



THE UNIVERSITY
OF QUEENSLAND

**REPORT TO THE PRESIDENT OF THE
ACADEMIC BOARD**

**REVIEW OF THE SCHOOL OF
HISTORICAL AND PHILOSOPHICAL INQUIRY**

OCTOBER 2018

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MEMBERSHIP OF THE REVIEW PANEL

External members:

Professor Joy Damousi FASSA FAHA (Chair)
School of Historical and Philosophical Studies
Faculty of Arts
The University of Melbourne

Professor Rick Benitez
Department of Philosophy
Department of Classics and Ancient History
School of Philosophical and Historical Inquiry
Faculty of Arts and Social Sciences
The University of Sydney

Associate Professor Will Sweetman
Department of Theology and Religion
Division of Humanities
University of Otago

Internal members:

Professor Peter J. Little AM
School of Pharmacy
Faculty of Health and Behavioural Sciences
The University of Queensland
Academic Board Standing Committee Representative

Professor Michael Haugh FAHA
School of Languages and Cultures
Faculty of Humanities and Social Sciences
The University of Queensland
Cognate School Representative

Secretary:

David Mayocchi
Faculty of Humanities and Social Sciences
The University of Queensland

TERMS OF REFERENCE

The terms of reference for reviews of schools and academic disciplines should be read in the context of the University's mission, goals and objectives.

The review committee's task is to provide an objective view of the school's perceptions and plans developed through the self-assessment process, and either to confirm or to recommend changes to those plans. The majority of school reviews are expected to result in incremental changes in schools, however it is recognized that significant change might result from some reviews.

The review process is undertaken in the context of the faculty and the University as a whole, and considers relationships within and between schools and, where relevant, with centres and institutes. Reviews are conducted on a septennial basis to assist schools in understanding and planning for their future strategic development in relation to the University's three broad planks of learning, discovery and engagement. Reviews have three key dimensions:

- an evaluation of *past* performance since the previous review, including especially, the school's program of improvement in response to the recommendations of that review;
- benchmarking of *current* structures, activities and performance against appropriate comparable organizations to determine the school's standing, nationally and internationally, in relation to its key strategic goals; and
- an evaluation of the school's *future* prospects in the context of its strategic goals, resources, and internal and external opportunities.

Evaluation of past, and benchmarking of current, performance nationally and internationally is undertaken primarily to develop an appropriate contextual understanding of future prospects. The focus of the review process is on the future prospects of the school in relation to key aspects of learning, discovery and engagement.

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 internationalization 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 organizational 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, internationalization 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 including, especially, the school's existing and potential internal collaborations in support of teaching, research, and engagement objectives.

[Approved by Academic Board Standing Committee on 8 February 2018]

PROCEDURES

This Review was conducted during a visit to The University of Queensland between 15 and 18 October 2018. The Review Panel was provided with the School's self-assessment submission and other submissions received prior to the visit. The Panel was guided by the Terms of Reference, the University *Strategic Plan 2018-2021*, UQ Policy 1.40.05 *Organisational Unit Reviews* and Procedure 1.40.06 *Review of Schools and Academic Disciplines*.

The visit commenced with a briefing from the President of the Academic Board. During the visit, the Review Panel interviewed senior officers of the University, the Faculty of Humanities and Social Sciences and the School of Historical and Philosophical Inquiry. The Panel also conducted interviews with a range of staff and students and met with stakeholders during a formal dinner.

The Panel inspected School facilities in the Forgan Smith and Michie buildings and met with staff over lunch.

Prior to finalising its report, the Panel discussed draft recommendations with the President of the Academic Board, the Provost and the Faculty Executive Dean. The Panel presented its draft recommendations to the Head of School and concluded its visit with a presentation on its report to staff of the School.

LIST OF COMMENDATIONS AND RECOMMENDATIONS

Governance, People and Culture

Commendation 1

The School is commended for the transparent, respectful and collegial culture that is now in place.

