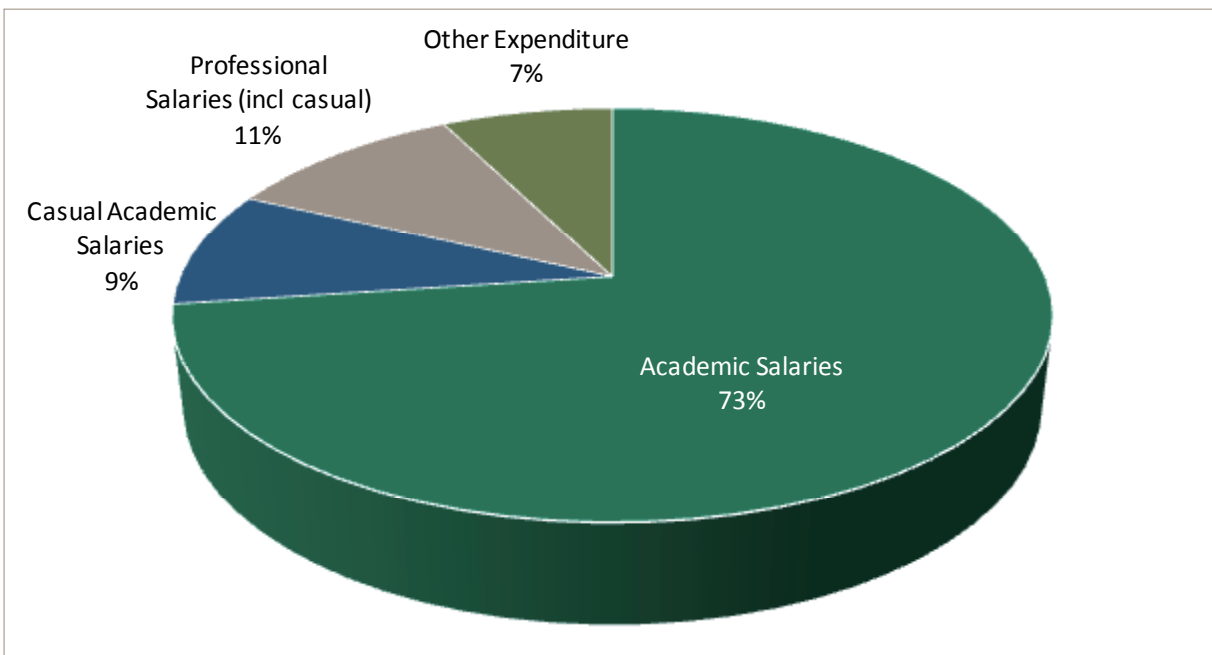


Table 26: Operating income and expenditure 2015-2018 (projected at June 2018)

Financial	2015 Actual	2016 Actual	2017 Actual	2018 Forecast
Revenue				
External Revenue				
Government Operating Grants	\$8,676,850	\$8,917,408	\$9,422,172	\$9,584,671
Research Block Grants	\$1,138,692	\$1,220,922	\$1,131,506	\$1,080,722
Tuition Fees	\$1,374,619	\$1,194,919	\$1,584,050	\$1,791,112
Other Income	\$82,047	\$102,475	\$183,095	\$147,875
Total External Revenue	\$11,272,208	\$11,435,724	\$12,320,823	\$12,604,380
Internal Allocations				
Defined Central Funding Scheme	\$221,155	\$250,062	\$406,424	\$724,275
Operating Level Allocations	\$38,368	\$9,800	\$11,500	(\$65,748)
Corporate Allocations	(\$6,030,501)	(\$6,128,610)	(\$6,486,407)	(\$6,650,862)
Executive Level Allocations	\$35,630	(\$44,144)	(\$92,231)	\$171,753
Recovery of Indirect costs	\$0	\$17,962	\$0	
Total Internal Allocations	(\$5,735,348)	(\$5,894,930)	(\$6,160,714)	(\$5,820,582)
TOTAL REVENUE	\$5,536,860	\$5,540,794	\$6,160,109	\$6,783,798
Expenditure				
Academic Salaries				
Salaries - Academic	\$4,698,414	\$4,217,072	\$4,660,337	\$5,030,031
Salaries - Academic Casual	\$443,501	\$620,927	\$578,396	\$574,532
Total Academic Salaries	\$5,141,915	\$4,837,999	\$5,238,733	\$5,604,563
Professional Salaries				
Salaries - Professional	\$700,648	\$751,422	\$546,394	\$542,270
Salaries - Professional Casual	\$154,145	\$77,689	\$127,889	\$260,630
Total Professional Salaries	\$854,793	\$829,111	\$674,283	\$802,900
Other Employment Costs				
Staff Appointment & Contract Costs (incl. Salary reimbursements)	(\$39,913)	(\$28,744)	(\$3,136)	\$10,562
Staff Development (incl. SSP)	\$47,484	\$24,105	\$59,861	\$47,904
Total Other Employment Costs	\$7,571	(\$4,639)	\$56,725	\$58,466
TOTAL EMPLOYMENT COSTS	\$6,004,279	\$5,662,471	\$5,969,741	\$6,465,929

Financial	2015 Actual	2016 Actual	2017 Actual	2018 Forecast
Other Expenditure				
General Operating Expenses	\$66,859	\$55,095	\$53,631	\$52,453
Consultant Professional & Other	\$66,301	\$64,266	\$177,096	\$340,980
Equipment - Capitalised	\$15,332	\$11,097	(\$11,097)	\$778
Equipment - Non Capitalised	\$50,655	\$49,321	\$22,578	\$36,796
Travel	\$116,545	\$73,661	\$99,809	\$148,345
Hospitality	\$17,109	\$16,225	\$20,482	\$63,485
Scholarships	\$88,653	\$98,327	\$50,800	\$91,358
Other Expenditure	\$16,575	\$7,283	\$11,200	\$17,623
Total Other Expenditure	\$438,029	\$375,275	\$424,499	\$751,818
TOTAL EXPENDITURE	\$6,442,308	\$6,037,746	\$6,394,240	\$7,217,747
Operating Surplus/(Deficit)	(\$905,448)	(\$496,952)	(\$234,131)	(\$433,949)

Figure 10: Expenditure 2017



HPI is largely a humanities school and 86.2% of its load is funded in Cluster Band 2 (total resourcing per CSP student \$12,340). After the central tax of 54% and Faculty tax of 7% the school received 39% of this amount i.e. \$4812.60 per full time student. Comparable disciplines in other clusters such as Social Sciences receive significantly higher cluster funding (Social Sciences, for instance, lies in band 3 which is resourced at \$16,876 per student).

