



APPENDICIES

SCHOOL OF
COMMUNICATION
AND ARTS

SCHOOL
REVIEW
SUBMISSION
2016



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

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SCHOOL PROFILE: STAFFING AND GOVERNANCE

APPENDIX 1 FORMAL PROPOSAL ORGANISATIONAL CHANGE

Executive Summary

The University of Queensland has a very strong reputation in the areas of media, journalism, and communication. This proposal is targeted at improving the coordination in this area by integrating academic activity in one School, namely, English, Media Studies and Art History. It can be achieved through acceptance of the recommendations and actions set out in this Proposal.

The larger concentration of Communication scholars allows the Faculty to deepen and focus this expertise in areas such as science communication and new approaches to the analysis of digital, new media and big data. In terms of postgraduate teaching the new proximity of Writing and Journalism permits the School to conceive of new as well as traditional forms of public writing.

The Communication field within the enlarged School will become the hub of a strong interdisciplinary teaching and research group. The Proposal is an opportunity to broaden student options, share expertise, embrace new methodologies, and achieve a clearer vocational advantage. In research, the expanded Communication area will bring together scholars in an environment supported by senior academics that hold key roles nationally and internationally.

1. One School

This Formal Proposal is an outcome of the 2013 Faculties Review that requested the incoming Executive Dean of the new Faculty of Humanities and Social Sciences (HASS) to address fragmentation of teaching and research in the broad area of communication.

HASS was established on 1 January 2014 with eight Schools, including the School of Journalism and Communication (SJC) and the School of English, Media Studies and Art History (EMSAH). Previously situated in separate faculties, these two Schools have substantial overlapping involvement in the field of communication, including the following programs:

- Bachelor of Communication (SJC & EMSAH)
- Bachelor of Journalism (SJC)
- BA majors in Mass Communication and Journalism, Media, Communication and Culture, Film and Television (and in part, majors in English and Writing) (SJC & EMSAH)
- Master of Communication (SJC & EMSAH)
- Master of Arts in Writing, Editing and Publishing (EMSAH)
- Master of Journalism (SJC)
- Master of Philosophy in Creative Writing (EMSAH)

Previous Faculty and School-based organisational arrangements created coordination problems for the fields of journalism and communication, such as: duplication of courses; competition between Schools for the 'same' student cohort; inflated costs of program management.

This Formal Proposal was developed following the distribution of an Issues Paper on 28 May 2014 and the extensive subsequent consultation. The Issues Paper identified a number of external and internal factors that indicated the need for an organisational change. The Issues Paper indicated that this change would impact on the SJC and EMSAH. This Proposal should be read in conjunction with the Issues Paper.

This Formal Proposal recommends that structural fragmentation be addressed through a solution that brings Communication courses, programs, research and engagement together within a single School, the School of English, Media Studies and Art History.

The Communication area within the enlarged School will become the hub of a strong interdisciplinary teaching and research group. While the Communication area has its own strengths, work in this domain will be further enhanced by research and teaching from across many related areas within the enlarged School, including Writing, Literature, Drama, Art History, Communication and Social Change, Film and TV, and most obviously, Media and Cultural studies. Such an interdisciplinary setting will explicitly expand the reach of UQ's approach to Communication to include greater capacity in the visual, the textual, the performative, and the digital. The Communication area also articulates a clear teaching focus in the larger school, already apparent in EMSAH's Writing and Art History programs and in the practice-led courses currently available in the Journalism programs in SJC. The combined effect of these synergies will be to create critical practitioners who are multi-skilled, proficient in writing skills, and well positioned to fit into current and future job markets in the media industries, the public sector and civil society organisations.

The School will be able to seize new opportunities. For example, in teaching, there are potential continuities between the programs in writing at both an undergraduate and postgraduate level and courses or programs in the practices of communication, inclusive of text, audio, and visual. Existing SJC Communication and Public Relations courses could augment the established professional writing and corporate writing offerings within EMSAH. Conversely, the professional writing and corporate writing courses in EMSAH offer both introductory and high level options in very specific forms of communications practice. Currently the links between these programs have not been explored beyond the acknowledgement of their mutual co-existence. But in the medium term and in the context of a single School, there is the opportunity to broaden student options, develop multiple pathways, share facilities, develop fine grained branding around discrete skill sets and achieve strongly identified vocational destinations.

In research, the expanded Communication area will bring together scholars in an environment supported by senior academics that hold key roles nationally and internationally. The enlarged School will build on individual researcher's strengths but also offer a larger space for collaboration and systematic mentoring of early career researchers and advancing scholars through national granting schemes and linkage opportunities.

The University of Queensland (UQ) has achieved very strong international research ranking in the areas of media/communications and cultural studies, and the larger concentration of Communication scholars allows the Faculty to deepen and focus this expertise in areas such as science communication, communication and social change, and new approaches to the analysis of digital, new media and big data. In terms of postgraduate teaching, the new

proximity of Writing and Journalism permits the School to conceive of a high quality offering in new as well as traditional forms of public writing.

This Proposal provides a structure that can achieve outstanding teaching and research outcomes.

To resolve fragmentation in Communication within the Faculty of Humanities and Social Sciences and realize the opportunities presented by a single School, it is proposed that:

(a) The School of Journalism and Communication be disestablished on 1 January 2015.

(b) Academic staff in the School of Journalism and Communication transfer to the School of English, Media Studies and Art History on 1 January 2015.

(c) Courses and programs managed by the School of Journalism and Communication transfer to the School of English, Media Studies and Art History on 1 January 2015. The School would continue to operate across three buildings, the Michie Building, the Geoffrey Rush Drama Studio in the Union Complex and the Joyce Ackroyd Building.

1.1 Professional Staff

Changes to professional staff arrangements would need to accompany this School-level organisational change. During the Issues Paper consultation process, the Faculty Executive Officer met with the Heads of School and School Managers in both EMSAH and SJC to develop an initial professional staff structure that was then discussed with professional staff in both Schools. This initial structure clarified that some changes to positions would be required and that one of the School Manager positions would no longer be required.

Responses provided during the consultation process identified points for further discussion and clarification relating to professional staff structures and the change process. In developing the 2015 Professional Staff Structure presented in Appendix 2, these matters were addressed, and a review of current positions and workload was undertaken in consultation with the EMSAH and SJC School Managers and other staff in the Faculty. This review indicates that the structure will enable professional staff to meet the workload and service needs of the larger School.

To provide professional staff support for the enlarged School of English, Media Studies and Art History, it is proposed that:

(d) The Professional Staff Structure presented in this Formal Proposal (Appendix 2 Chart 3) be implemented in the School of English, Media Studies and Art History from 1 January 2015.

(e) Professional staff positions in this structure will be filled using the Change Implementation process described in Appendix 3.

2. Considerations and Consequential Actions

Responses to the Issues Paper and subsequent meetings held by the Executive Dean identified the need for a range of consequential actions should this Formal Proposal be accepted. These actions relate to courses and programs, research and governance arrangements following the transition processes.

These are discussed below.

2.1 Courses and Programs

From the outset, it is important to identify that an objective of this change is to provide a better student experience, one that can be realized through a joining-up of Communication inside HASS within a single School.¹

It is clear from responses provided to the Issues Paper that UQ produces well-trained journalism and communication graduates who produce high quality work. It is also important to highlight that this proposal does not recommend that the Bachelor of Journalism or Bachelor of Communication degrees be withdrawn. There is strong support for these programs from alumni: the view that informs this submission is that past organisational arrangements have been an impediment to achieving a single and coordinated approach.

The single School will be able to implement some immediate changes to address fragmentation, and in the longer-term, achieve a better integrated curriculum. Potential curriculum convergences have been identified, as has the need to respond to a changing industry.

In achieving these aims, careful attention will be paid to ensure the practical focus of courses are not disengaging from academic content and that the changes do not disadvantage existing students. Involvement of journalism and communication alumni in the program review provides an opportunity to bring a contemporary industry perspective to this process. The potential to develop stronger postgraduate programs is also apparent from advice received during the consultation process. These longer-term issues will be addressed through program review arrangements, however opportunities for immediate improvements to the course array and majors should also be explored as a matter of priority to remove duplicative offerings.

As a consequence of the acceptance of the Formal Proposal an Academic Working Group will be established to consider and recommend changes to course and program offerings that would help to address fragmentation and duplication in the teaching of communication courses within the single School.

An Industry Advisory Panel will be established to ensure that industry and alumni professionals in the journalism and communication fields can build on past collaborations with a view to enhancing the student experience.

¹ It is noted that expertise in teaching and research, in Communication, is not confined to the Faculty of Humanities and Social Sciences. The School of Psychology and the UQ Business School both have activity in this broad area.

2.2 Research Supervision/Training

During the consultation process, Research Higher Degree (RHD) students sought assurance that there would be no disadvantage to their supervisory and support arrangements as a result of the proposed organisational change.

It is important that students can continue their candidature with the expectation their supervisory arrangements, milestone arrangements, levels of research training and conference support would be equivalent to those they would have received had the organisational change not occurred. **All scholarship contracts will be honoured.** The professional staff arrangements identified in the 2015 Professional Staff Structure provide strong coordination and support for RHD student in the School.

As a consequence of the acceptance of the Formal Proposal a transition plan will be put in place to ensure that optimal supervisory arrangements for RHD students are maintained. For RHD students who commenced within School of Journalism and Communication, it is important to maintain, for the duration of their candidature, the material support for research and training that was agreed at their commencement.

2.3 Research

The acceptance of the Formal Proposal would bring together a large group of Communication scholars in a single School that includes staff holding key roles nationally and internationally. The larger concentration of Communication scholars allows the Faculty to deepen and focus expertise in areas where it has already achieved high international research standing. A number of areas were identified in the Issues Paper and staff have subsequently put forward other potential research strengths.

Meetings with senior staff have confirmed a commitment to developing a one-School culture that is welcoming and supportive. It will build on individual researchers strengths but also offer a larger space for collaboration and systematic mentoring of early career researchers and more senior scholars through national granting schemes and linkage opportunities.

The Issues Paper identified an opportunity to recruit a UNESCO Chair in Journalism, Freedom of Information and the Right to Know. This position would provide important additional Level E leadership in the enlarged School and was supported by respondents. Action is now in hand to progress this opportunity and provide a new senior appointment in this area.

The Centre for Communication for Social Change was established within SJC in 2007. Since that time, the Centre has achieved an impressive array of research outcomes and is well known for the scope and quality of its work. The Centre has now reached the point where it can sustain its operations from its teaching and research income. It is clear that the Centre should be located in the enlarged EMSAH and would continue to provide focus for work in this area of Communication.

As a consequence of the acceptance of the Formal Proposal, a Research Working Group will be established to identify research strengths that would be realized by the establishment of the single School and ensure that good practice in mentoring is available to all researchers.

In addition, the Centre for Communication for Social Change will be transferred as a School-based Centre to the School of English, Media Studies and Art History.

2.4 Governance

It is important that former SJC staff joining the enlarged EMSAH are provided with the opportunity to participate in School governance processes. This will enable a diversity of perspectives to be included in the management of research and teaching/learning. An assessment of governance arrangements is therefore an important aspect of the proposed organisational change.

Prior to the release of the Issues Paper, a discussion was underway in HASS about how best to re-name certain Schools in the Faculty: this discussion is continuing with an expectation that it will be finalized in 2014. One of the rationales for the proposed change is to ensure that Schools more clearly connect with audiences external to UQ. If the Proposal is accepted, an ideal opportunity presents itself for the enlarged single School to be re-branded to reflect the School’s new identity.