Recommendation 1

It is recommended that the new measures that have been initiated through mentoring be strengthened by further recognising and valuing the achievements of staff, supporting and publicly acknowledging staff career progression, promoting inclusion in decision making and fostering respect.

Commendation 2

The Head is commended for new leadership in identifying key strategies for the School as it goes forward in terms of teaching and research initiatives, goals and targets.

Recommendation 2

It is recommended that a Chair in Philosophy be appointed in an area of ethics likely to deepen the connection between the discipline's collaborative contributions and contribute to the University's collaborative agenda.

Commendation 3

On the question of inclusion, equity and access, the issue of gender imbalance was a major concern within the School. Following the appointment of a new Head of School and over the past year, there have been put in place new initiatives, goals and objectives. The School is commended for its drive towards gender balance.

Recommendation 3

It is recommended that the School consider ways of further achieving gender balance, and taking into account equity and access issues such the diversity of the staff profile across all disciplines.

Teaching and Learning

Commendation 4

The School is commended for the quality of its teaching, as represented in both in qualitative and quantitative data, including SECaT scores across a number of years.

Commendation 5

The Philosophy discipline is commended for its uptake and development of collaborative and engaged teaching opportunities, including shared courses and external partnerships.

Recommendation 4

It is recommended that all disciplines in the School undertake comprehensive review of the majors with a focus on transparency, certainty of course offerings and sustainability.

Recommendation 5

It is recommended that the School actively propose shared teaching and cross-listing opportunities, including, but not limited to, contributions to a university-wide course in digital literacy and to a course or courses in the Aboriginal and Torres Strait Islander Studies major.

Recommendation 6

It is recommended that the School actively promote professional teaching development to all staff, through its Director of Teaching and Learning, in areas including educational design and delivery, assessment design and practice, engaged learning, and collaborative teaching.

Research

Recommendation 7

It is recommended that the School develop a set norms of explicit research performance expectations across academic levels, including for SSP, in respect to publications and grant applications, benchmarked against the Group of Eight top three in their disciplines.

Recommendation 8

It is recommended that the School grow traditional research income and target collaborative research activity, through ARC Linkage and other Category 2 and 3 funding opportunities.

Commendation 6

The School is commended for the improvement in HDR completion rates and the average time taken to complete.

Recommendation 9

It is recommended that the School work to build an integrated HDR student cohort experience, with more explicit professional mentoring and development and collegial connections across the School embedded in a larger research culture.

Engagement

Commendation 7

The School is commended for dedicated work by staff associated with the RD Milns Antiquities Museum for the impact of its outreach to schools in Queensland, and in fostering support for Classics amongst a vibrant philanthropic and alumni network.

Recommendation 10

It is recommended that the School explore ways in which the Antiquities Museum and its activities could contribute to a wider strategic effort by the University to leverage its considerable cultural assets in public outreach, engagement and philanthropy. In doing so, the highly successful Classics programme could be further expanded.

Commendation 8

The School is highly commended for the transformative impact the UQCTP has had on practice and performance in schools in Queensland, including increasing levels of achievement among Indigenous students.

Recommendation 11

It is recommended that the School investigate ways to further reward and strategically support an extension of current best practice in engagement, and in particular the UQCTP, and seek further opportunities to extend community and stakeholder collaboration across the School.

Resources

Recommendation 12

It is recommended that the School undertake a review of the full suite of courses from the point of view of the financial efficiency of the offerings and consideration of the modes of delivery, including implicit innovation with the aim of improving efficiency and identifying and freeing up resources for strategic opportunities to advance the School.

Commendation 9

The School is to be commended for the improvement in its budget position through growth in income derived from teaching into Shared Courses (“service teaching”) and the relative diversity of this income which supports its sustainability.

Recommendation 13

The School should continue to explore, attract and develop opportunities to grow income, including in new postgraduate programs such as Masters by coursework programs and Shared Courses.

Recommendation 14

It is recommended that the School seek ways to disengage the cost of the RD Milns Antiquities Museum from the School operating budget.