The cluster funding band in which most of our disciplines lie has always provided ongoing difficulties for the School, and this will continue to be the case in the foreseeable future. The Australian Government's 2017 MYEFO statement also saw a government freeze on CSP funding in 2018 and 2019 placing further pressure on the operating budget, while the School loses over 60% of its earned income through the university and Faculty central taxes. Some offset has been traditionally offered by the HASS Faculty, and the School is subsidised by c. 600K each year by the HASS Faculty. Half of this is used to pay for the RD Milns Antiquities Museum, a major focus for philanthropic activity, outreach, engagement and research. The rest supports operating costs, especially staff salaries. With University centralisation of some key services, HPI also accrues significant contribution costs for Finance, HR, HDR administration and IT. For 2018, for instance, these are projected to be about 360K.

Revenue from student load has been reasonably solid for the last few years, especially in the larger disciplines of History and Philosophy. The tables below show the EFSTL growth including HDR over the last few years, and the EFTSL by discipline and 'type' of undergraduate student.

Table 27: EFSTL growth since 2015 (including HDR)

EFTSL type	2015	2016	2017
Domestic	766.92	771.29	781.82
International	58.35	47.59	58.61
Total Load	825.26	818.88	840.43

Table 28: EFTSL by discipline 2015 – 2017 (excluding HDR)

Discipline	2015	2016	2017
Classics	186.438	172.125	166.688
History	220.938	219.500	245.375
Philosophy	197.006	201.212	231.463
Religion	104.000	123.125	105.625
Exchange	13.089	9.527	8.773
Total	721.470	725.489	757.923

Further income is derived from philanthropic donation. This has been variable over the last few years but has mostly derived from donations and bequests made to the RD Milns Antiquities Museum and the Classics/Ancient History discipline. A bequest by Susan Blake in 2016 is currently in a capital growth phase and will, in a few years, be enough to support the recently recruited fixed-term position in Roman History as a continuing position.

Table 29: Income from philanthropic support, donations and bequests

Year	Funding received
2015	\$457,836
2016	\$1,372,058
2017	\$236,845
2018 to 31/05/18)	\$22,260

Our research income (Cat 1-4) has varied over the last few years. Relatively few applications for ARC income have inevitably led to lower success in this area. From mid-2018 a new HPI mentoring process for ‘shepherding’ grant applications has been put in place in order to encourage and foster high-quality applications. The School has made good use of the HASS research office in recent times, especially in terms of disseminating knowledge about the importance of Cat. 2-4 funding and the opportunities for humanities scholars to apply for such funding. Staff can also benefit from the IASH fellowship scheme (via competitive application), which funds a semester of research time to develop projects and generate publication and other outputs.

Table 30: Research income since 2015

Income Category	2015	2016	2017
Australian Competitive Grants	232,666	582,015	532,721
Other Public Sector Funding	-	-	38,155
Industry and Other Funding	577,810	454,046	126,705
CRC Funding	(2,332)	11,630	11,652
Total Research Income	808,144	1,047,690	709,233

More detail about EFSTL and enrolments is provided in the appendices of this submission. In relation to aligning our teaching with the potential for income growth outside the traditional majors, HPI has had good success. In the last few years, our income from collaborative teaching has grown significantly and now provides a major source of CSP revenue for us. This teaching is mostly done through Philosophy, which contributes to teaching across the University.

Table 31: Shared Courses Estimated Income to HPI 2015 – 2018

Course Code	Discipline	EFTSL % Owned	Income to HPI after Central and Faculty Tax			
			2015	2016	2017	2018
BIOM3200	Philosophy	15.50%	\$82,485	\$87,510	\$90,723	\$43,552
CIVL2135	Philosophy	2%			\$4,350	\$5,474
DATA7002	Philosophy	25% in 2017 & 40% in 2018			\$1,921	\$16,622
DRAM2090	Classics	50%	\$21,203		\$20,995	
HLTH3000	Philosophy	100% from 2017			\$90,925	\$128,927
MATH3306	Philosophy	50%		\$33,291	\$14,457	\$16,260
PHIL2011	Philosophy	50%	\$7,090	\$4,406	\$4,218	\$2,707
POLS2204	History	25%	\$7,961			\$8,145
PSYCH4060	Philosophy	15%	\$11,853	\$14,534	\$16,785	\$16,908
SCIE1000	Philosophy	15%	\$129,236	\$134,073	\$154,042	\$261,809
SCIE1100	Philosophy	15%	\$26,382	\$21,147	\$29,734	\$24,200
STAT1201	Philosophy	10%	\$97,817	\$78,361	\$76,858	\$100,339
STAT1301	Philosophy	10%		\$19,925	\$22,451	\$20,542
Total			\$384,027	\$393,247	\$527,459	\$645,485

Notes: 2018 data is preliminary as at 27 June 2018 and includes Semester 2 (ie. Students enrolled at that date).

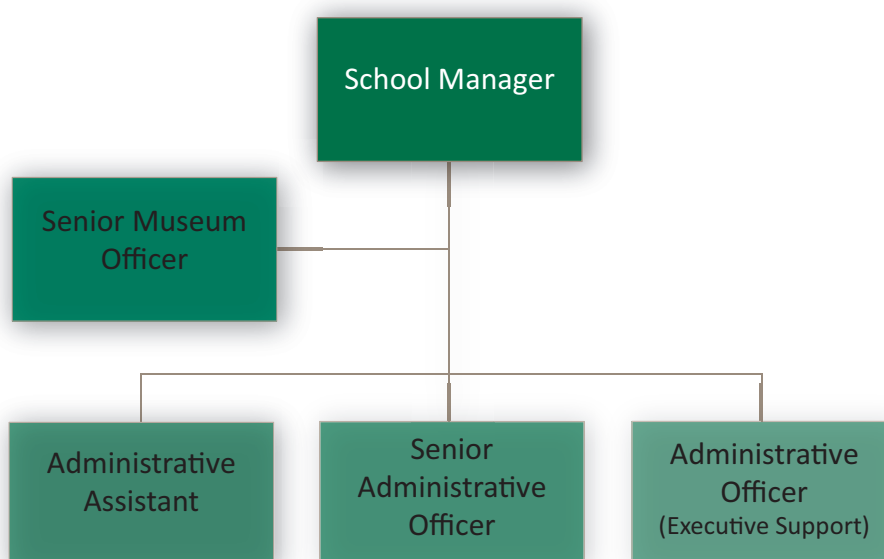
Faculty tax varies from year to year, for this exercise 7% Faculty tax (the current 2018 rate) is used. Central tax is 54%.