As a consequence of the acceptance of the Formal Proposal, the Head of School of English, Media Studies and Art History will assess governance in the School to ensure that, where possible and appropriate, there is representation on research committee, and teaching/ learning committee, from all the disciplines in the School. In addition, the School of English, Media Studies and Art History will change its name to one that is more concise and a better reflection of the new balance of disciplinary strengths.

3. Consideration of the Formal Proposal

This Proposal was developed by the Executive Dean, HASS, Professor Tim Dunne, aided by the Faculty Management Group, comprising Associate Professor Julie Duck, Associate Dean (Academic), Professor Joanne Tompkins, Associate Dean (Research), Professor Mark Western, Director, Institute for Social Science Research and David Mayocchi, Faculty Executive Officer. The Proposal has been prepared in accordance with the requirements of *The University of Queensland Enterprise Agreement 2010-2013*.

The Formal Proposal will be circulated to staff in EMSAH and SJC for consideration for a period of 15 working days and will finalize on 24 September.

During this period, the Executive Dean will table the Proposal at the Faculty Board meeting (scheduled for 10th September), Additionally, the Faculty Executive Officer will lead professional staff information sessions; and the two Heads of School will organize a joint open meeting. Further involvement by the Executive Dean during the period of consideration will be at the request of the two Heads of School.

At the end of the consideration period, the Proposal will be submitted to the Standing Committees for Change Management (Professional Staff and Academic Staff) for consideration in accordance with Clause 48 of the Enterprise Agreement. The Formal Proposal and the Committee’s recommendations will then be forwarded to the Provost (for Academic Staff) and

the Chief Operating Officer (for Professional Staff) who will, after consideration, reject or approve the Formal Proposal for implementation.

If the Formal Proposal is approved, the Professional Staff Change Implementation Plan identified in Appendix 3 will be implemented.

3.1 Timeline

Action Required	Date for Completion
Formal Proposal circulated to affected staff and Unions	3 September 2014
Consideration period ends	24 September 2014
Formal Proposal sent to Standing Committees for Change Management (Professional Staff and Academic Staff)	25 September 2014
Standing Committees conclude deliberations within 20 working days	October 2014
Formal Proposal and Standing Committees recommendation/s forwarded to Provost/COO for consideration	October 2014
Provost/COO reject or approve Proposal	October 2014
If approved, implementation of the Proposal begins	October 2014

3.2 Access to Support Services

All staff may access the University’s free, confidential Employee Assistance Program (EAP) to discuss any issues or concerns. The EAP service is provided by Davidson Trahaire Corpsych by phoning 1300 360 363.

3.3 HR Contacts

All staff may also discuss this proposal with a representative from Human Resources:

Human Resources Contact:

Dean Griffiths, Human Resources Manager, Faculty of Humanities and Social Sciences.
Telephone: 336 54921 Email: d.griffiths1@uq.edu.au

Employee Relations Contacts:

Anthony Lennon, Associate Director Workplace Relations, Diversity and Organisational Change, Human Resources Division.
Telephone: 3365 3030 Email: anthony.lennon@uq.edu.au

Ann-Maree Waugh, Senior Employee Relations Consultant, Human Resources Division.
Telephone: 334 60401 Email: a.waugh@uq.edu.au

APPENDIX 2
SCHOOL STAFF SUMMARY

Table 1: Staff summary

Classification Group	FTE	Number of Staff
Academic Casual	0.00	141
Academic Staff	38.05	39
Academic Staff Teaching Focussed	7.00	7
Adjunct Staff	0.00	10
Honorary Staff	0.00	45
Professional Staff	10.80	11
Professional Staff Casual	0.00	22
Research Academic	6.60	7
Research Professional	2.60	3
Research Professional Casual	0.00	19
ResTeach Affiliate	0.00	2
Scholarship	0.00	70
Visiting Academic	0.00	5
Total:	65.05	381

Source: UQ reportal. Data as of 18/12/2015 (Current Data Collection).

Table 2: School student–staff ratio

	2010	2011	2012	2013	2014	2015
Student Load	1662.05	1770.40	1812.62	1799.09	1826.19	1630.51
Teaching and Research FTE	54.30	51.65	53.45	52.35	49.55	38.05
Teaching Focused FTE	15.80	14.60	12.80	11.40	10.00	7.00
Teaching Focused Casual FTE	7.79	10.00	10.61	13.81	15.17	15.17
T&R and TF Staff Total FTE	77.89	76.25	76.86	77.56	74.72	60.22
Student Staff Ratio (SSR)	21.34	23.22	23.58	23.19	24.44	27.07

Source: UQ reportal. Data for 2015 is preliminary.

APPENDIX 3
SCHOOL STAFF PROFILES

For more information visit www.communication-arts.uq.edu.au/our-people

EXECUTIVE STAFF



Professor Jason Jacobs
Head of School
PhD University of East Anglia

Professor Jason Jacobs has an international reputation as a historian of television drama, its institutions, technology and aesthetics. He has taught film and television studies at the University of East Anglia, the University of Warwick, and Griffith University. His first book, *The Intimate Screen* (Oxford University Press, 2000) is a pioneering study of early television drama; his second book *Body Trauma TV* (British Film Institute, 2003) explores the aesthetics of the hospital drama in relation to the contemporary cultural imagination. More recently he published *Deadwood* (Palgrave Macmillan/British Film Institute, 2012), as part of the BFI TV Classics series.

He is currently working on an Australian Research Council-funded project called 'The Persistence of Television: How the Medium Adapts to Survive in the Digital World', and is writing a book on David Milch, the author of *Deadwood* (Manchester University Press).



Dr Stuart Glover
Deputy Head of School
PhD The University of Queensland

Dr Stuart Glover is a Senior Lecturer in Creative Writing in the School of Communication and Arts at the University of Queensland, where he has a research interest in literary institutions, cultural policy, and Brisbane's cultural identity. He is the editor, with Robyn Sheahan-Bright, of *Hot Iron Corrugated Sky: 100 Years of Queensland Writing* (UQP 2002).

He writes creative non-fiction regularly for the newspapers, for ABC Radio National, and for little magazines—including *McSweeney's*, *Griffith Review*, *The Lifted Brow*, *Island*, and *Artlink*. He has published short fiction in a number of anthologies and

likewise co-edited a number. He is the publisher of *Bumf*, a literary website specialising in pleasingly short works.

As an industry figure, he was the founding Director of the Brisbane Writers Festival, Manager for Writing at Arts Queensland, and Director of QPIX (the Queensland Screen Development Centre). He was founding Chair of Multi-Media Art Asia-Pacific, Chair of Q Music (the Queensland Music Industry Association), Board Member of the Queensland Theatre Company, and Deputy Chair of the Queensland Writers Centre. He is a past member of Literature Board of the Australia Council, the Federal Government's peak body for literary development. He has been a member of the management committees of many other arts and literary organisations including, recently, the National Young Writers Festival and *Island* literary magazine. He is the architect of two Queensland state-wide cultural policy frameworks and he has led cultural planning work for the State Library, UQP, the Digital Arts Sector in Queensland, QUT Creative Industries Precinct, Griffith University, and others. He is the founding Chair of the Queensland Literary Awards Inc.



Associate Professor Bronwyn Lea
Director of Teaching and Learning
PhD The University of Queensland

Associate Professor Bronwyn Lea is a Reader in the School of Communication and Arts at the University of Queensland, where she has research interests in poetics, narratology, creative writing, and gender studies.

Bronwyn is the author of four books of poems: *Flight Animals*; *The Wooden Cat and Other Poems*; *The Other Way Out*; and *The Deep North*. Her poems are widely anthologised, appearing most recently in *Thirty Australian Poets*, *Australian Poetry Since 1788*, *Sixty Classic Australian Poems*, and *The Penguin Anthology of Australian Poetry*. As a literary critic, she reviews poetry, fiction and non-fiction for several literary

pages, and she is resident literary critic at *The Conversation*: 'The Mind Field: dispatches on books, writing and literary culture'.

As Poetry Editor at the University of Queensland Press, Bronwyn's list included award-winning titles by Australia's most distinguished poets. In 2003 she designed and implemented the Arts Queensland Val Vallis Award and the Arts Queensland Thomas Shapcott Poetry Prize. She was the founder and series editor (with Martin Duwell) of *The Best Australian Poetry* series, and in 2011 she was appointed the inaugural editor of *Australian Poetry Journal*.

Bronwyn has worked as a consultant and expert to numerous key organisations in the creative industries at a state and federal level, including: Australia Council for the Arts Literature Board; Australia Council International Marketing Development Program; Queensland Department of the Premier and Cabinet; Queensland Government Department of State Development; and Arts Queensland.



Professor Tom O'Regan
Director of Research (2015)
PhD Griffith University

Professor Tom O'Regan has been a key figure in the development of cultural and media studies in Australia and has an international reputation for his screen policy studies related work.

His current research includes: (1) 'Media Transformations' documents and evaluates the transformation of Australian screen production industries since 1956 while theory-building media transformations as a concept; (2) 'Film criticism's Australian Trajectories' documenting Australian film reviewing's emergence and development through analysis and editorial collections of reviewers' work; (3) 'Cultural History

of Australian Film and Television' is developing the research infrastructure, ScreenLit, for the study of Australian scriptwriters and scriptwriting, feature films and television programs (with Kerry Kilner and Jason Jacobs).

Tom is the co-author of three recent books covering audience measurement, film studios' global dispersion, and an in-depth study of one of these 'born international' new production spaces. He is also the author of two agenda-setting books on Australian cinema and television; and two reports for Australian screen and regulatory agencies including one on the future for local content. In 2002 Tom was elected a Fellow of Australian Academy of the Humanities.

Since being at UQ he has been Associate Dean Research (2010–2011); Head of School (2005–2008), and cluster leader for UQ's Humanities and Creative Arts submission in ERA (2010, 2012 and 2015). Prior to UQ he was Director of the Australian Key Centre for Cultural and Media Policy (1999–2002, Griffith University) and the Centre for Research in Culture and Communication (1996–1998, Murdoch University).



Associate Professor Eric Louw
Director of Research
PhD University of KwaZulu-Natal

Eric Louw has previously worked for a number of South African universities, and run an NGO engaged in development work. Eric currently serves on the editorial boards of five journals and is a research Fellow at the University of South Africa. He has published widely in the fields of political communication, South African media and South African political discourse.



Dr Scott Downman
Director of Engagement (2015)
PhD Griffith University

Scott Downman is a journalist and lecturer in journalism at the University of Queensland. For the past 10 years he has been involved with community development projects South-East Asia aimed at addressing human trafficking, labour exploitation and work migration. From 2007–2009 he worked as a fieldworker for the Thai-based NGO Mekong Minority Foundation, in an AusAID-funded project in northern Thailand examining the role media-based interventions play in combatting human trafficking. He is the director/founder of HELP International, an anti-human trafficking not-for-profit organisation and is passionate about human rights journalism.



Dr John Harrison
Director of Engagement
PhD The University of Queensland

Dr John Harrison graduated BA (Hons) and PhD in history from UQ, and after a career in education, community development and the media, he joined the academic staff of UQ in 2002. His doctorate examined the influence of religion on the political culture of Queensland. His current research interests include new media, and media regulation and ethics. As a teaching-focused academic he is also engaged in the scholarship of teaching. He is co-author of *Communication and New Media: Broadcast to Narrowcast* (OUP, 2014) with Martin Hirst and Patricia Mazepa, and the author of some 30 books, book chapters and journal articles.

His research higher degree supervisions have included: Muslim notions of communication in Malaysia; Newsroom ethnographies in the South Pacific; Social media in China; Social media in Australian elections; and Communication around pongamia pinnata as a viable biofuel.