REPORT OF THE REVIEW PANEL

1. Introduction

The School of Historical and Philosophical Inquiry is Queensland's largest provider of courses in History, Philosophy, Studies in Religion, Classics and Ancient History. It has a long established reputation in these disciplines and is notable for its good performance in teaching and learning. The School has developed a strong external engagement program, with the RD Milns Antiquities Museum and the Critical Thinking Project connecting strongly with a range of stakeholders. Philanthropic support has been notable, particularly in Classics.

Despite work to diversify income and reduce course numbers since the last review, budget pressures remain. The current Head of School, Professor Megan Cassidy-Welch joined the University in this role in October 2017.

The Panel has set a clear direction for the School in its recommendations. Implementation will require substantial focus across a number of years and the Panel believes that a Working Party of members from across the School should be established to guide this process.

2. Governance, People and Culture

The School has benefited from the appointment of a new Head of School who has energetically and enthusiastically identified the need for the School to develop a culture based on respect and the celebration of staff achievements; transparent governance; and the promotion of a leadership model which is inclusive and collaborative based on open, clear and effective communication. The School currently enjoys a positive workplace culture.

Commendation 1

The School is commended for the transparent, respectful and collegial culture that is now in place.

The culture in the School has been identified as a serious issue in the past. The incoming Head of School has created a positive context and identified the central importance of developing more respect within the School.

Recommendation 1

It is recommended that the new measures that have been initiated through mentoring be strengthened by further recognising and valuing the achievements of staff, supporting and publicly acknowledging staff career progression, promoting inclusion in decision making and fostering respect.

This recommendation can be achieved by celebrating success within the School through social media, morning tea/lunch events, and so on. Working within a shared understanding and common sense of purpose will also contribute to developing a more collaborative culture across the School that could be further extended into areas such as research publications, grants and teaching.

Commendation 2

The Head is commended for new leadership in identifying key strategies for the School as it goes forward in terms of teaching and research initiatives, goals and targets.

Senior leadership exists in Classics and in History with recent Professorial appointments made in both disciplines. In Philosophy, it is glaring that the discipline has no senior leadership at Professorial level, with great detriment to the development of that discipline, its research profile and capacity to maximize existing outstanding initiatives. Professorial leadership is vital in the discipline of Philosophy.

Recommendation 2

It is recommended that a Chair in Philosophy be appointed in an area of ethics likely to deepen the connection between the discipline's collaborative contributions and contribute to the University's collaborative agenda. This might also include contributions in areas such as digital literacy and technology and ethics or in medical ethics.

Commendation 3

On the question of inclusion, equity and access, the issue of gender imbalance was a major concern within the School. Following the appointment of a new Head of School and over the past year, there have been put in place new initiatives, goals and objectives. The School is commended for its drive towards gender balance.

Recommendation 3

It is recommended that the School consider ways of further achieving gender balance, and taking into account equity and access issues such the diversity of the staff profile across all disciplines.

By creating a culture of inclusion, the best people will be drawn to the organisation. If the message is clear that diversity is valued and embraced, the staff profile can change over time.

3. Teaching and Learning

The School has a robust and attractive humanities curriculum, in many cases offering courses unavailable to students anywhere else in Queensland. There is clear evidence of academic commitment to expertise in content and delivery of courses. While the majors offered by the several disciplines represent traditional core areas of the humanities, there is room to develop attractive, school-wide collaborations in teaching and learning.

Commendation 4

The School is commended for the quality of its teaching, as represented in both in qualitative and quantitative data, including SECaT scores across a number of years.

Submissions to the Review and representations from students and collaborative partners consistently praised the quality of teaching, particularly in Classics and Ancient History and Philosophy. Student satisfaction is reflected in high pass rates, CEQ scores, and SECaT overall course ratings across the review period. The School also ranks highly within the University in SECaT scores on learning outcomes. There is opportunity to extend and promote this

excellence, by putting forward staff, courses and teaching practices for recognition and by benchmarking teaching quality in the context of other Group of Eight universities.