HPI’s strategies for financial improvement are framed by an overall aim to continue to build capacity in our disciplines’ research and teaching whilst remaining cognisant of the pressures on our revenue. The School will not appoint any new continuing appointments for the foreseeable future and, depending on the area and need, will aim not to replace staff on fellowships (without placing undue pressure on teaching capacity) or replace such staff with Level A teaching appointments where possible. The School is working to reduce its casual budget spend. This will be done in conjunction with workload planning. We will continue to grow our collaborative teaching relationships with Biomedical Sciences, the Science Faculty and more recently with the Queensland Brain Institute. We will hopefully see Philosophy expand its reach into other student demographics. As our strategic plan indicates, we are working to build further philanthropic opportunities and this will be operationalised with the development of an alumni engagement strategy over the coming months. Overall, our financial sustainability will come as a result of very careful budget oversight and management and careful and strategic forward planning.

Professional staff profile

The School currently employs a School Manager, a Senior Administrative Officer, an Administrative Officer (Executive Support), an Administrative Assistant and a Senior Museums Officer. We have a dedicated HDR Liaison Officer (in place since the recent restructure of Graduate School support). Finance and HR support are provided by the Faculty-based Professional Services Team that reports to Finance and Business Services. This is a leaner staff structure than had existed prior to the appointment of the new Head of School at the end of 2017, and that was put in place to ensure an efficient, agile, and sustainable workforce. Since mid-2017, the School has suffered from a serious lack of stability in the professional staffing space, with the School Manager on extended leave and a short-term Acting School Manager currently in place. The School Manager reports to the Head of School and all other professional staff positions report to the School Manager.

Figure 11: Professional staff structure



The School Manager is responsible for overseeing and coordinating the provision of high quality functional services to the School to ensure the organisational and financial sustainability of the School's core activities. This includes the management of personnel, administration, facilities, safety and compliance, marketing and engagement. The position provides the Head of School with strategic support and advice on internal and external policies and demands, and in collaboration with the Head has responsibility for budget planning. The School Manager works closely with staff within the School and Faculty and acts as a primary link between the School and central administrative departments and key external stakeholders.

The Senior Administrative Officer provides high level efficient and effective administrative support for a range of activities related to teaching and learning undertaken by the School. Responsibilities include providing advice to students and staff in relation to T & L activities as well as the casual academic hire process.

The Administrative Officer (Executive Support) involve Committee Secretarial duties for all School Committees as well as preparing logistics for school events. The position is responsible for ensuring that information on the school webpage, including the intranet, is relevant and updated. Responsibilities include the creation of School communications and marketing materials including management of notice board displays, dissemination of information to all staff and HDR Students and liaising with Faculty teams to communicate activities for broader advertising.

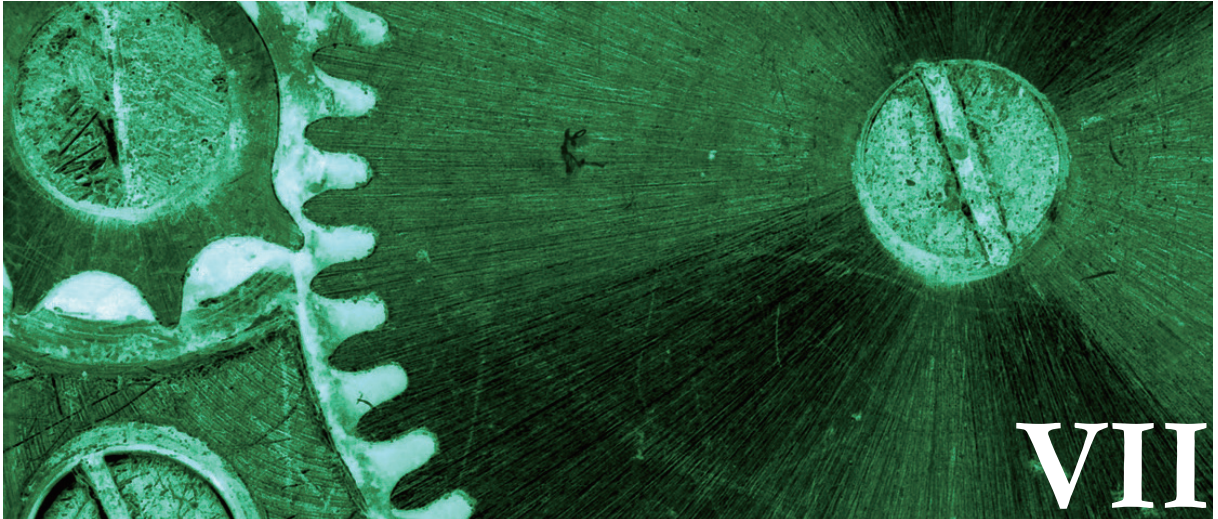
The primary purpose of the Administrative Assistant position is to provide efficient and effective administrative support for a range of activities related to teaching and learning undertaken by the School. Responsibilities include providing advice to students and staff in relation to Undergraduate studies and Honours Studies and a set of operational activities including data upload of grades; extension requests and requests for deferred exams.

The Senior Museum Officer is responsible for the day to day supervision of the Museum and its collection, including management of the Museum’s database system, working with the Museum team on events and public programs, and some HR and finance functions. The Senior Museum Officer also acts as assistant curator to the director/curator and holds responsibility for the Museum’s exhibition program which includes a yearly major exhibition, two-three minor exhibitions (including online components), and oversight of the Museum’s permanent exhibitions. In addition, the Senior Museum Officer conducts some research into the Museum collection and related areas.