John continues his professional practice as a journalist with a weekly segment on ABC local radio, and a weekly column for Fairfax media.



Associate Professor Jane Stadler
Director of Research Higher Degrees (2015)
PhD Murdoch University

Associate Professor Jane Stadler teaches and researches in Film and Media Studies at the University of Queensland. She joined the School of Communication and Arts in 2006 and previously worked at the University of Cape Town, South Africa, and Murdoch University in Western Australia. Research interests include film and philosophy, media and identity, cult media, ethics, phenomenological film theory and analysis, cognitive theories of narrative and spectatorship, location and landscape (particularly in Australian cinema), and digital cartography.

In collaboration with Dr Peta Mitchell and Dr Stephen Carleton, Associate Professor Stadler leads a cultural heritage project, The Cultural Atlas of Australia, which is funded by an ARC Discovery Grant (2011–2013) and housed at The University of Queensland. The Cultural Atlas of Australia is an interactive digital map that explores Australian places and locations used as settings in films, novels, and plays. Representing the first national survey of Australian narrative space across these three mediums, the Cultural Atlas of Australia enables people to map the country's cultural landscape. People can apply the map to their own research projects, plan cultural tours and site visits, or simply get to know part of the country better through identifying the fiction that has represented it. Associate Professor Stadler also leads a science engagement project, "Mapping Ecological Themes in Australian Film and Literature," which is sponsored by Inspiring Australia and which maps ecological concerns and locates scientific issues in the landscapes of Australian narratives that foreground ecocultural themes or are set in sensitive areas. Together these research projects and engagement initiatives aim to transfer knowledge between universities, the creative industries, and the community.



Professor Gillian Whitlock
Director of Research Higher Degrees
PhD Queen's University

Professor Gillian Whitlock's research is in the field of life narrative, including autobiography and biography, postcolonial studies, and women's writing. She is a graduate of UQ, Griffith and Queen's University in Canada.

She is currently an ARC Professorial Fellow in the School of Communication and Arts, working on the archives of asylum seeker letters that are held in the Fryer library. Both the University of Queensland Art Museum and the Fryer have become involved in this project, hosting special exhibitions, seminars and a commissioned art work. She has presented and published a number of papers on this topic, both in Australia

and overseas.

She is currently vice president of the Academy of Humanities, and a member of the Australia India Council, and she has been a member of a number of ARC panels. She has been a judge on the Miles Franklin Prize, the Commonwealth Writers Prize, and the Queensland Premier's Prize.

She is the author of: *The Intimate Empire: Reading Women's Autobiography*; *Soft Weapons: Autobiography in Transit*; Forthcoming: *Postcolonial Life Narrative*.

Gillian is the co-editor of: *Re-Writing Queen's English* (with Professor Helen Tiffin); *Images of Australia* (with Associate Professor David Carter); *Interpreting the Past* (with Gail Reekie); *Australian/Canadian Literatures in English*; *Comparative Perspectives* (with Russell McDougall); *Australian Canadian Studies 1986–1991* (with Malcolm Alexander); 'Autographics' (special issue of the journal *Biography*), (with Anna Poletti); '(Post)human Lives' (special issue of the journal *Biography* in 2012).

She is also the editor of: *Autographs: Contemporary Australian Autobiography*; *Eight Voices of the Eighties: Stories, Journalism, and Criticism* by Australian women writers.

ACADEMIC STAFF



Dr Daniel Angus
Lecturer
PhD Swinburne University of Technology

Dr Daniel Angus received a BS/BE double degree in research and development, and electronics and computer systems, and a PhD degree in computer science from Swinburne University of Technology in 2004 and 2008 respectively. Daniel joined The University of Queensland in 2008 as part of the ARC Thinking Systems initiative, and in 2012 began a strategic initiative in communication technologies between the then School of Journalism and Communication and School of Information Technology and Electrical Engineering.

His research focuses on the development of visualisation and analysis methods for communication data, with a specific focus on conversation data. Daniel and colleagues pioneered the development of the Discursis computer-based visual text analytic tool, used to analyse various forms of communication. Discursis has been used to analyse conversations, web forums, training scenarios, among other large and complex datasets, and is featured in numerous journal articles.



Dr Venero Armano
Senior Lecturer
PhD Queensland University of Technology

Dr Veny Armano has published one collection of short stories and nine novels, three of which have been published internationally. In 2002 his novel *The Volcano* won Best Australian Fiction Book in the Queensland Premier's Literary Awards, and the same novel was shortlisted for the Courier-Mail Book of the Year Award. His latest novel, *Black Mountain* was published in 2012. His short stories have been anthologised internationally, including publications in Spain, Hungary, Canada and Serbia. As well as writing for adults, Veny has three illustrated books for younger readers. Also a scriptwriter, Veny has worked with a number of production companies, including

Tristram Miall Films (*Strictly Ballroom*, *Children of the Revolution*, *Looking for Alibrandi*) and Liberty Films (*Fire*, *Medivac*, *The Day of the Roses*, *The Loves of Lionel's Life*), on film adaptations of his novels.



Dr Amelia Barikin
Lecturer in Art History
PhD University of Melbourne

Dr Amelia Barikin is a contemporary art historian and an art history Postdoctoral Research Fellow in the School of Communication and Arts. Her research often focuses on the relationship between art and time. Amelia completed her art history PhD at the University of Melbourne on the work of contemporary French artist Pierre Huyghe. Prior to joining UQ, Amelia worked as a Senior Research Associate on the ARC Linkage Project 'Large Screens and the Transnational Public Sphere' (University of Melbourne), and has also worked as a lecturer, editor and curator with numerous Australian arts institutions including Liquid Architecture and The Australian Centre for

the Moving Image. She is a member of the Research Unit for Public Cultures, University of Melbourne, an editorial advisory board member of the arts journal *Discipline and emaj* and a board member of the Institute of Modern Art in Brisbane. Amelia has taught on modern and contemporary art, art theory and curatorship and has published widely. Her book *Parallel Presents: The Art of Pierre Huyghe* was published by MIT Press in 2012. Her co-edited anthology *Making Worlds: Art and Science Fiction* was published by Surplus in 2013. Most recently, she co-curated the major exhibition 'Pierre Huyghe: TarraWarra International 2015' at TarraWarra Museum of Art. She is currently researching the intersection of art and science fiction.



Dr Diana Barnes
UQ Postdoctoral Research Fellow
PhD University of Melbourne

Dr Diana Barnes researches in early modern literature and culture. Before coming to UQ, Dr Barnes held the S. Ernest Sprott Travelling Fellowship – A University of Melbourne fellowship, which funded a year's research abroad. She also worked as a Research Associate with the UWA node of the Centre for the History of Emotions. She has written a book on print letters. She is completing a co-authored book on women's letter writing. She is currently beginning a new book project provisionally entitled *The Politics of Civility: Historicising Early Modern Genres of Community*.



Dr Lisa Bode
Lecturer
PhD University of New South Wales

Dr Lisa Bode lectures in Film and Television Studies at the University of Queensland. She is an internationally recognised expert on the nature and conception of screen performance in the digital age, and has researched more widely the critical and popular reception of troubling or controversial screen texts, including Catherine Hardwicke's screen adaptation of *Twilight*; Chris Lilley's television comedy; and the use of editing or computer animation to imbue the images of deceased actors and celebrities with 'new life'. Her current projects are a book on the historical interplay between screen acting, technology and illusionism in Hollywood cinema from the

Silent Era to the digital present; and research into the afterlives of dead film stars in cultural and institutional memory and amnesia. She is a member of the Society for Animation Studies and a founding member of the Special Interest Group in Digital Media for the Society for Cinema and Media Studies.



Dr Andrea Bubenik
Senior Lecturer
PhD Queen's University

Dr Andrea Bubenik's research and teaching is focused on Renaissance and Baroque art (especially Albrecht Dürer and his followers), histories of printmaking, court cultures and collecting, links between art and science ca. 1400–1800, and the historiography of art from ancient times to the present. Andrea completed her PhD at Queen's University in Canada in 2007, and moved to Australia in 2009 to take up her position at UQ. Her monograph entitled *Reframing Albrecht Dürer: The Appropriation of Art, 1528–1700*, which focuses on aspects of Dürer's reception, was published in 2012. In her role as an Associate Investigator with the ARC Centre of Excellence for

The History of the Emotions, Andrea curated the exhibition *Five Centuries of Melancholia* at the UQ Art Museum (August–November 2014) and edited the accompanying exhibition catalogue. At UQ Andrea lectures on Italian and Northern Renaissance Art, Baroque Art, and the historiography of art. She is interested in cross-disciplinary enquiry, and convenes the course 'Art, Science and New Technologies'; she has also developed a study abroad option for UQ Art History students, 'Art and Architecture in Venice', which takes place on site in Venice, Italy. She is currently researching the role of images in early modern herbals, and editing a volume of essays entitled *The Persistence of Melancholia*.



Associate Professor Sally Butler
Associate Professor
PhD University of Queensland

Associate Professor Sally Butler took up the position as lecturer in Art History at the University of Queensland in 2004 after a period as Art History lecturer at the Australian National University in Canberra. Visual arts industry experience includes working for the Queensland Art Gallery and a number of freelance curating projects, and several years as Associate Editor of *Australian Art Collector* magazine and one of the editors for the *Australia and New Zealand Journal of Art*. Sally regularly writes for Australian visual arts magazines, maintaining a particular interest in contemporary Australian art, Australian indigenous art and new media art.



Dr Nicholas Carah
Senior Lecturer
PhD University of Queensland

Nicholas was awarded his PhD in 2008. In this research study he explored the relationship between young people, branding and popular music. He followed the way corporations engage with music culture to create valuable brands. In 2010, Dr Nicholas Carah published the book *Pop Brands: branding, popular music and young people*.

Nicholas' current research examines the intersection between popular culture, social media and branding.

Some of Nicholas' areas of interest include: the creation of brand value on social media; the use of social media and popular culture by alcohol brands; the use of social media in health communication and communication for social change; critical approaches to branding and culture; critical approaches to participation and interactive media.



Dr Stephen Carleton
Senior Lecturer
MPhil University of Queensland

Dr Stephen Carleton is a Brisbane-based playwright and academic. His plays have been produced across Australia and won awards including the Patrick White Playwrights' Award (2005) and New Dramatists' Award (2006) for *Constance Drinkwater* and the *Final Days of Somerset*. That play and others including *The Narcissist* (2007), *Bastard Territory* (2014) and *Hotel Beche de Mer* (2014) have been short-listed for a range of awards including the Patrick White Playwrights' Award, the Queensland Premier's Drama Award, Queensland Literary Awards (Drama) and an AWGIE.

His main area of theatre research at present is in Gothic drama, where he has published on the Australian Gothic and is currently extending this area of interest into Ireland, UK, USA, Canada, South Africa, and New Zealand. He has a background in Postcolonial Drama, Australian Drama, Spatial Inquiry, and Cultural Geography. He also is co-creator of the Cultural Atlas of Australia with his colleagues Associate Professor Jane Stadler and Dr Peta Mitchell.



Professor David Carter
Professor
PhD Deakin University

Professor David Carter's research interests include Australian literature and publishing history, cultural history, the history of the book, periodical studies, and studies in modernity.

David is Professor of Australian Literature and Cultural History in the School of Communication and Arts, and a Fellow of the Australian Academy of the Humanities. He was Director of the Australian Studies Centre at the University of Queensland from 2001 to 2006.

He is the author of *Always Almost Modern: Australian Print Cultures and Modernity* (2013), *Dispossession, Dreams and Diversity* (2006) and *A Career in Writing: Judah Waten and the Cultural Politics of a Literary Career* (1997), winner of the Walter McRae Russell Award for literary scholarship. Edited books include *Making Books: Contemporary Australian Publishing* (2007), *The Ideas Market* (2004), and *Culture in Australia: Policies, Publics and Programs* (2001). He is currently completing a history of American editions of Australian books.