Commendation 5

The Philosophy discipline is commended for its uptake and development of collaborative and engaged teaching opportunities, including shared courses and external partnerships.

The enthusiasm and energy invested by the Philosophy discipline into shared teaching is evident and consequential. Staff in other Faculties who have observed and partnered with the Philosophy discipline expressed admiration for the professionalism and expertise in the delivery of philosophical content including both critical thinking and ethics.

Enrolments in the shared teaching courses have generated steadily increasing funding for the School, which helps to support programs generally. In the wider engagement context, the Philosophy discipline, through its development and promotion of the Critical Thinking Project (UQCTP) and Indigenous education (Solid Pathways), has shown vision and initiative that can serve as a model for the School as a whole.

Recommendation 4

It is recommended that all disciplines in the School undertake comprehensive review of the majors with a focus on transparency, certainty of course offerings and sustainability.

Since the previous review and continuing into the present, the coherence of the majors, in terms of size, clarity of structure and availability of offerings has been a matter of concern.

Across all the disciplines, with exceptions for the majors in Classical languages, there is a surplus of second year offerings that obscures coherent pathways through a given major. There is educational benefit in streamlining majors to provide coherent, identifiable pathways. This could be achieved most directly through a reduction in the number of second year courses, while allowing for a small increase in third year offerings.

A large proportion of second year courses are offered on rotation. While the panel is not opposed in principle to rotation (and even sees some curricular benefit in its retention), uncertainty about the availability of courses on rotation poses difficulties and frustrations for students attempting to plan their degrees. It is proposed that certainty be ensured for the schedule of rotation, and that in any event courses on rotation should not be offered on a schedule any longer than every two years.

It is difficult to see how the number of courses maintained in the current discipline curricula is sustainable. The Faculty's course viability model shows a number of courses to be at risk. The School should develop a clear, curriculum-based rationale for maintaining any at-risk courses. It is clear that changes in University program architecture will make such work an urgent priority for the School over the coming year. While students value choice, they also value certainty and the School has budget constraints that limit its capacity to maintain the range of offerings that it has in previous years.

Recommendation 5

It is recommended that the School actively propose shared teaching and cross-listing opportunities, including, but not limited to, contributions to a university-wide course in digital literacy and to a course or courses in the Aboriginal and Torres Strait Islander Studies major.

The School has opportunities to broaden its commitment to service teaching so as to include distinctive contributions to University strategic goals. In particular, the philosophy discipline could play a significant role in the development and proposal of a university-wide digital literacy course, one that includes both conceptual and normative contributions to subjects such as artificial intelligence, machine autonomy and responsible practices in relation to digital environments. There are also opportunities for the School generally and the History discipline in particular to contribute to the Indigenous studies major, for example through the delivery of content relating to an Indigenous history of Queensland. These should be developed in collaboration with Indigenous colleagues.

Recommendation 6

It is recommended that the School actively promote professional teaching development to all staff, through its Director of Teaching and Learning, in areas including educational design and delivery, assessment design and practice, engaged learning, and collaborative teaching.

There was a systematic lack of School-level emphasis on continuous professional development (CPD) in teaching and learning in the School Review submission. Teaching initiatives and innovations like those in the Philosophy discipline seem to be more a result of pro-active staff members than of School leadership and direction in this area. This could be addressed by giving CPD a higher profile in the School's teaching and learning culture, and through the activities of the School Director of Teaching and Learning. In developing courses, more innovative curriculum design opportunities could also be explored in partnership with ITaLI.

4. Research

The School's strategic plan for 2018-21 specifies four strategic priorities in research and identifies a series of steps toward achieving them. It also presents specific measurable targets which would demonstrate progress in respect of its research priorities. The panel heard that the Head of School has taken steps within the School to extend and formalise the mentoring of ECR and other staff applying for research grants. Research funding provided by the School has been reviewed in order to support the development of grant applications.