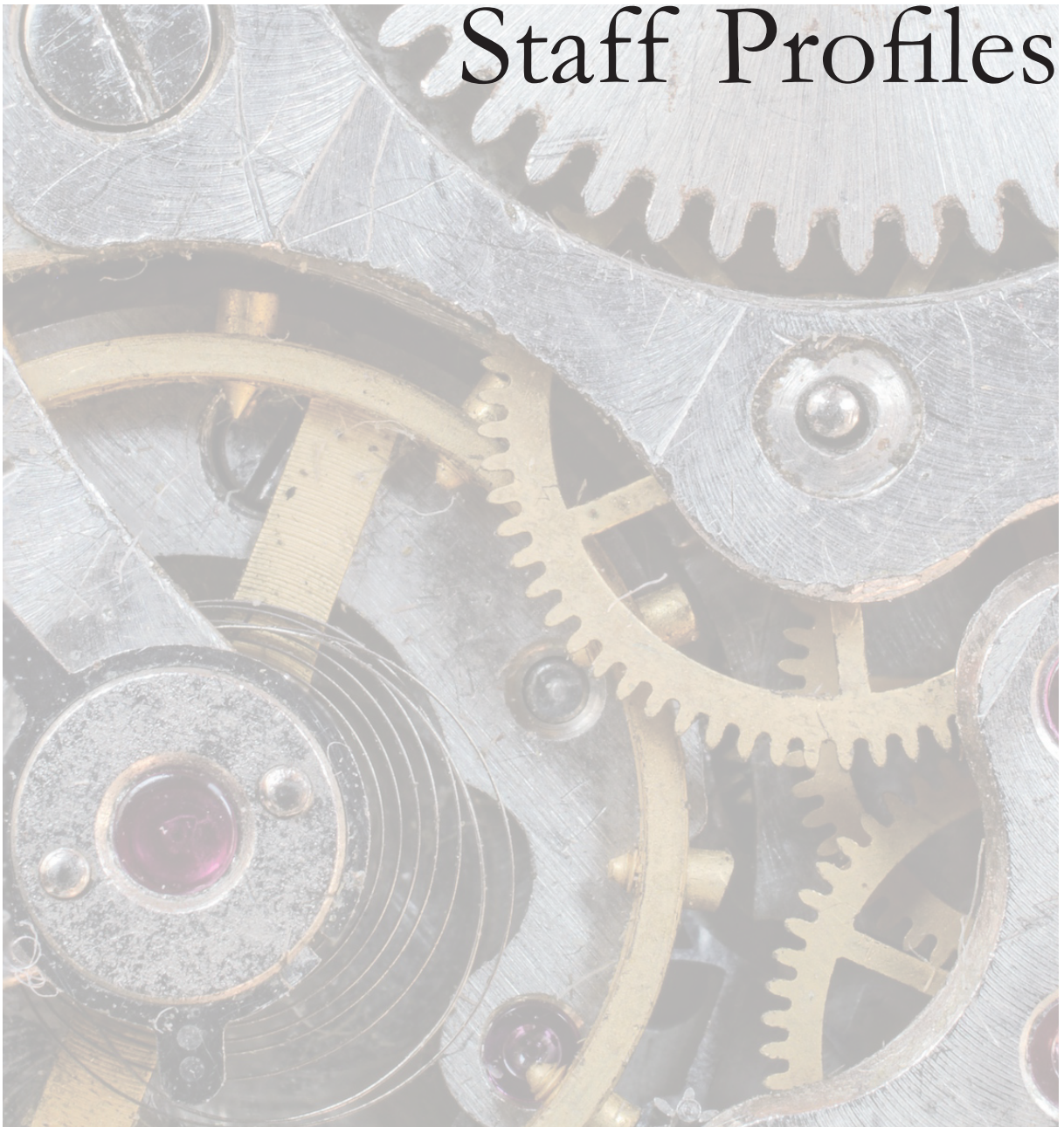
The Museum also employs a casual (0.6 FTE) Museum Engagement Officer who is responsible for the Museum’s education and outreach programs, and for the Museum’s events and public programs schedule. The Museum Engagement Officer manages a team of 10-12 casual tour guides who lead groups of school students through tours and workshops at the Antiquities Museum, and sometimes assist tutors with university class access to the collection. The UQ Critical Thinking Project also employs a Program Manager.

Table 32: gender and level of the school professional staff

Professional Staff		
Gender	Classification	FTE
Female	HEW 8	1.00
Male	HEW 6	2.00
Female	HEW 5	0.80
Female	HEW 4	1.00
Total		4.80



VII



Staff Profiles



Dr Tom Aechtner
Senior Lecturer

PhD University of Oxford
MA, University of Calgary
BSc (Hons), Alta

My work lies in contemporary religion-and-science discourse, with a focus on religiously-motivated vaccine hesitancies, antievolutionism, scientism, mass persuasion, and public perceptions of science. I also have secondary research interests associated with religion in the African diaspora, Pentecostalism, and Global Christianity. I am currently a Westpac Research Fellow, working on the project “Improving Vaccination Rates in Australia: Analysing Media, Religion and Policy.” This involves researching Australian-specific sources of vaccine hesitancies, including media persuasion and religious concerns, while considering how to positively deliver vaccination information. My teaching areas include religion and science, the sociology of religion, and the history of the supernatural.



Dr Aurelia Armstrong
Lecturer

PhD, The University of Sydney
BA (Hons), Australian National University

My research interests include the history of philosophy, especially Spinoza, Nietzsche and Foucault; Modern European philosophy; Social and Political philosophy; Ethics; and Gender studies. I currently teach the following courses: PHIL2500 Philosophy and Art; PHIL2300 Phenomenology and Existentialism; PHIL3620 Advanced European Philosophy; PHIL2013 The Rise of Modern Philosophy. My current research projects include a book on Spinoza’s ethical and political thought provisionally titled *Affective Therapy: Freedom and Affect in Spinoza’s Practical Philosophy* and the intersection between autonomy and vulnerability.