David has extensive experience in Australian Studies internationally. He is Manager of the Australian Studies in China program of the Australia-China Council and a former board member of the Australia-Japan Foundation. In 2007–08 he was Visiting Professor in Australian Studies at Tokyo University, a position he will hold again in 2016–17.



Dr Brandon Chua
UQ Postdoctoral Research Fellow
PhD University of Melbourne

Dr Brandon Chua is a Postdoctoral Research Fellow at the UQ Node of the ARC Centre of Excellence for the History of Emotions (Europe 1100–1800). Brandon's research focuses on the political dimensions of English literary culture, from the succession crises of Elizabeth I's reign, to the Jacobite uprisings of 1746. His work surveys the cultural work performed by literary discourse in enforcing and challenging traditional definitions of community, political obligation, and civic duty in the wake of constitutional and social upheavals. He is also interested in the cultural legacy of the early modern succession crises, and how it continues to inform notions of literary

value and authorial self-fashioning. He is the author of *Ravishment of Reason: Government and the Heroic Idioms of the Late Stuart Stage, 1660–1690* (Bucknell University Press, Forthcoming November 2014), as well as journal articles and book chapters on William Davenant, Aphra Behn, and Rochester. He is currently researching literary representations of religious toleration in Restoration and eighteenth-century literature, as well as pursuing a new project on the politics of literary celebrity in the eighteenth century.



Dr Jennifer Clement
Lecturer
PhD Vanderbilt University

Dr Jennifer Clement's research covers several areas including early modern literature and religion, adaptation studies, women's writing – especially the writing of Elizabeth I – and education. Jennifer's book has just been published with Ashgate. Entitled *Reading Humility in Early Modern England*, it argues for the importance of humility in sixteenth and seventeenth-century English culture, and explores a range of texts from the period that engage with humility as a virtue, a trope, or a problem.

Jennifer has published articles on Elizabeth I's writing and on her afterlife in eighteenth-century drama, on Shakespeare and adaptation, and on book history.

Jennifer has also begun to work on a book-length project on early sermons and emotions in early modern culture. Other areas of interest include the role of early modern self-help manuals in popular education and adaptation theory and Renaissance culture.



Dr Bernadette Cochrane
Lecturer
PhD University of Queensland

Dr Bernadette Cochrane's research interests include dramaturgy, theatre history, contemporary theatre practice, adaptation, digital humanities, and the live relay/broadcast of arts events. She teaches across a range of drama subjects including directing student productions.

In addition to her teaching and research at UQ, Bernadette has worked as professional director and dramaturg both in Australia and in the UK.



Dr Natalie Collie
Lecturer
PhD Queensland University of Technology

Dr Natalie Collie has a background in the study of literature, culture and the media, with a research focus on questions of space, identity, and communication. She was awarded her PhD in 2012. The practice-led research examined the relationship between cities, subjectivity, and narrative in speculative fiction. Her current projects include a study of gothic images of the future of cities in science fiction and other forms of contemporary media and culture. She is also interested in the impact of digital technologies on public space, and the interaction between physical and virtual forms of space and identity.



Ms Skye Doherty
Lecturer
BBus (Journalism) Queensland University of Technology

Ms Skye Doherty is a former journalist and now journalism lecturer at UQ's School of Communication and Arts. Skye's research straddles design and journalism practice, and aims to show how one can help the other innovate. Skye teaches courses in digital journalism and production, including the funky J+IxD initiative that teams budding news hounds with emerging designers. Skye's PhD project, the NewsCube, won an industry grant for journalism innovation.



Professor Carole Ferrier
Professor
PhD University of Auckland

Dr Carole Ferrier is a Professor of Literature and Women's Studies. Her research interests include women's and gender studies, especially Black women writers; Australian women writers; feminist and Marxist theory; and theorising of race and ethnicity. Her books include: *Gender, Politics and Fiction: Australian Women's Novels*; *The Janet Frame Reader*; *Jean Devanny: Romantic Revolutionary*; *Radical Brisbane: An Unruly History*.

Carole holds a BA Honours (London) and a PhD (Auckland) and teaches in the School of Communication and Arts, where she has been since 1973. She has been convenor of Women's/Gender Studies at UQ since the early 1990s.

She is Director of the Women, Gender, Culture and Social Change Research Group; was the President of the Australian Women's and Gender Studies Association, and founding editor of *Hecate: A Women's Interdisciplinary Journal* (1975–date), and of the *Australian Women's Book Review* (1999–date).

Carole's current research includes Jean Devanny's novels; comparative transnational studies of women's fiction, and the completion of an edition of the correspondence between Nettie and Vance Palmer.



Associate Professor Kelly Fielding
VC's Research and Teaching Fellow
PhD University of Queensland

Associate Professor Kelly Fielding's research focuses broadly on understanding the social and psychological determinants of environmental sustainability. She seeks to understand environmental decisions and behaviours and to develop communication and behaviour change strategies that can promote greater environmental sustainability. A key focus of her current research is on sustainable urban water management, specifically, how we can engage communities with this issue, how we can communicate about new water technologies such as recycled water, how we can promote water conservation, and how we can understand and communicate about

drinking water supplies. Her research is also focused on understanding climate change beliefs as well as identifying ways to address climate change scepticism and inaction. In the past she has conducted research in the areas of sustainable natural resource management, domestic and public place recycling, and environmental activism. She takes an interdisciplinary approach to her research and has worked with local council, State Government, and catchment management authorities to undertake this research.



Dr Melissa Harper
Senior Lecturer
PhD University of Sydney

Dr Melissa Harper's research interests include Australian cultural history, representations of landscape, attachments to place, recreational use of land, environmental issues, national identity, food and dining out in Australia.

Her current research interests include a history of bushwalking and environmental politics, with a particular focus on the period from 1945 to the present. She is exploring the way bushwalkers have faced a number of challenges to their self-appointed position as custodians of the Australian 'wilderness'. Challenges have come from other recreational users, governments, developers and from

Indigenous Australians.

She is the author of: *Sensuality in Sandshoes: Representations of the bush in the walking and writing of John Le Gay Brereton and Percy Grainer*; *A Boy's Own Adventure: George Morrison on Foot Across Australia*; *A Battle for the Bush: Bushwalking versus Hiking between the Wars*; *The Ways of the Walker: Bushwalking in Australia, 1788–1940* (PhD thesis).



Dr Aparna Hebbani
Lecturer
PhD University of Memphis

Dr Aparna Hebbani's key research focus areas are: (a) refugee and asylum seeker settlement in Australia, (b) media representation of Muslims, asylum seekers, and refugees, and (c) intercultural and gender issues in the university environment. Her ability to conduct high quality research and secure collaborations are seen through her grant record, conference presentations, and high quality publications. She succeeded in leading a team which secured an ARC Linkage grant (\$124,000) investigating refugee employment and intergenerational communication. Her research feeds into teaching courses which focus on conducting good research.

Aparna also serves on the Premier's Queensland India Council, a State Government initiative designed to further the Queensland-India relationship to provide advice to the Treasurer and Minister for Trade on issues about trade, investment, education, science, tourism and culture.

Aparna has studied and lived in India and USA. Aparna was an Assistant Professor at the University of Pittsburgh-Johnstown where she taught undergraduate courses in Intercultural Communication, Intercultural Business Communication, and Organisational Communication. Upon moving to Australia, Aparna taught Organisational Behaviour at The University of Newcastle Graduate School of Business (including Hong Kong, Malaysia, and online).



Dr Margaret Henderson
Senior Lecturer
PhD University of Queensland

Dr Margaret Henderson teaches in the literature area in the School of Communication and Arts. Her particular teaching interest is contemporary and postmodern fiction.

Margaret is the author of *Marking Feminist Times: Remembering the Longest Revolution in Australia*, a study of Australian feminist cultural memory. She is the co-editor of *Terra-Recognita: New Essays in Australian Studies*; *Manifesting Australian Literary Feminisms: Nexus and Faultlines*; and *Things that Liberate: An Australian Feminist Wunderkammer*. She has also published numerous articles on feminist fiction and culture, and autobiography.

She has been a consultant to the National Museum of Australia, advising on a modern Australian women's movement collection. Her current projects include a monograph on the punk writer, Kathy Acker.



Associate Professor Jane Johnston
Associate Professor
PhD Griffith University

Associate Professor Jane Johnston's research extends across critical public relations, communication and justice, and media diversity and change. She has published widely about the interface between courts and the media, most recently examining how social media has impacted on communication practice in this space. Her most recent research investigates critical intersections in public relations, with publications including *Public Relations and the Public Interest* (Routledge 2016) and a chapter in *Critical Perspectives in Public Relations* (Routledge 2016). She is the author/co-editor of two successful public relations books which have both been published in multiple

editions: *Public Relations: Theory and Practice* (co-edited first with Clara Zawawi, then Mark Sheehan); and *Media Relations: Issues and Strategies*. Jane sits on several journal editorial boards and is a regular contributor to the news media.



Ms Kerry Kilner
UQ Research Fellow
Director, AustLit
MA Monash University

Kerry Kilner is director of the major Australian literature research and publishing environment, AustLit (www.austlit.edu.au). Her involvement with AustLit extends to its inception in 1999. She has a long history in bibliographical research and was project manager and co-associate editor of the four-volume print *Bibliography of Australian Literature* (published between 2001-2008). She worked at Monash University from 1993 until 1998 when she moved to UQ to steer the bibliography project into a web-based collaboration between multiple universities.

Her research interests have included Australian drama, in which she has published articles and edited a volume of three short plays written by Australian women in the 1920s, bibliography and, since her involvement with AustLit, in the emergence of digital humanities. Her current research interests are in the field of Digital Humanities in which she is undertaking a PhD at The University of Queensland.



Dr Angelos Koutsourakis
UQ Postdoctoral Research Fellow
PhD University of Sussex

During 2012–2015 Dr Angelos Koutsourakis was a postdoctoral research fellow at the Centre for Modernism Studies in Australia (UNSW). He has previously taught at the University of Sussex, the University of Brighton, and the University of Copenhagen (where he was a Danish government scholar in 2010–2011).

Angelos is the author of *Politics as Form in Lars von Trier: A Post-Brechtian Reading* (New York: Bloomsbury, 2013), which was reissued in paperback in 2015.

He has co-edited (with Mark Steven) a book on *The Cinema of Theo Angelopoulos* (Edinburgh: Edinburgh University Press, 2015). The book includes original contributions from renowned scholars, amongst them the philosopher and filmmaker Alexander Kluge, Fredric Jameson, Sylvie Rollet, Andrew Horton, Asbjørn Grønstad, Robert Sinnerbrink, Julian Murphet, and Caroline Eades.

His research is at the interface of film theory, world cinema, modernism, and politics and representation. He has a particular interest in early film theory and the ways that it can help us rethink present debates. His current project challenges Bertolt Brecht's reception in film studies and reassesses his importance by shedding light on his writings on the film medium, and investigating the currency of his work in world cinema.



Dr Shuang Liu
Senior Lecturer
PhD Hong Kong Baptist University

Dr Shuang Liu has 30 years' experience teaching in universities in China, Hong Kong, USA, and Australia. Having spent a significant part of her life outside her heritage culture (Chinese) she has developed a profound interest in examining how culture influences people's thinking, doing, and being. She researches and publishes in the areas of immigration, multiculturalism, acculturation, intercultural conflicts, and intergroup relations. She also researches on the media effect on how people perceive themselves, how they think they are perceived by others, and how self- and other perceptions interact with each other to influence attitudes, behaviours, and intergroup relations.