The Panel considered that the two recently established research groups and the School-wide interdisciplinary seminar provided excellent models of collaborative and outward-looking initiatives that align with UQ strategic directions. However the School does not appear to be large enough to sustain research excellence in the much longer list of areas of research strength that were identified in the School Review submission. More focussed, but collaborative, initiatives such as the research groups, which draw on staff from across the disciplines in the school and beyond—particularly from IASH—are more likely to lead to the kind of research culture (combining HDR students, postdoctoral fellows, ECRs, Level E leadership and strong grant income) to which the school aspires.

The panel saw benchmarking data that indicates the School is not tracking at the level that might be expected of a Group of Eight university in winning research income. This will constrain ERA rankings. The Panel also noted that there had been relatively few research grants submitted in previous years, though this had improved in more recent times. If the School is to build on the improvements in ERA rankings between the 2012 (3, 3, 4) and 2015 (4, 4, 4), it will be necessary to increase significantly the quality of its research outputs and the number and scope of research grant applications.

The panel believes the School must articulate the expectations of research active staff, providing achievement targets for staff at different levels in terms of publication quality, and research grant activity. Clear expectations will enable the School to ensure that effective use is made of the research time allocated to each member of T&R staff as well as SSP and IASH fellowships.

Recommendation 7

It is recommended that the School develop a set norms of explicit research performance expectations across all academic levels, including for SSP, in respect to publications and grant applications, benchmarked against the Group of Eight top three in their disciplines.

Recommendation 8

It is recommended that the School grow traditional research income and target collaborative research activity, through ARC Linkage and other Category 2 and 3 funding opportunities.

The School has undertaken work to ensure that HDR students admitted to the University are those most likely to complete in a timely manner. HDR students who spoke with the Panel were appreciative of the support of their supervisors, especially in relation to the core task of completion of their theses. The Graduate School provides a wide range of developmental opportunities and while some supervisors appeared to take an active role in encouraging students to take advantage of these, in some cases it appears that responsibility for wider research training necessary for a successful transition to a career lay largely with the student. The School has already identified the need to develop a policy on professional/training requirements for HDR candidates. Implementation of such a policy would be welcomed by HDR students. The School should also build on its existing induction programme to assist students in developing collaborative peer-to-peer structures such as work-in-progress seminars and reading groups.

Commendation 6

The School is commended for the improvement in HDR completion rates and the average time taken to complete.

Recommendation 9

It is recommended that the School work to build an integrated HDR student cohort experience, with more explicit professional mentoring and development and collegial connections across the School embedded in a larger research culture.

5. Engagement

The School is engaged with community, stakeholders and the professions in multiple ways as outlined in the Review Submission. While the panel commends the School on all these activities, the exemplary impact of the RD Milns Antiquities Museum and the outstanding Critical Thinking Project was repeatedly noted in the course of interviews with staff in the School, senior staff in the University, and in submissions from and discussions with external stakeholders.

The RD Milns Antiquities Museum, which is maintained by the School, is described by stakeholders as a unique cultural asset in Queensland. It is an important vehicle for engaging with students from Queensland's K-12 schools, as well as with alumni and the wider public through the Friends of Antiquity group. It serves a critical public service enabling Queensland schools to enrich the teaching of Classics as mandated in the Australian curriculum. The possibility of building on connections developed with individual schools into a formal strategic partnership with the Queensland Department of Education was identified. The Antiquities Museum also evidently serves as an important focal point for philanthropic activity in the School. The possibility of building on the evident goodwill and enthusiasm for Classics fostered through the Antiquities Museum and its outreach activities into a larger, more coordinated strategic effort in engagement and philanthropy across the Faculty as part of a Cultural Precinct was flagged in discussions.

Commendation 7

The School is commended for dedicated work by staff associated with the RD Milns Antiquities Museum for the impact of its outreach to schools in Queensland, and in fostering support for Classics amongst a vibrant philanthropic and alumni network.