Professor Alastair Blanshard
Paul Eliadis Chair of Classics and Ancient History

PhD, University of Cambridge
MA, The University of Queensland
BA (Hons), The University of Queensland
Fellow of the Australian Academy of the Humanities
Fellow of the Society of Antiquaries

My research interests include the social and cultural history of ancient Athens, Greek gender and sexuality, epigraphy, and the classical tradition. My current research projects involve the study of early travellers to Greece and the formation of the discipline of Classics, especially the discipline of epigraphy. I teach courses in Ancient Greek from Beginners to Advanced as well as Ancient History. I also contribute to the inter-school teaching of the School, contributing both to the Drama major (where I offer a course on ancient drama) as well as a course on interdisciplinary thinking as part of the Bachelor of Advanced Humanities. I am an associate editor for the *Classical Receptions Journal* (OUP). I am a series editor for CUP’s ‘Classics After Antiquity’ monograph series and I am subject-area editor for Classical Reception for the *Oxford Classical Dictionary*. I sit on the advisory committee for Edinburgh University Press’ ‘Screening Antiquity’ series.



Associate Professor Andrew Bonnell

PhD, The University of Sydney

BA (Hons), The University of Sydney

My Research interests include Modern German and European history, German cultural and intellectual history in social and political context and History of German Social Democracy. My teaching areas include Modern German history, European intellectual history, European fascism and the radical right, Film and history and Nationalism.

My current research projects include Robert Michels and the political discontents of modernity and aspects of the history of German Social Democracy. I am also the editor (History), Australian Journal of Politics and History.



Dr Michelle Boulous Walker Senior Lecturer

PhD, The University of Queensland

Graduate Diploma in Educational Studies, University of New England

BA (Hons), University of New England

My research interests span the fields of European philosophy, aesthetics, ethics, and feminist philosophy. My teaching interests in philosophy include intersections with politics, film, and literature. Both my teaching and research focus on the practice of philosophy – its historical, disciplinary, and institutional dimensions. My recent research in Slow Philosophy engages

the work of Emmanuel Levinas, Theodore W. Adorno, Luce Irigaray, Michèle Le Doeuff, and others. A new project focuses on questions of philosophy and the politics of laughter. I am Head of The European Philosophy Research Group (EPRG), affiliated with the Institute for Advanced Studies in the Humanities (IASH).



Dr Adam Bowles Senior Lecturer

PhD, La Trobe University

BA (Hons), La Trobe University

My research interests include Sanskrit literature (especially the Mahābhārata), Indian religions, South Asian history, and early South Asian intellectual history. My current research projects include an investigation of how the Mahābhārata's composers conceptualised the Earth, with the working title 'The Mahābhārata: The Earth, Geopolitics and Empire'. I teach into the Studies in Religion major, including courses on Buddhism and the

history of Hinduism. I also teach components in other Studies in Religion courses, in particular for topics concerning Asian religions. I am associate editor of the journal *South Asia: Journal of South Asian Studies*.



Associate Professor Deborah Brown

PhD, University of Toronto
MA, University of Toronto
BA (Hons), The University of Queensland

My research interests include Early Modern Philosophy (1650-1800), Philosophy of Mind, and Critical Thinking. Topics covered include early modern philosophy of mind and metaphysics, and contemporary theories of informal reasoning, attention, emotions, animal consciousness and normativity. Current projects include collaborative research into the Cartesian foundations of early modern theories of women's rights, the prospects for

a neurophilosophy of animal consciousness, and critical thinking pedagogies. I teach a broad array of subjects in analytic philosophy, including History of Philosophy, Mind, Language and Metaphysics and Epistemology. As Director of the UQ Critical Thinking Project, I oversee government contracts to deliver professional development for teachers, international collaborations and an extensive university engagement program for low SES, remote, rural and Aboriginal and Torres Strait Islander school students. I am Associate Editor for the *Australasian Journal of Philosophy* in the History of Philosophy with shared responsibility for the Philosophy of Mind.



Dr Amelia Brown Senior Lecturer

PhD, University of California, Berkeley
MA, University of California, Berkeley
BA (Hons), Princeton University

My research field is ancient history and classical archaeology. I am interested in Late Antiquity, and more broadly in ancient and Byzantine Greek culture, especially the literature, urban history and archaeology of Mediterranean port cities. I have made notable contributions on late antique sculpture,

religion and history in Greece, especially the cities of Corinth and Thessalonike. I have also published on the islands of Kos, Cyprus and Malta. I have excavation and research experience at Greek, Cypriot and Maltese sites and museums. My current research project is a history of ancient Mediterranean maritime religion. I am Secretary of the Australasian Assc. for Byzantine Studies, and serve on the Executive Boards of a number of local and international professional organizations. I teach ancient Greek language and literature, as well as Greek history, art and archaeology, and the history of Late Antiquity.



Dr Gilbert Burgh
Senior Lecturer

PhD, The University of Queensland
BA (Hons), The University of Queensland

My research interests in philosophy span educational philosophy (philosophy functioning educationally), social and political philosophy, and ethics, esp. democracy, citizenship, alternatives to electoral politics, democracy and education, and deliberative politics. My current research projects include: an edited book (with Simone Thornton, PhD student), *Philosophical Inquiry with Children: The development of an inquiring society in Australia* (forthcoming); the development of community of inquiry pedagogy in educational discourse; the role of fallibilism and doubt in dialogic inquiry to developing critical, creative and caring thinking. I teach Environmental Philosophy, Philosophy and Education and Moral and Political Philosophy.



Professor Megan Cassidy-Welch
Head of School

PhD, University of Melbourne
MA (Hons), University of London
BA (Hons), University of Melbourne

My research explores the social and cultural history of the thirteenth century, and has particularly dealt with themes of space, memory and war. My teaching areas include medieval history, history and theory, gender history, and history and memory. Recent research projects are *Atrocity in Warfare: A Cultural and Social History* (funded by an ARC Discovery Project grant); and (with Dr Dolly MacKinnon) *Battlefields of Memory: Places of War and Remembrance in Medieval and Early Modern England and Scotland* (funded by an ARC Discovery Project grant) and *War and Memory: A Long Perspective* (funded by an ARC Future Fellowship).