Dr Paolo Magagnoli
Lecturer
PhD University College London

Dr Paolo Magagnoli took his degrees at University College London. He is a modern and contemporary art historian who specialises in the history of photography and the moving image. Paolo's research interests are in modern and contemporary art and visual culture, and he is specifically interested in the works of artists who use lens-based media (photography, film, and video) to understand their relationship with the production of memory and visions of historical difference.

His research is committed to historically informed approaches to art theories and critical paradigms that mine the multiple overlaps between art and film history. He is also interested in experimental documentary forms emerging from East and South-East Asia that question dominant social, political, and economic ideologies. Paolo is the author of *Documents of Utopia: The Politics of Experimental Documentary* (Wallflower/Columbia University Press: 2015), which examines the relation of contemporary art to the history of failed utopian experiments. Prior to coming to the University of Queensland, Paolo was a Teaching Fellow in the Department of History of Art at University College London and an Honorary Associate at the University of Sydney.

His essays have been published in refereed academic journals such as *The Oxford Art Journal*, *Third Text*, *Afterall*, *Philosophy of Photography*, *Transnational Cinemas*, and *Academic Quarter*. He is also a critic, writing for international art presses and magazines such as *Frieze*, *Art in America*, and *Camera Austria*.



Dr Ted Nannicelli
Lecturer
PhD University of Kent

Dr Ted Nannicelli is originally from the United States — he grew up watching the Red Sox in suburban Boston and did a BA in English and Film Studies at Emory University in Atlanta — but has lived elsewhere for most of his adult life. After completing his undergraduate degree, he served for two years as a U.S. Peace Corps volunteer in Cabo Verde before returning to academia. He received his MFA in Film and Media Arts from Temple University (USA) and his PhD in Film Studies from the University of Kent (UK). Before coming to UQ, he lectured for three years at the University of Waikato (Aotearoa/New Zealand).

He currently serves as Associate Editor of *Projections: The Journal for Movies and Mind*, published by Berghahn in association with the Society for Cognitive Studies of the Moving Image (SCSMI). He is an elected fellow of SCSMI, as well as a member of the American Society of Aesthetics and the British Society of Aesthetics.



Dr Fiona Nicoll
Senior Lecturer
PhD University of Melbourne

Dr Fiona Nicoll's research interests include Cultural Economies of Gambling in Australia.

Her teaching and supervision areas include race and whiteness studies, cultural studies, gender studies, and twentieth-century Australian history.

She is the author of: *From Diggers to Drag Queens: Configurations of Australian National Identity*, Pluto Press, 2001; and various publications in the areas of queer theory, reconciliation and Indigenous sovereignty, and critical race and whiteness studies.



Dr Lisa O'Connell
Senior Lecturer
PhD Brown University

Dr Lisa O'Connell specializes in eighteenth-century British literature. Her research interests include sentimental fiction, theories of enlightenment and secularisation and early global literatures. She has published articles on marriage law and literature, popular anthropology, travel narrative, and courtesan memoirs. She holds a senior lectureship in English Literature at the University of Queensland where she teaches courses on the literature of enlightenment, Gothic fiction, Jane Austen and the novel.



Dr Levi Obijiofor
Senior Lecturer
PhD Queensland University of Technology

Dr Levi Obijiofor is a Senior Lecturer in Journalism and Cluster Leader for Writing and Journalism in the School of Communication and Arts. He teaches undergraduate and postgraduate classes across a range of journalism and communication courses. He has successfully supervised more than 30 PhD, Masters, and Honours graduates.

Levi has published in leading peer-reviewed journalism and communication journals. His latest scholarly monograph — *New technologies in developing societies: From theory to practice* — was published in May 2015 by Palgrave Macmillan, UK.

His co-authored book — *Journalism across cultures: An introduction* — was published

by Palgrave Macmillan (UK) in November 2011.

He has worked for international organisations such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in Paris, France, where he served in the Division of Studies and Programming between March 1995 and May 1996.

Levi received a PhD degree in Communication from the Queensland University of Technology (QUT), a Master of Communication degree from QUT, a Master of Science in Mass Communication from the University of Lagos, Nigeria, and a Bachelor of Science (First Class Honours) in Mass Communication from the University of Lagos. In May 2000, he completed the Graduate Certificate in Higher Education program at the University of Queensland.



Associate Professor Rob Pensalfini
Associate Professor
PhD Massachusetts Institute of Technology

Dr Rob Pensalfini received his PhD in theoretical linguistics from the Massachusetts Institute of Technology in 1997, with research based on his fieldwork in the Barkly Tableland of Australia's Northern Territory. He then worked as a Visiting Assistant Professor at the University of Chicago for two years prior to commencing as a Lecturer in Linguistics at the University of Queensland in 1999. In addition to his work as a linguistics lecturer, he teaches drama, acting and voice for actors. He has published several books and numerous articles in both linguistics and drama, including ground-breaking work on the performance of Shakespeare in prisons. He leads Australia's

only Prison Shakespeare program and is the Artistic Director of the Queensland Shakespeare Ensemble.



Associate Professor Roslyn Petelin
Associate Professor
PhD Griffith University

Associate Professor Roslyn Petelin initiated the postgraduate Writing, Editing, and Publishing program in the School of Communication and Arts. Prior to initiating the program at UQ in 2000, she taught Literature and Film at the Brisbane Kindergarten Teachers' College and Communication in the Faculty of Business at Queensland University of Technology and in the School of Hotel Administration at Cornell University.

Ros edited the internationally refereed *Australian Journal of Communication* from 1988–2013 and is on the editorial boards of *Business and Professional*

Communication Quarterly (USA) and *Corporate Communications: An International Journal* (UK). She is a past President and Honorary Life Member of the Australian and New Zealand Communication Association and has consulted extensively on writing, editing, and information design to public and private sector organisations in Australia, the UK, the USA, and South-East Asia. In 2014, she developed and launched WRITE101x, a massive, open online course (MOOC) for UQx, which attracted 47,000 registrants.



Dr Josephine Robertson
Lecturer
PhD University of Queensland

Following her doctoral research, on the representation of leprosy in colonial Queensland, Dr Jo Robertson took up a position as a researcher, at the Wellcome Unit for the History of Medicine, at the University of Oxford, as coordinator of the International Leprosy Association's Global Project for the History of Leprosy, with a steering committee of international experts. Drawing upon the considerable research base that this project established, she was commissioned to write a monograph on the recent history of leprosy, while based at the Institut d'Histoire de la Médecine et de la Santé, Centre Médicale Universitaire (CMU), at the University of Geneva, in

Switzerland, which is a WHO collaborating centre. She is currently based in the School of Communication and Arts, in the Faculty of Humanities and Social Sciences, University of Queensland, Australia, where she is teaching in the Writing area.



Dr Judith Seaboyer
Director of Honours
Lecturer
PhD University of Toronto

Dr Judith Seaboyer's current research focuses on contemporary responses to pastoral, student engagement, and the pedagogy of reading well.

She has supervised to completion 14 PhDs and MPhils and 25 honours theses, and is interested in talking with prospective students whose proposals address aspects of the novel. Past and current supervisions have focused on, for example, Jane Austen, Kate Chopin, Elizabeth Bowen, Angela Carter, A. S. Byatt, Pat Barker, Barbara Kingsolver, Ian McEwan, Sarah Waters, and Virginia Woolf. Approaches have included issues of

identity, memory and trauma, neo-Victorianism, metafiction and intertextuality.

Judith teaches contemporary fiction at honours and undergraduate level. Authors taught represent a range of national literatures and include Alison Bechdel, J. M. Coetzee, Damon Galgut, Mohsin Hamid, Barbara Kingsolver, Ian McEwan, Ruth Ozeki, and Ali Smith.

She was a researcher in a 2011–2013 Australian Learning and Teaching Council project that researched and developed practical skills to encourage students to become better readers, writers, and researchers.

Her teaching has been recognised with a UQ Teaching Excellence Award and a Citation for a flipped classroom project she developed with the help of a UQ Learning and Innovation Fellowship.



Associate Professor Pradip Thomas
Associate Professor
PhD University of Leicester

Associate Professor Pradip Ninan Thomas is involved in research in the political economy of communication, communication and social change and media and religion. He is also an expert on the media in India. He has written extensively in these areas and is the author of five authored volumes that includes a trilogy on the media in India published between 2009–2012 by Sage.



Dr Tony Thwaites
Senior Lecturer
PhD University of Sydney

Dr Tony Thwaites's research interests include James Joyce and modernist writing; Freud, Lacan and psychoanalysis; literary criticism and theory; Derrida; philosophy; cultural theory; narratology

Tony holds an MA (Qld) and a PhD (Syd) and is a senior lecturer at the School of Communication and Arts.

He is the author of *Reading Freud: Psychoanalysis as Cultural Theory* (London and Thousand Oaks, CA: SAGE 2007), *Joycean Temporalities: Debts, Promises and Countersignatures* (Gainesville: University Press of Florida, 2001), and a number of articles and chapters on literary studies, and literary and cultural theory. With Lloyd Davis and Warwick Mules, he co-authored *Introducing Cultural and Media Studies: A Semiotic Approach* (Houndsmills: Palgrave, 2002) and *Tools for Cultural Studies: An Introduction* (Melbourne: Macmillan, 1994). With Judith Seaboyer, he is the editor of *Re-reading Derrida: Perspectives on Mourning and its Hospitalities* (Lanham MD: Lexington, 2013).



Professor Joanne Tompkins
Associate Dean (Research)
Faculty of Humanities and Social Sciences
PhD York University

Professor Joanne Tompkins' research interests include spatial theories and virtual reality; post-colonial, intercultural, and multicultural drama, literature, and theory; performance theories; and feminist performance.

Her current research includes 3D visualisation and modelling of theatre spaces; the spatial theory of heterotopia; space in Australian and Canadian theatre; database of Australian performance; multicultural theories and drama, and intercultural performance.

She is the author of articles on: Spatial theory and virtual reality; post-colonial, multicultural, and intercultural drama and theory; Australian drama and literature and Canadian drama.

She is author of: *Unsettling Space: Contestations in Contemporary Australian Theatre*. Basingstoke: Palgrave/Macmillan, 2006.

She is co-author of: *Post-colonial Drama: Theory, Practice, Politics*, Routledge, 1996 (with Helen Gilbert); *Women's Intercultural Performance*, Routledge, 2000 (with Julie Holledge).

She is editor of: "Space and the Geographics of Theatre," a special issue of *Modern Drama*, 2004; "Theatre and the Canadian Imaginary," a special issue of *Australasian Drama Studies*, 1996.

She is co-editor of: *Theatre Journal*; *Performing Site-Specific Theatre: Politics, Place, Practice*, Palgrave Macmillan, 2012 (with Anna Birch); *Site-Specificity and Mobility*, a Special Issue of *Contemporary Theatre Review* 2012 (with Anna Birch); *Performance and Design*, a special issue of *Australasian Drama Studies* (with Andrew Filmer and Miranda Heckenberg) 2012; *Modern Drama: Defining the Field*, University of Toronto Press, 2003 (with Ric Knowles and WB Worthen); *Modern Drama 1999-2005*; *Performing Women / Performing Feminisms: Interviews with International Women Playwrights* (with Julie Holledge).