Recommendation 10

It is recommended that the School explore ways in which the Antiquities Museum and its activities could contribute to a wider strategic effort by the University to leverage its considerable cultural assets in public outreach, engagement and philanthropy. In doing so, the highly successful Classics programme could be further expanded.

In discussions with external stakeholders from Queensland's K-12 schools and the Queensland Department of Education, as well as senior staff across UQ, it became abundantly clear that the impact of the Critical Thinking Project (UQCTP) has been extraordinary at the State level, and increasingly at a national and international level, including Canada. The scope of outreach across Queensland schools has been phenomenal over the past six years, including with Indigenous students through the Solid Pathways program, and the impact was described as "transformative" by stakeholders. It is an exemplary model for the broader Faculty and University of best practice in successfully implementing interdisciplinary, research-led engagement with external stakeholders that has created measurable change.

Commendation 8

The School is highly commended for the transformative impact the UQCTP has had on practice and performance in schools in Queensland, including increasing levels of achievement among Indigenous students.

The School has formed successful partnerships with the Queensland Museum and Queensland Department of Premier and Cabinet to develop online historical resources for the wider community. External stakeholders expressed strong interest in extending such initiatives.

Recommendation 11

It is recommended that the School investigate ways to further reward and strategically support an extension of current best practice in engagement, and in particular the UQCTP, and seek further opportunities to extend community and stakeholder collaboration across the School.

6. Resources

The School is located in the Forgan Smith building and Michie building, with adequate facilities for staff and for HDR students. The two buildings are in close proximity and the RD Milns Antiquities Museum is on the level of the Great Court. No issues were identified in relation to the physical facilities provided to the School and staff commented on the good condition of teaching facilities at the university overall.

The School has limited opportunities to raise its income or lower its expenditure. It relies heavily on domestic CSP students for income and the main area of expenditure is academic staff salaries. School staff focus heavily on the low cluster funding rate for the humanities, and the overall University “tax” contribution model. These same parameters apply to every university and humanities school in Australia in one form or another. These parameters are unlikely to change or be changed by the Government or the University in the near future.

Recommendation 12

It is recommended that the School undertake a review of the full suite of courses from the point of view of the financial efficiency of the offerings and consideration of the modes of delivery, including implicit innovation with the aim of improving efficiency and identifying and freeing up resources for strategic opportunities to advance the School.

The School appears to have a very fixed model in which many staff feel restricted in terms of teaching, research and service with a belief that teaching loads are so high as to inhibit some activity. However the School does not appear to have undertaken the level of course and program efficiency review that has occurred in many other parts of the University. It might also seek support to review and renew course offerings.

Commendation 9

The School is to be commended for the improvement in its budget position through growth in income derived from teaching into Shared Courses (“service teaching”) and the relative diversity of this income which supports its sustainability.

Recommendation 13

The School should continue to explore, attract and develop opportunities to grow income, including in new postgraduate programs such as Masters by coursework programs and Shared Courses.

The School offerings are attractive to other areas of the University, particularly the area of Philosophy. This has been valued by other areas of UQ who have engaged with the School to provide expertise tailored to the needs of STEM students in particular. There are current discussions at the University on program architecture, looking to open the curriculum for students to take new cross-cutting courses, in areas such digital literacy. The School has the expertise to be involved in such major undertakings. The School should also explore opportunities for shared teaching (and electives) into programs with international students as another way to grow income.

The University has identified Masters by coursework as an under-exploited area and the School should continue to remain alert to opportunities to contribute to, or create new offerings in this area.

Recommendation 14

It is recommended that the School seek ways to disengage the cost of the RD Milns Antiquities Museum from the School operating budget.

As noted in the section on Engagement, the Antiquities Museum is a spectacular cultural and historical asset for The University. During the Review, the Panel came to the conclusion that the museum is currently a financial distraction to the School to the extent that it might be inhibiting the development of the museum to its full potential. The philanthropic benefits from the Museum have been strong, and have contributed to the antiquities collection, to students and to staffing. The relationship between the School and the museum in the areas of research, teaching and engagement (including philanthropy) should continue, but the financial arrangements and the support for the museum and its development should reside outside of the normal operating budget of the School.