Associate Professor Martin Crotty

PhD, University of Melbourne
MA, Monash University
BCom/BA (Hons), University of Canterbury

My research interests include war and Australian society, sports history, masculinity, and education. I teach Australian History at all undergraduate year levels.

My current research involves the comparative treatment of veterans and Australians who were sentenced to death in WWI. I am a member of the Executive of the Australian Historical Association and have recently completed a major report into the state of the History discipline in Australian and New Zealand universities.

I am often called upon for media comment in relation to Anzac.



Associate Professor Andrew Crowden

Ph.D., Monash University
MBioethics, Monash University
BN., Flinders
DipAppSc., Flinders

My research interests include philosophical ethics, practical ethics and bioethics.

I am an active researcher and am a Chief Investigator for the funded UQ interdisciplinary *Genomics in Society: Policy and Ethics* project, a Co-Principal Investigator on the project *Genetic determinism: misunderstanding or fundamental attribution error? Implications for our understanding of behavior and personal responsibility* supported by a grant from the John Templeton Foundation in collaboration with the University of Virginia and QIMR Berghofer Medical Research Institute and an investigator on the ethical, legal, and social policy challenges associated with the delivery of genomics in everyday healthcare in association with the Queensland Genomic Health Alliance (QGHA).

I have expertise in research ethics and am currently Chairperson of the University of the Sunshine Coast (USC) Human Research Ethics Committee (HREC), a member of the Australian Institute of Aboriginal and Torres Strait Islander Studies Research Ethics Committee and research ethics stream leader for the Australasian Association of Bioethics and Health Law (AABHL).



Mr Peter Ellerton Lecturer

Current PhD thesis: Teaching for thinking: the pedagogical content knowledge of inquiry
MContempSci, Australian National University
GCArts, The University of Queensland
Bed, Griffith University

My research interests include critical thinking and the nature of expertise in teaching for thinking, public reasoning and the public understanding of science. I teach critical reasoning, effective thinking and writing and philosophy of science. My current research focusses on the development of teacher expertise and its effect on teacher behaviour and student performance. I also focus on developing and delivering professional development programs for teachers in teaching effective thinking.



Dr Peter Evans
ARC Postdoctoral Research Fellow

PhD, The University of Sydney
BSc (Hons), Australian National University
BA, Australian National University

My research interests include the philosophy of physics, with particular interests in space, time, and relativity, agent-centric approaches to causation and causal modelling, and quantum foundations, as well as general philosophy of science, including the epistemology and methodology of science, and modelling in science. I am currently an ARC Discovery Early Career Research Fellow working on the epistemology of analogue simulation experiments in a quantum setting.



Associate Professor Lisa Featherstone

PhD, Macquarie University
BA Hons (First class), Macquarie University

I am an Australian historian researching in the history of sexual violence, with particular focuses on the law and medicine. My most recent book, *Sex Crimes in the Fifties* (with Andy Kaladelfos) was shortlisted for the NSW Premier's Prize for History. As well as work on marital rape and child sexual abuse, I have published widely in the history of sexuality, reproduction and masculinity. My teaching areas include Australian history and the history of sexuality. My current research project is on sexual assault of women and children in the mid-to-late twentieth century, and is funded by an ARC DP, "Sexual Offences, Legal Responses and Public Perceptions: 1880s-1980s".



Dr Geoff Ginn
Senior Lecturer

PhD, The University of Queensland
BA (Hons I), The University of Queensland

My research spans the field of modern British history, urban history and public history in the Queensland context. My biography of the English mystic, antiquarian, Freemason and museums pioneer J.S.M. Ward appeared as *Archangels & Archeology: JSM Ward's Kingdom of the Wise* in 2012, followed by *Culture, Philanthropy and the Poor in Late-Victorian London* (Routledge, 2017). Other studies and articles have looked at topics such as memorials, commemorations, urban philanthropy and progressive museology in the 1930s. My current projects examine the intimate politics of the late-Victorian 'New Liberals', the urban history of colonial Brisbane, and the religious history of Queensland. With UQ colleagues I am developing *The Blood Votes*, an original play by Michael Futchter dramatising the Queensland conscription debates of 1916-17, for production in late 2018. Since 2005 I have served on the Board of the State Library of Queensland (to 2008) and the Queensland Museum (2008-2013, 2017-present), and as a judge in the Queensland Literary Awards.



Dr Patrick Jory
Senior Lecturer

PhD Australian National University
BA (Hons) University of Western Australia

My research interests focus on Thai and Southeast Asian cultural and political history. I recently published *Thailand's Theory of Monarchy: the Vessantara Jataka and the Idea of the Perfect Man* (New York: State University of New York Press, 2016). I am currently completing a book on the history of Thai manners in the context of Thailand's social and political transformation. I teach modern Southeast Asian History, the history of the modern Middle

East, the history of genocide, and modern historiography. I am currently president of the Association of Mainland Southeast Asia Scholars.



Dr Joel Katzav
Senior Lecturer

Bachelor of Science, University of Tel Aviv
Master of Philosophy, University of Tel Aviv
PhD, The University of Cambridge

My current research interests lie in the Philosophy of Climate Science, and the History of 20th Century Philosophy. I am also interested in the Philosophy of Science, Metaphysics, Epistemology, Argumentation theory and the History of Philosophy. I am currently engaged in two projects. The first of these articulates and addresses issues in the theoretical foundations of

climate science, especially issues relating to the notion of a climate state. The second project is an examination of how journal capture by specific approaches to philosophy has affected philosophy's development and nature. I am currently teaching Philosophy of Science, Metaphysics and Epistemology.



Dr Mei-Fen Kuo
ARC DECRA Research Fellow

PhD, La Trobe University
MA, Fu Jen Catholic University (Taiwan)
BA, Soochow University (Taiwan)

My research interests include Chinese diaspora identity, Chinese Australian history, Chinese business history and modern print culture. I currently hold an ARC Discovery Early Career Researcher Award (DECRA). My project *Enterprising Chinese Australians and the diaspora networks 1890 – 1949* aims to provide the first systematic study of how Chinese Australian enterprises

and diasporic networks were developed from the late 19th to the early 20th century. My teaching areas including modern Chinese history, world history and Asian studies.