Associate Professor Elske van de Fliert
Associate Professor
PhD Wageningen University

Associate Professor Elske van de Fliert is the Director of the Centre for Communication and Social Change. She also convenes the Master of Communication program. She obtained a PhD in Communication in 1993 from Wageningen University, The Netherlands. She joined the UQ School of Journalism and Communication (now School of Communication and Arts) in July 2006. Prior to this Elske spent almost two decades involved in research, development and teaching assignments in Indonesia, Vietnam, China, Sri Lanka, Philippines, Kyrgyzstan, Kenya and Uganda, particularly in the field of participatory research and communication for rural development.

Elske's research interests include participatory development communication, facilitation of transdisciplinary research for development, and impact assessment of social change processes, and inter-stakeholder interfaces in development. She is currently conducting research projects in Indonesia, Timor Leste and Mongolia, funded by the Australian Centre for International Agricultural Research (ACIAR) and the Swiss Agency for Development and Cooperation. She is a member of the editorial advisory boards of the *International Journal of Agricultural Sustainability* and the *Journal of Agricultural Education and Extension*. She has published widely on a range of topics related to participatory research and communication in sustainable rural development.



Dr Kitty van Vuuren
Lecturer
PhD Griffith University

Dr Kitty van Vuuren's research focus is on the relationship between geographical communities and local and community media, with a particular focus on environmental issues.

Her PhD compared community participation at three non-metropolitan community radio stations in Australia. She extended her community broadcasting interests as a UQ Postdoctoral Fellow at the Centre for Critical and Cultural Studies (2005-2007) with an examination of rural and regional community information and communication technology projects, as well as an exploration of the

rural and regional local independent press.

Her current research interests are on environmental discourses, with a particular focus on climate change. She is a member of the International Environmental Communication Association, and on the editorial board of the peer-reviewed international journal *Environmental Communication* (2014 Impact Factor 0.817).

Kitty has worked in the community broadcasting sector, in Australia and overseas. She has produced and presented weekly public affairs programs networked to community radio around Australia, including the national peace and environment program *Watching Brief* at Public Radio News Services in Melbourne, and the national prisoner issue program *Locked In* at 4ZZZ in Brisbane. She has worked in all areas of broadcasting including journalism, presentation, documentary production, trainer and administrator with community broadcasters in Brisbane, Melbourne, and the National Community Radio Forum in South Africa.

Kitty teaches environmental communication, communication and social change, and coordinates postgraduate coursework students undertaking their thesis or capstone project.



Dr Kim Wilkins
Senior Lecturer
PhD University of Queensland

Dr Kim Wilkins is a senior lecturer in writing. She is the author of twenty-six novels in a variety of genres, and has been published in twenty languages. She teaches in the field of writing, editing, and publishing, and researches in the fields of popular fiction, medievalism studies, and writing pedagogy.



Mr Bruce Woolley
Lecturer
BA University of Queensland

Mr Bruce Woolley has been an award-winning journalist for 33 years on three continents (Europe, North America and Australia).

He started his career as a cadet with the ABC in Brisbane working for radio and television news and current affairs. He was host of a daily television program from the 1982 Brisbane Commonwealth Games, broadcast to an estimated worldwide audience of 350 million people. Bruce was appointed Foreign Correspondent for the ABC in London in 1984 where he covered the turbulent miners' strike and IRA bombings on the British mainland and in Northern Ireland.

In 1987, he moved to Toronto to work for the Canadian Broadcasting Corporation (CBC) as a radio, television and digital producer and project manager. In his two decades in Canada, Bruce created a new flagship news and current affairs program called 'The World This Weekend' which won a New York Festival Award as "World's Best News Magazine of 1997". A 30-minute radio documentary called 'Voices of War' won another gold medal in New York and was selected as the best-of-the-festival Grand Award Winner in 1993.

Bruce returned to Australia in 2007 to take up a job with the ABC and was appointed lecturer at UQ in 2013. Bruce is undertaking a PhD at QUT investigating Work Integrated Learning in Journalism Education.



APPENDIX 4
ACADEMIC STAFF BENCHMARKING

Table 3: Benchmarking staffing comparison

	Teaching Only Staff	Teaching and Research Staff	Research Only Academic Staff	Total
UQ SCA	7	38.05	6.60	51.65
Melbourne*	n/a	47.00	10.70	57.70
Sydney**	n/a	62.4	4.9	67.3
Glasgow***				112.00

Source:
*2013 data from Go8 Research-data sharing
**2013 data from Go8 Research-data sharing (with non-related discipline areas removed).
*** UK Research Excellence Framework <http://www.ref.ac.uk/>

APPENDIX 5
COMMUNICATION AND ARTS ACADEMIC
WORKLOADS TOOL SETTINGS POLICY 2016

UQ Academic Workloads Policy and Guidelines at: <http://ppl.app.uq.edu.au/content/5.41.07-workload-allocation-academic-staff>.

UQ Academic Workloads Tool

The School of Communication and Arts will continue to use the UQ Academic Workloads Tool (<http://academicportal.app.uq.edu.au>) to plan and record academic staff workloads for a calendar year. All academic staff can view their yearly past or planned workloads through their academic portal and see where they are situated in comparison to all School academic staff, or with their peers at the same academic level and appointment type.

Academic Workloads Tool – Communication and Arts Workload Settings

Overall Annual Total Workload Expectation = 1,000 points

Academic Staff Profiles

(T: Teaching/R: Research/S: Service and Engagement)
T&R: T/R/S; 40/40/20 per cent; 400/400/200 points
Research Only: T/R/S; 10/70/20 per cent; 100/700/200 points
Teaching Focused: T/R/S; 40/40/20 per cent; 400/400/200 points

For all these profiles, variations of up to 100 points is expected, as long as the overall load aims to be around 1,000 points.

For example: T&R Academic Variation Range: T (350–450 points)/ R (350–450)/ S (150–250)

Academic staff in School Executive roles are likely to have 250+ points in Service Workload.

Teaching

(This is displayed as a “red” bar in the staff workloads report)

Course Coordination

[Course Unit Weighting] × [Coordination Responsibility %] × [Coordination Multiplier] × [New Course Weighting]

- Course Coordinators receive 10 per cent in course enrolments in coordination points.
- Coordination of courses new to staff member or new to School are recognised with a 1.5 respective points weighting.

Teaching Activities (recognised in the Workloads Tool):

CON	Contact
EXC	Excursion
FLD	Fieldwork
ICT	IT Computing
LEC	Lecture
PAS	PASS Class
PLA	Placement
PRA	Practical
SMR	Seminar
TUT	Tutorial
WKS	Workshop
OLS	Online Learning Support
PRE	Preparation

Coursework

$([\text{Contact hours}] \times [\text{First Delivery Multiplier}]) + ([\text{\#Repeats}] \times [\text{Contact Hours}] \times [\text{Repeat delivery multiplier}])$

- Teaching activity time is recognised – workload allocated according to teaching activity (see Teaching Activity list above for Teaching Activity categories).
- Screenings – workload recognised as “Contact” teaching activity.

Moderation and Weighting of large courses:

Courses of 200–400+ students demand a heavy tutor management load, and conference time on moderation issues. For non-casual staff, student numbers and moderation is recognised in the Course Coordination Workload points of the Workload Tool. Currently, casual tutors are paid for one hour per course for course moderation meetings, and compulsory annual staff training.

To recognise this extra load for large courses, the following two options are instigated:

1. Recognised Casual Course Coordinator and Tutor Moderation Consultation
Time per course: two hours moderation time for courses with 200–299 students; three hours for 300–399 students; four hours for 400–500 students. One hour moderation is provided for any courses with enrolments below 200. Casual tutors and coordinators are paid for these moderation consultation sessions (two–four hours each depending on course size).
2. Lead tutor paid for all moderation (for courses larger than 200 student enrolments). Moderation hours determined by one hour per tutorial group moderated. The lead tutor duties include administration assistance to course coordinators and tutors in relation to handling extension requests, difficult/borderline cases, plagiarism queries, and remarks. If a lead tutor assists with the course coordinator with these issues, then the Course Coordinator’s workload will be adjusted down to reflect this course coordination support – as 1/4 of the Course Coordinator Workload points.

Assessment

$[\text{Number of students}] \times [\text{Overall Assessment Load Multiplier}] \times [\text{Share \%}]$

- General expectation: Up to one hour marking per student. Any other courses requiring more than one hour marking per student must apply for approval and sign off in advance by the Deputy Head.

Honours Supervisions and Thesis Marking

$[\text{\#Students}] \times [\text{Course Unit Multiplier}] \times [\text{Supervision Responsibility \%}] \times [\text{\#Weeks}]$

- Honours Supervisions are recognised as individual student supervisions over 13 weeks by an academic staff member. Marking points are not allocated for the marking of an honours thesis.

Undergraduate/Postgraduate Internship/ Special Study/Research Topic Courses; Postgraduate Coursework Dissertation Courses

- Course Coordinator receives workload points for course coordination and any marking of assessment only.
- Any school staff directly supervising student projects in these courses, will have this workload recognised as individual student supervisions over 13 weeks by an academic staff member (as per Honours supervisions).

Field Trips and Excursions

- Field Trips – Concentrated teaching time/providing knowledge to students during field trips to be recognised as teaching activity category “Fieldwork”. This is calculated as eight hours per working day away on the Field Trip. One hour fieldwork = one hour delivery with one hour associated work time. Course coordination workload and assessment (during and marking of final reports) workload is allocated to the Field Trip supervisor.
- Excursions – Concentrated teaching time/providing knowledge to students during course excursions to be recognised as teaching activity category “Excursions”. First delivery of one hour excursion workload = equivalent to one hour original tutorial = one hour delivery with two hours associated work time. Following hours equivalent to repeat tutorial = one hour delivery with one hour associated work time.

Funded Teaching Relief

- Staff paying out their teaching through Fellowship/ARC Grants/Internal Grants/Consultancy funds will be recognised in the Tool as teaching the load they are paying out.

Teaching Scholarship: Teaching Grants

The standard workloads point value for a teaching grant is based on the dollar value of the academic staff member’s share of a grant. Recognised teaching grants are external grants to UQ.

An academic's share of a grant in a given year is calculated as:
[Teaching Grant Funding Multiplier] × [CI Type Weighting]

Grant Share Value	Teaching Grant Funding Multiplier
\$0 - \$4,999	5
\$5,000 - \$49,999	25
\$50,000 + above	50

The tool then takes a tax bracket approach by taking the base Teaching Grant Funding Multipliers and calculating the increment for each dollar between the multiplier bands.

Teaching Publications	Points
Textbook	100
Edited Textbook	50
Other Teaching Publication	15

Formula: Teaching Publication Points/Number of Contributors/3 yrs + YTD

Research

(This is displayed as a “green” bar in the staff workloads report.)

The School Research Committee has determined the following point settings for recognition of School academic teaching publications and research work:

Publications Parameters

Formula: Research Publication Points/Number of Contributors/3 yrs + YTD

Research Publications	Points
Book (including creative book-length publications*)	125
Edited Book	50
Book Chapter	30
Refereed Journal Article (A*)	40
Refereed Journal Article (A)	25
Refereed Journal Article (B)	25
Refereed Journal Article (C)	15
Refereed Journal (not ranked)	15
Refereed Conference Paper**	15

* Currently, non-traditional forms of research, i.e. novels, are not recognised in the Tool. A request has been placed with the Academic Workloads Tool Team to have an "Other Research Publications" category for nominated publications entered into the Tool while waiting formal approval for ranking of non-traditional research in eSpace.
** Also including refereed journal editing, major exhibition curating and catalogue essays.

Nominated "research" or "teaching" publications/outputs are to be submitted by an academic staff member through their individual Workloads Tool academic portal. The nominations are sent to the School Manager Workloads Tool portal, who will forward these nominations on to the Director, Research for approval. On approval, the School Manager will approve these nominations in the Tool to the appropriate category (from list above).