APPENDIX 1: SUBMISSIONS

Submissions to the Review were received from:

University staff

RD Milns Antiquities Museum staff
Emeritus Professor Bob Milns AM
Honorary Associate Professor Dorothy Watts AM

External

Australian Society of Classical Studies
Editors, *Exordium* e-journal
Dr Romain Fathi, Flinders University/ Sciences Po
IMPACT Centre, Queensland Department of Education
The Osiecki Family, Warwick
Professional Historians Association (Queensland) Inc.
Johanna Qualmann
Queensland Friends of the Australian Archaeological Institute at Athens
Queensland Museum Network
One anonymous submission

APPENDIX 2: INTERVIEWS

Interviews were held with:

University Executive staff

Professor Peter Adams, President, Academic Board
Professor Aidan Byrne, Provost and Senior Vice President
Professor Mark Blows, Pro-Vice-Chancellor (Research)
Mr Shane Drahm, Director, Aboriginal and Torres Strait Islander Studies Unit
Professor Tim Dunne, Pro-Vice-Chancellor
Professor Stephan Riek, Deputy Dean, UQ Graduate School
Professor Joanne Wright, Deputy Vice-Chancellor (Academic)

Faculty of Humanities and Social Sciences staff

Professor Heather Zwicker, Executive Dean
Professor Annemaree Carroll, Associate Dean (Research)
Professor Julie Duck, Acting Executive Dean
Professor Peter Harrison, Director, Institute for Advanced Studies in the Humanities
Professor Karen Moni, Acting Associate Dean (Academic)

School of Historical and Philosophical Inquiry staff

Professor Megan Cassidy-Welch, Head of School
Dr Aurelia Armstrong, Lecturer in Philosophy, Deputy Head of School, Philosophy Discipline Convenor
Dr Adam Bowles, Senior Lecturer in Asian Religions, Studies in Religion Discipline Convenor
Associate Professor Deborah Brown, Associate Professor in Philosophy and Director, Critical Thinking Project
Dr Gilbert Burgh, Senior Lecturer in Philosophy
Associate Professor Martin Crotty, Associate Professor in Australian History
Associate Professor Lisa Featherstone, Associate Professor in Australian History, Director of Teaching and Learning
Dr Geoff Ginn, Senior Lecturer in History, Director of Engagement
Dr Patrick Jory, Senior Lecturer in Southeast Asian History, History Discipline Convenor
Associate Professor Marguerite La Caze, Associate Professor in Philosophy, Director of Research and Research Training, (Semester 1)
Associate Professor Dolly McKinnon, Associate Professor in Early Modern History
Dr Janette McWilliam, Lecturer in Classics and Ancient History, Discipline Convenor, Director, RD Milns Antiquities Museum
Dr Jon Piccini, UQ Fellow in History
Dr David Pritchard, Senior Lecturer in Greek History, Deputy Director of Research and Research Training
Dr Karin Sellberg, Lecturer in Humanities
Dr Beth Spacey, Postdoctoral Research Fellow in Medieval History

Dr Ryan Williams, Lecturer in Studies in Religion

Ms Cara Herrington, School Manager

Ms Serena Bagley, Administrative Officer, Student Administration

Mr James Donaldson, Senior Museum Officer

Ms Leigh Hope, Acting Academic Administrator

Dr Angie Kahler, HDR Liaison Officer

Ms Claudia Santiago, Administrative Officer, Executive Support

Ms Rebecca Smith, Museum Engagement Officer

School of Historical and Philosophical Inquiry students (number only)

12 Undergraduate students

5 Higher Degree Research students

Stakeholders

Mr Selwyn Button, Assistant Director-General Indigenous Education, Department of Education

Ms Deb Fisher, Director, State Schools Performance, Department of Education

Mr Glenn Watt, Director, IMPACT Centre, Department of Education

Ms Jacqui Zervos, Head of Middle School, Brisbane Grammar School