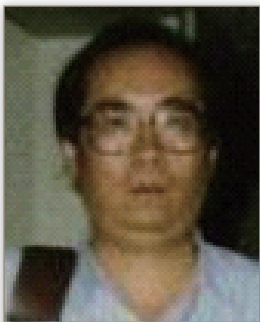


Associate Professor Marguerite La Caze

PhD, The University of Queensland
Master of Arts, University of Melbourne
Bachelor of Arts, The University of Queensland

My research interests include European philosophy, feminist philosophy, moral psychology, and aesthetics. My current research projects include the ARC Discovery Project 'Ethical restoration after Oppressive Violence: A Philosophical Account' (2015-18) and a new project in film philosophy on non-violent resistance to authoritarian regimes. I teach Introduction to Philosophy, Phenomenology and Existentialism, Kant and European

Philosophy and Contemporary European Philosophy.



Associate Professor Chi-Kong Lai

PhD, University of California 1992
Cert in Higher Education, The University of Queensland 2002
MA, New Asia Research Institute 1982
Dip in Chinese Studies, Lingnan University 1880

I am a Reader in History and specialise in modern Chinese social and business history (1500-2000). My major research publications include *The State and Market in Modern China*, *The Reminiscences of Charles Cheng-Che Lee*, *Li Zhigangs Exposition of China Merchants* and some edited book volumes and three edited special issues in major academic journals.

I teach wide-ranging courses such as *Everyday modernity in Asia and the West*, *Modern Chinese history*, *Contemporary China*, *Hong Kong and Taiwan*, and *Body, Fashion and Consumption in History*.

My current research projects are on *Shanghai business*, *cultural symbolism*, and *social mores in modern China*. I have done extensive archival research, both nationally and internationally, in search of corporate records, and records of the history of Chinese daily life.

I was awarded the American Economic History Association's internationally competitive Best Dissertation Award, the Alexander Gerschenkron Prize (1993). I have held Visiting Professor and Visiting Fellow appointments at the Chinese University of Hong Kong, Academia Sinica, and Centre for Chinese Studies, National University of Singapore, Shanghai Academy of Social Sciences and the Chinese Academy of Social Sciences. I am member of the Editorial Board for various international journals, such as *Journal of Asian Business*. I am also one of the associate editors of *Chinese Business History*. I am also co-editors of two book series in Asian Studies.



Dr Julian Lamont
Lecturer

PhD, Monash University
Bachelor of Commerce, University of Melbourne
Master of Arts, Monash University
Bachelor of Arts (Honours), The University of Queensland

My research interests include Political philosophy and economics, metaphysics, applied ethics, scientific and professional ethics, and bioethics. I teach in the areas of Political Philosophy, Social and Economic Justice, and Scientific and Professional Ethics. My current research includes examining income justice in democracies; ethics and prevention of professional wrongdoing; and ethics and genomics (particularly, genetic editing and enhancement).



Associate Professor Morris Low

PhD, The University of Sydney
BSc (Hons), Griffith University
BSc (with Japanese Language), Griffith University

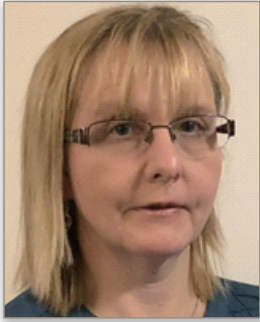
My research interests include the history of Japanese science and technology, history of Australia-Japan relations, Japanese visual culture, and issues relating to identity. My current research projects include: the history of nuclear power in Japan; the history of Japan's participation in international expositions and Olympic Games; and a wide-ranging project on visualising Korea. I teach courses in world history, Japanese history and urban history. I am also Editor of the *East Asia Series* of research monographs published by Routledge for the Asian Studies Association of Australia (ASAA).



Associate Professor Dolly Mackinnon

PhD, University of Melbourne
Grad Cert (Higher Education), Queensland University of Technology
BMus, University of Melbourne

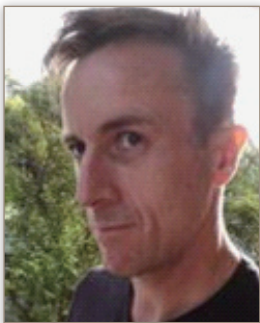
As a social and cultural historian my research concentrates on the marginalized and institutionalized by analysing the mental, physical (i.e. architectural, material culture), and auditory landscapes of past cultures, in England, Scotland, and Australia. My current teaching includes the Civil Wars and Revolution in the Early Modern British Isles, Trafficking Bodies from the Ancient world to the present, Witchcraft and Demonology, and medieval and early modern plague. Current research projects include emotions and bell ringing in early modern England, early modern battlefields and tourist soundscapes, memory practices of the seventeenth-century Scottish covenanters, and dissection in asylums and prisons. I am part of the accessor pool for the National Athena Sawn SAGE Pilot 2018, and an International Assessor for the Australian Research Council.



Dr Janette McWilliam
Lecturer

PhD, University of Cambridge
MA (Research), Australian National University
BA (Hons I), Australian National University

My teaching and research interests include Greek and Roman Social, Cultural and Political History and Material Culture, Roman Children, Roman Law, Latin Epigraphy, and Pedagogical Approaches to teaching Classical Latin and Greek. I am currently working on projects on Roman Children and the pedagogical approaches to the teaching of Classical Languages, particularly through the use of colour. I am also the Director/Senior Curator of the R.D. Milns Antiquities Museum: here I run internship programs and undertake research projects and exhibitions based on the collection, including the First World War Antiquities Project.



Dr Toby Meadows
Lecturer

PhD, University of Melbourne
MA, University of New South Wales
BA (Hons), University of Queensland

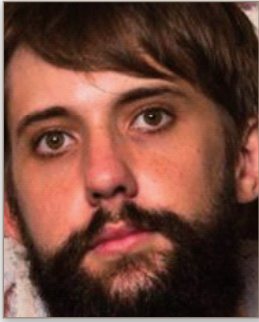
My research is devoted to problems involving: truth; infinity; and possibility. I am interested in using formal techniques to make questions precise and to get a better understanding of what is involved in solving these problems. My work is presently focused on the philosophy of set theory, paradox classification, semantic theories of truth and comparative foundations. My research interests also include Philosophy of Mathematics (in particular the philosophy of set theory), Philosophical Logic, Mathematical Logic and Metaphysics. I am also the set theory editor for *PhilPapers*.