Research Grants Parameters

The standard workloads point value for a research grant is based on the dollar value of the academic staff member's share of a grant. Recognised research grants are external grants to UQ.

An academic's share of a grant in a given year is calculated as:
[Total Approved Funding] ÷
[#Chief Investigators] up to [Research Grant Contributor Cap])

The Research Grant Contributor Cap is the maximum number of contributors by which the points may be pro-rated. The ranges are fixed, but the multipliers attached can be modified by each school:

Grant Share Value	Research Funding Funding Multiplier
\$0 - \$4,999	5
\$5,000 - \$49,999	25
\$50,000 + above	50

The tool then takes a tax bracket approach by taking the base Research Funding Multipliers and calculating the increment for each dollar between the multiplier bands.

RHD Supervisions

Formula for RHD Supervisions: [Student EFTSL] x [RHD Supervision Multiplier – 29 points] x [Supervision Responsibility%]

The School Committees T&L, RHD and Executive-supported RHD Advising to be included as “Teaching and Student Supervisions” in the “Teaching” (“red”) workloads section of the Tool. Research completions are recognised in Research workloads (“green”). While there are some differences between MPhil and PhD workload (e.g. MPhil students can skip MCR and do not submit a sample chapter for confirmation), the calculations indicate that there is not a significant difference in workload between supervising an MPhil thesis and a PhD thesis. Therefore, MPhil supervisions should receive the same loading as PhD supervisions.

The amount of reading and feedback is calculated as follows:

- Over the course of supervising a “typical” two-year MPhil thesis of 40,000 words, the supervisor reads two drafts of each chapter plus a complete draft before submission = 120,000 words or 60,000 words per year.

- Over the course of supervising a “typical” four-year PhD thesis of 80,000 words, the supervisor reads two drafts of each chapter plus a complete draft before submission = 240,000 words or 60,000 words per year.

The workload calculations below are the minimum RHD supervision workload expectation:
29 workload points per 1FTE RHD supervision;
350 workload points for Director of RHD;
200 workload points for Deputy Director of RHD.

Service and Engagement

(Service is displayed as “yellow” and Engagement as a “blue” bar in the staff workloads report.)

Directors are likely to have a high level of Service points allocated for their position i.e. Director T&L 350 Service points (200 points can be taken as Teaching or Research relief/adjustment in negotiation with the Head of School).

Overall Annual Service and Engagement Workload Points Expectation: 200

Service Parameters:

Category	Points	
A	750	Head of School
B	450	Deputy Head
C	350	Director T&L; Director RHD
D	250	Convenor (Honours)
E	200	Deputy Directors RHD
F	150	Dir Research, Engagement; Convenors BComm, BJour, MComm, WEP & Creative Writing; Dep Dir Research
G	100	Cluster Leaders (AFD; Comm; Writing & Journalism); Dep Dir T&L; Convenors (Art Hist; Drama; F&TV; Literature; MCCS; Writing); Chief Examiner; Integrity Officer; Dir JAC Media; Jour Industry Liaison and Internships; LCPC
H	50	Convenors (English; Gender Studies; BComm/MComm Plans; Teaching Mentor; Hons Moderators; Supervisor Drama Studio; Dir CSC; Acting Dir CCCW; Dep Dir Engagement; Coordinators (BWF; Journalism Visitor Program; Journalism Orientation); Dep Dir JAC Media; Other Whole School Roles
I	25	Other Research and Engagement Committee members
J	50	Core Service Duties Expectation (this is given to all academic staff)

Engagement Parameters**:

Category	Points	
A	100	Key External Engagement Role
B	50	Key Engagement Assistance Role
C	25	Other Engagement as approved by the HoS

An activity outside of above can be determined an Engagement or Service category at the discretion of Head of School.
** Note if engagement role (i.e. event) held in one semester – points registered at 50 per cent (half a year)

Special Circumstances

- (This is displayed as a “brown” bar in the staff workloads report)
- SSP – Enter percentage of year on SSP (percentage of year on SSP leave details provided in staff profile – under “Special Circumstances” – add all SSP leave percentages for total year percentage).
 - ECA – Early Career Academic (receive an allocation equivalent to total research points expectation 400 points – 1st year: 100%; 2nd: 66%; 3rd: 33%; 4th: 0%)
 - New Staff – pre-UQ Recognised Research (recognised prior research allocated as per ECA)
 - Long Service Leave/Extended Leave – staff receive an allocation of workloads points as percentage of year on leave (percentage of year on leave details provided in staff profile - under “Special Circumstances”).

Other Workload Parameters

- Curriculum Design in Teaching Scholarship (points per semester):
(This is displayed as a “purple” bar in the staff workloads report.)
- Undergraduate Program or Major Review Coordinator – 50 points
 - Program Review Coordinator – 50 points
 - Other Program Curriculum Developer/Reviewer (i.e. MOOC's or CPD Module) – 25–50 points (as determined by the Head of School)
 - Assistance or support of above roles – 25 points (as determined by the Head of School)

Note: Some of these activities may already be included in other Academic Administration Holder service duties.

Further Information and Other Resources:

- UQ Academic Workloads Policy and Guidelines:
<http://ppl.app.uq.edu.au/content/5.41.07-workload-allocation-academic-staff>
- UQ Academic Workloads Metrics Guide for Staff:
<http://academicportal.app.uq.edu.au>

APPENDIX 6 HONORARY AND ADJUNCT STAFF

Adjunct Professor

BIRMINGHAM, John
FOLEY, Fiona
GRAY, Campbell
JANACZEWSKA, Noelle
KINROSS, Julie
MASTERS, Chris
RIDER, Sue
WAISBORD, Silvio

Adjunct Lecturer/ Fellow

HUNTER, John
RYAN, Samantha

Emeritus Professor

FOTHERINGHAM, Richard
HERGENHAN, Laurence
KELLY, Veronica
LAWSON, Alan

Honorary Professor

BRADSHAW, Graham
BUTLER, Rex
HASSALL, Anthony
MCMULLAN, Gordon
O'KEEFE, Patrick
TURNER-HOSPITAL, Janette

Honorary Associate Professors

BONNER, Frances
GILBERT, Helen
JOHNSON-WOODS, Toni
MAYNARD, Margaret
MULHOLLAND, Joan
UNDERHILL, Nancy
ANDREJEVIC, Mark

Honorary Researchers

AHRENS, Prudence
BEMROSE, Anna
BLADEN, Victoria
BLAIR, Ruth
BLOCK, Elena
BRODMERKEL, Sven
CROFTS, Stephen
DJUBAL, Clay
DUWELL, Martin
GIL, Steven
HAMILTON, Judith
HECKENBERG, Kerry
HOGG, Robert
KELSO, Julie-Anne
LAWRENCE, Catherine
LINDOP, Samantha
LONG, Christian
LOOSER, Diana
LORD, Nicholas
MARSH, Victor
PARISOT, Eric
PETERSSON, Irmtraud
SCHOLL, Lesa
BICKLE, Sharon
MCKAY, Susan
MULES, Warwick
PORTER, Marie
POTTER, Anna
SCOTT, Alison
SHIELDS, Kirril
TIFFIN, Chris
VOLCIC, Zala
O'NEILL, Daniel
LEVY, Bronwen

APPENDIX 7 SCHOOL ADMINISTRATION

General Administration

- General Enquiries: (07) 3365 2552; communication-arts@uq.edu.au
Jenny Hearn (Administrative Assistant)
- Photocopiers, printing, school meeting room bookings, Property and Facilities work requests, keys, stationery orders – communication-arts@uq.edu.au
- Head of School diary, meeting bookings with Head of School –
Brittany Smethills (Executive Assistant) b.smethills@uq.edu.au

Student and Teaching Administration

- T&L Issues/Timetabling/Board of Study Submissions/Tutoring Applications/ Academic and Student Administration Enquiries –
Vicky McNicol (Academic Administrator) v.mcnicol@uq.edu.au
- B Arts Majors/B Comm/B Jour Academic and Student Administration Enquiries –
Stormy Wehi (Undergraduate Administration Officer) s.wehi@uq.edu.au
- Postgraduate Coursework or Honours Administration and Student Enquiries –
Daniel Van Zutphen (Administration Officer) SCA_PGCoursework@uq.edu.au
- Sign On and Tutorial Allocation Administration –
Jenny Hearn (Administrative Assistant) scatimetabling@uq.edu.au
- Student Placements/Internships/Field Trips –
Sven Fea (Placement Officer) scaplacements@uq.edu.au
- Major/Program Review Submission Support –
James Norris (Project Officer) j.norris@uq.edu.au

RHD Administration and Student Enquiries (including desk allocation and student research/conference/fieldwork travel)

- Angela Tuohy (Administrative Officer) and Jennifer Yared (Administrative Officer)
rhdcommarts@uq.edu.au

Finance Administration

- Projects – Maureen McGrath (Senior Finance Officer);
commarts.finance@uq.edu.au
- Financial Processing/Travel – (Finance Officers); commarts.finance@uq.edu.au
- School Budget – Tracy Davies (School Manager); t.davies@uq.edu.au

HR Administration

- New/Extension of Appointments; Academic Workloads; Casual Academic Contracts; Leave Requests; HR Queries – Tracy Davies (School Manager)
- Project/Research Assistant HR administration – Maureen McGrath (Senior Finance Officer)
- Academic Staff Appraisals – Brittany Smethills (Executive Assistant)
- Casual Staff Timesheet Queries – commarts.finance@uq.edu.au

Research Administration

- Research Administration/Secretary to Research Committee/Research Seminar Series – James Norris (Project Officer)
- Research Publications Collection – Academic Staff (Jenny Hearn); RHD Students (Jennifer Yared)