Associate Professor Neil Pembroke

PhD, University of Edinburgh
BA (Hons), The University of Queensland
B. Th., Bris.Coll.Theology
Bachelor of Engineering, DDIAE

My research interests include pastoral care in Christian worship and preaching, philosophy and theology in dialogue on issues in Christian pastoral counselling, theology and healthcare and processes for developing personal and spiritual maturity. My research on pastoral care and counselling and on pastoral preaching aims to improve the spiritual and mental health of people. The research I conduct on organisational spirituality aims to support efforts by management and workers to create a work environment characterised by compassion, respect, trust, and sense of belonging. My teaching interests include the history of Western religious thought, philosophical arguments for and against the existence of God, spirituality in the everyday and the Bible.



Dr Jon Piccini
UQ Fellow

PhD, The University of Queensland
BA (Hons), The University of Queensland

I currently hold a University of Queensland Development Fellowship which examines Human rights and Australian social movements 1945 – 1990. This project – for the first time – charts the development and articulation of ‘human rights’ by Australian social movements.



Dr David Pritchard
Senior Lecturer

PhD, Macquarie University
BA (Hons), Macquarie University

My research interests cover all aspects of the history of classical Greece. I am expert on democratic Athens, its society and culture, all its public activities: politics, festivals and wars. I research the ancient Olympics, the lives of Greek women and the battlefield experiences of their husbands. I have won 10 research fellowships in Australia, Denmark, France, the United Kingdom and the United States. I have won 1.1 million dollars in research grants. I

regularly speak on the radio and have published 28 op-eds in newspapers around the world. At UQ I teach ancient Greek, ancient Greek history, classical mythology and the sub-disciplines of epigraphy, numismatics and papyrology.



Associate Professor Kriston Rennie

Licentiate in Mediaeval Studies, Pontifical Institute of Mediaeval Studies
Doctor of Philosophy, King’s College London
Masters of Letters, University of St Andrews
Bachelor of Arts, University of Lethbridge

My research interests include medieval canon law, papal legation, the Roman Church and the papacy, monastic exemption, and religious history more generally. My current research project examines how memory and heritage have come to be so closely linked in western culture, using the singular and pivotal case of the Benedictine abbey of Monte Cassino (est. 529) to analyse

the historical process of remembering and its impact on modern representations of the past. I teach medieval heresy, the plague in medieval and early modern Europe, the Crusades, and historical theory and method. My supervision interests span the entire Middle Ages, with a particular expertise on religious history.



Dr Karin Sellberg
Lecturer

PhD (English Literature), University of Edinburgh
Master of Arts with Honours (English Literature), University of Edinburgh
Postgraduate Certificate (Academic Practice), University of Edinburgh

I specialise in feminist and queer historiography, contemporary fiction and theories of gender, sexuality, embodiment and time. I am particularly interested in convergences and communication between feminist and queer fiction, and the intellectual history of science and medicine. Other research interests include contemporary British and American literature, medical humanities, cultural studies, critical theory, continental philosophy and historiography. I am currently working on a medical history of blood, phlebotomy, and theories of life, alongside smaller side projects on transgender and intersex embodiment, ideas of transcendence/progress in new materialist feminist philosophy and the literature of Jeanette Winterson, Angela Carter and William Shakespeare.

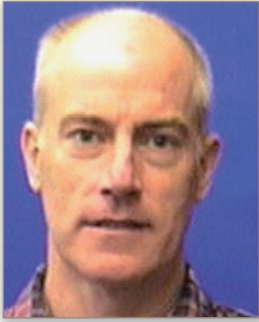
I am the convenor of the HASS Faculty's *Professional Pathways: Humanity and Society* minor, and I teach the first course in this program, HUMN1500: Perspectives: Cultures, Practices and Creative Communication. I also convene and teach the course HIST2030: History of Medicine, Science and the Body, and I teach into WRIT3613: History in Action. I also convened and taught HIST1400: The Early Modern and Medieval World in semester 2, 2017.



Dr Beth Spacey
Postdoctoral Research Fellow in Medieval History

PhD, University of Birmingham
MA, University of Birmingham
BA, University of Birmingham

My research examines the medieval religious cultures of the European and Eastern Mediterranean world of the central Middle Ages, focusing on the crusades, religious persecution, attitudes towards the miraculous and supernatural, and medieval historiography. I am currently completing a book on the role of the miraculous in Latin crusade narratives, and conducting research into the narrative strategies employed by the western European authors of thirteenth-century crusade histories, especially their recourse to existing crusade narratives and to the real or imagined crusading past. I am a Fellow of the Higher Education Academy.



Associate Professor Tom Stevenson

PhD, The University of Sydney
Dip Ed, University of New England
Bachelor of Arts, The University of Sydney
Bachelor of Economics, The University of Sydney

My research interests include Roman politics and political ideology of the late Republic and early Empire, the careers of Cicero and Caesar, and representations of the ancient world in historical novels and films. My current research projects include a book on the history and significance of the idea of the Roman emperor as Pater Patriae (Father of the Fatherland), and an edited collection of conference papers on polemic in Greek and Roman Historiography. I teach Greek and Latin language, Roman history, and ancient historiography. I am also President of the Australasian Society for Classical Studies (ASCS).



Dr Ryan Williams Lecturer

PhD, University of Cambridge
MA, University of Calgary
BA, University of Calgary

My research lies in the study of Islam and society and contemporary religion. I take an ongoing interest in understanding the lived experiences of Muslims in connection with themes of belonging and social cohesion, piety and ethics, and state power and multiculturalism. My research has had a wide-ranging impact on public understanding of Muslims and religion and for understanding well-being, social cohesion and security within public institutions (Universities, prisons, probation, police and national and international security organisations). I enjoy teaching in the areas of Religion, Peace and Violence; World Religions; the Anthropology and Sociology and Religion; and I co-developed a course entitled 'the Good Life Good Society' to bring the aspirations of teaching everyday ethics with the practice of moral citizen formation. I am also a life member of Clare Hall, Cambridge.