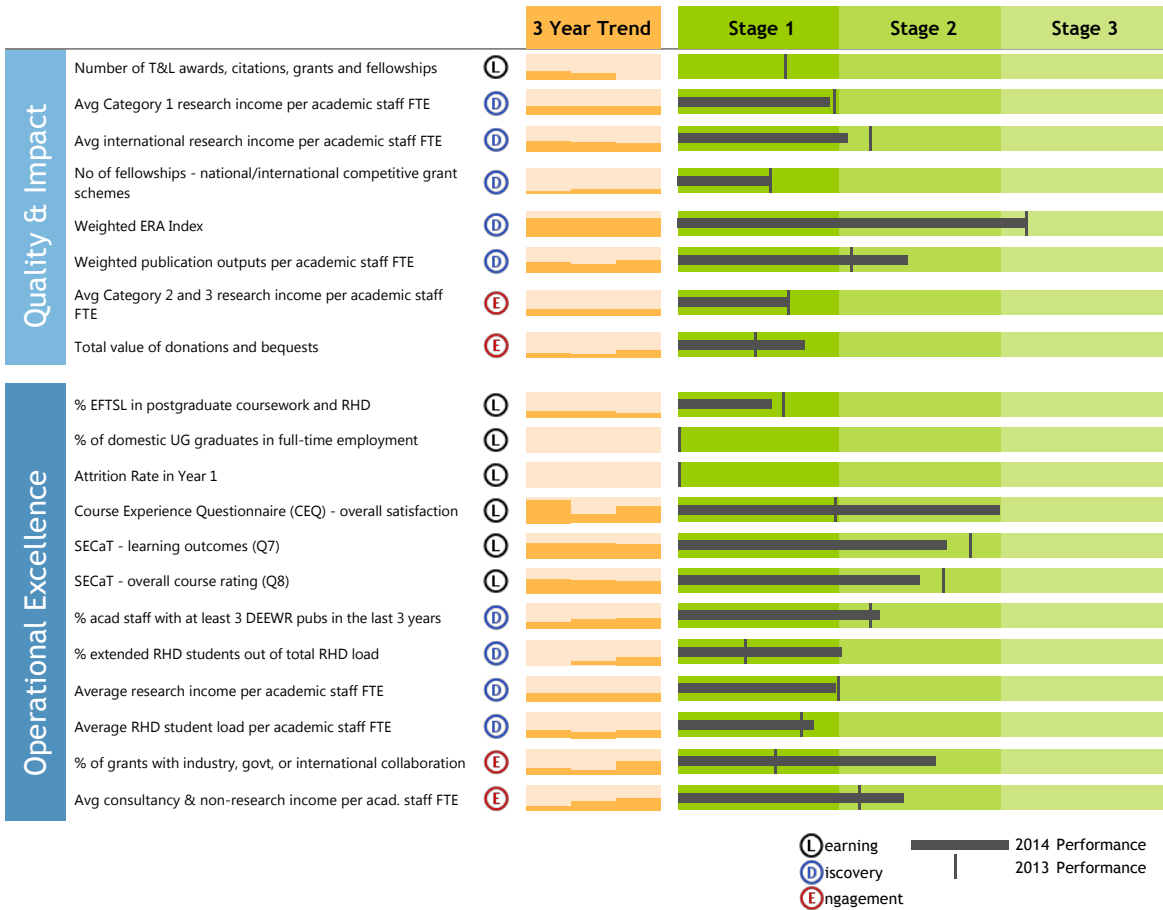
Engagement Administration

- Event Administration/Marketing/Engagement Committee Secretary/ Website Changes – Brittany Smethills (Executive Assistant)
- Visiting Academics Finance Administration – Maureen McGrath (Senior Finance Officer)
- Digital Signage changes: Michie Building – Stormy Wehi (Undergraduate Administration Officer) / Joyce Ackroyd Building – Paul Smith (MaPS Manager) maps@uq.edu.au

Facilities Administration

- Media and Production Services Support – Paul Smith (MaPS Manager) maps@uq.edu.au
JACtech Equipment hire – jactech@uq.edu.au
- Removal/Office Relocation/Phones/Facilities Administration – Tracy Davies (School Manager)
- IT Admin - Contact ITS Help Desk x56000 option 3 or email itsupportdesk@its.uq.edu.au
- Secure Area Access Requests (by staff/student card) – commarts.finance@uq.edu.au

APPENDIX 8 SCHOOL-BASED PERFORMANCE SCORECARD 2015



School Contextual Information

School Contextual Information 2014

School Contextual Information 2014					
Staff		Student Load		Research	
Teaching and Research FTE (Level B and above)	47.55	Undergraduate EFTSL	1585.12	Number of ResTeach awards	1
Research Only FTE (Level B and above)	2.00	Postgraduate Coursework EFTSL	100.53	Average Scopus citation rate	37.27
Teaching Focussed FTE (Level B and above)	9.00	Research Higher Degree EFTSL	111.94		
Other FTE (Level B and above)	0.00	International Fee-paying EFTSL	228.04		
Total FTE (Level B and above)	58.55	Total EFTSL	1826.19		
% Early Career Staff	6.06%	% EFTSL ATSI	0.83%		
% Women at Academic Level C	61.18%	% EFTSL Regional	0.96%		
% Women at Academic Level D	55.56%	% EFTSL Remote	15.46%		
% Women at Academic Level E	60.00%	% EFTSL in Low SES under 25	9.15%		
		% EFTSL in Low SES over 25	0.75%		
Finance		International		Other	
Total budgeted expenditure	\$14,378,271	% Staff with International Academic Qualifications	37.88%	Average undergrad EFTSL per FTE teaching staff	21.21
Operating income	\$11,482,698	% Outbound Exchange Students	7.32%	Median Interstate Transfer Index (ITI)	89
Operating expenditure	\$10,829,146				
Operating margin	\$653,552				

UQ School-Based Performance Framework

The UQ School-Based Performance Framework provides a means for translating the University’s strategic priorities - in the three dimensions of learning, discovery and engagement - to a school level and enables an assessment of where each school currently sits in its interpretation of the institutional strategy.

The Framework is based on the articulation of the key capabilities that each school must develop and sets out the sequence for broadening and deepening those capabilities. Key indicators (KPIs), including performance thresholds, have been identified for measuring the capabilities, resulting in a performance chart for each school. The scorecard reflects performance against internal University of Queensland benchmarks which are purposefully set high. Schools are rated against The University of Queensland’s own aspirational targets.

TEACHING AND LEARNING

APPENDIX 9 TEACHING AND LEARNING GOALS

GOAL 1 To provide a quality teaching and learning environment for School of Communication and Arts students		
Strategies	Responsibilities	Timeframe
Ensure the quality of School programs and courses through an emphasis on: <ul style="list-style-type: none">research-led teachingthe application of theory beyond the classroomincreased class contact time with continuing staffexternal peer review of teaching , curriculum and assessment quality	T&L Chair Program and Major Directors	Ongoing through 5-yearly APRs and APMRs
Support participation in professional development in teaching and learning to promote: <ul style="list-style-type: none">enhanced assessment practicesuse of active learning pedagogies that encourage interactions between students and teachers and among studentsuse of strategies to ensure early intervention for students at risk	T&L Committee	In progress
Ensure appropriate induction in T&L for all new academic staff with a focus on curriculum and pedagogy as well as UQ T&L policies and procedures and effective delivery of Tutors@UQ to provide foundational knowledge of teaching and learning for all new tutors each semester	T&L Chair in conjunction with School Manager, ITaLI & HR	Ongoing
Improve communication about T&L achievements, initiatives and grant schemes through: <ul style="list-style-type: none">sharing effective practice via a seminar series/workshopsestablishment of a more coordinated approach to dissemination of information about grant schemesencouraging staff to apply for UQ and national teaching excellence awards	T&L Chair with Marketing and Engagement	To be developed for 2017

GOAL 2 To develop technology-enhanced learning approaches to enhance programs and courses		
Strategies	Responsibilities	Timeframe
Support academic staff in the use of appropriate and proven technology-enriched educational approaches and build eLearning capacity through: <ul style="list-style-type: none">• promoting relevant eLearning workshops, events and resources• building a network of academic staff with interest in technology-enhanced learning and showcasing effective practices• supporting the implementation of eLearning initiatives• ensuring input from Faculty eLearning coordinator and educational at Teaching and Learning Committee, School-based workshops, and one-on-one support	T&L Committee	Ongoing
Promote applications for funding of eLearning projects through TELSC	T&L Chair	Ongoing

GOAL 3 To enhance student employability		
Strategies	Responsibilities	Timeframe
Audit current and, where necessary, establish new Industry Advisory Boards that inform program and curriculum design, and assist building internship opportunities for students	T&L Committee	Audit to be completed by end of 2016 with new boards to be established in 2017
Ensure appropriate generic employability skills are embedded in programs	Program and Major Directors in conjunction with T&L Committee	Ongoing
Enhance provision of career and employability information for students through School-based careers seminars and industry and alumni guest lectures	Program and Major Directors in conjunction with T&L Committee	Ongoing
Audit existing Work-Integrated Learning opportunities	T&L Committee	Preliminary audit
Identify possible internship and volunteering opportunities, e.g.: Libraries, Galleries, Embassies, Radio Stations & Community Organisations	Program and Major Directors in conjunction with T&L Committee	Ongoing, with a focus in 2016
Encourage student mobility and research internships to expand the student experience	School and Faculty; UQ Advantage Office	Ongoing
Promote student opportunities provided by the UQ Advantage Office	T&L Committee	Ongoing
Ensure opportunities for developing intercultural and cross-cultural capabilities through internationalisation of the curriculum	Program Directors	Ongoing

GOAL 4 To improve student retention rates through a pro-active, supportive approach		
Strategies	Responsibilities	Timeframe
Promote effective discipline-based Bootcamp programs for new students and enriched First Year Experiences	Program and Major Directors in conjunction with T&L Committee	Ongoing
Provide exemplary first-year courses that assist students to build foundational skills and knowledge and inspire passion for the discipline	Program and Major Directors	Ongoing
Ensure our most effective teachers lecture in the first year	Head of School	Ongoing
Support and enhance online communities for students <ul style="list-style-type: none">• Increase engagement with BA First-Year Community Site and the Knowledge Making Site by encouraging academic staff to embed the program within their courses including in assessment tasks and tutorials	T&L Chair	In progress

APPENDIX 10
BENCHMARKED EFTSL

Benchmarked total EFTSL

	2010	2011	2012	2013	2014	2015
UQ SCA	1666.81	1773.70	1816.40	1799.09	1826.19	1632.11
Melbourne	1519.14	1536.32	1740.61	1733.98	1725.79	1829.81
Sydney	2081.62	1934.88	1948.67	1978.43	1845.71	1763.09
Ohio State*	n/a	n/a	n/a	n/a	n/a	1391^
Glasgow	n/a	n/a	2000.10	2018.49	1929.83	1867.77

*Department of Communication
^ Headcount, not EFTSL
Source: Benchmarking partners

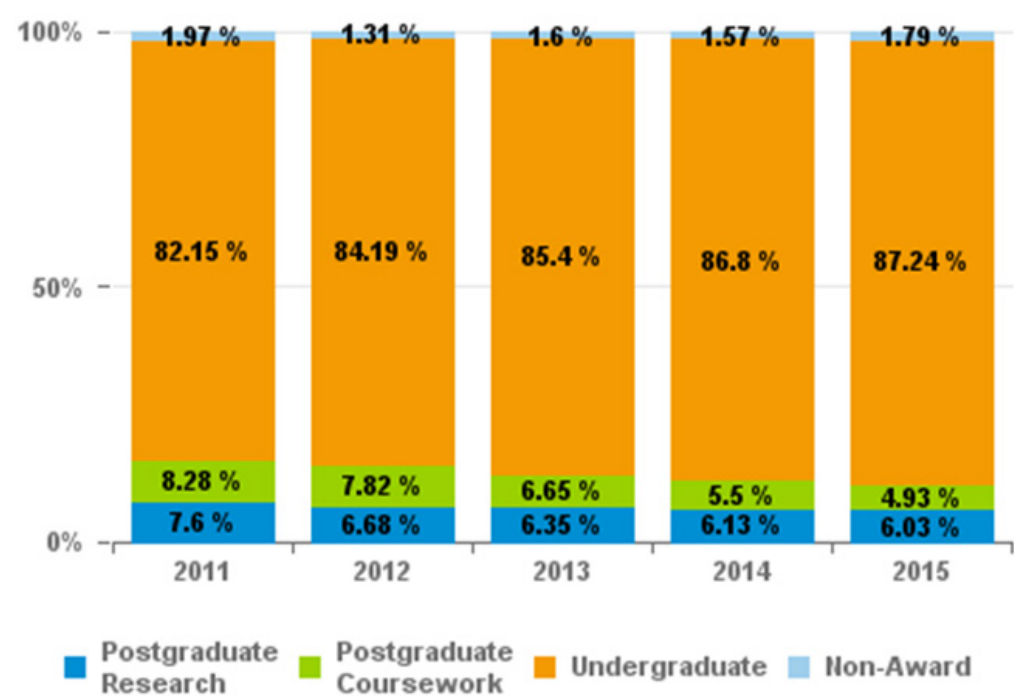
Benchmarked postgraduate coursework as a percentage of total EFTSL

	2015 PGCW	2015 Total	PGCW % of Total
UQ SCA	80.45	1632.11	5%
Melbourne	556.27	1829.81	30%
Sydney	320.45	1763.09	18%
Ohio State*	57^	1391^	4%
Glasgow	209.22	1867.77	11%

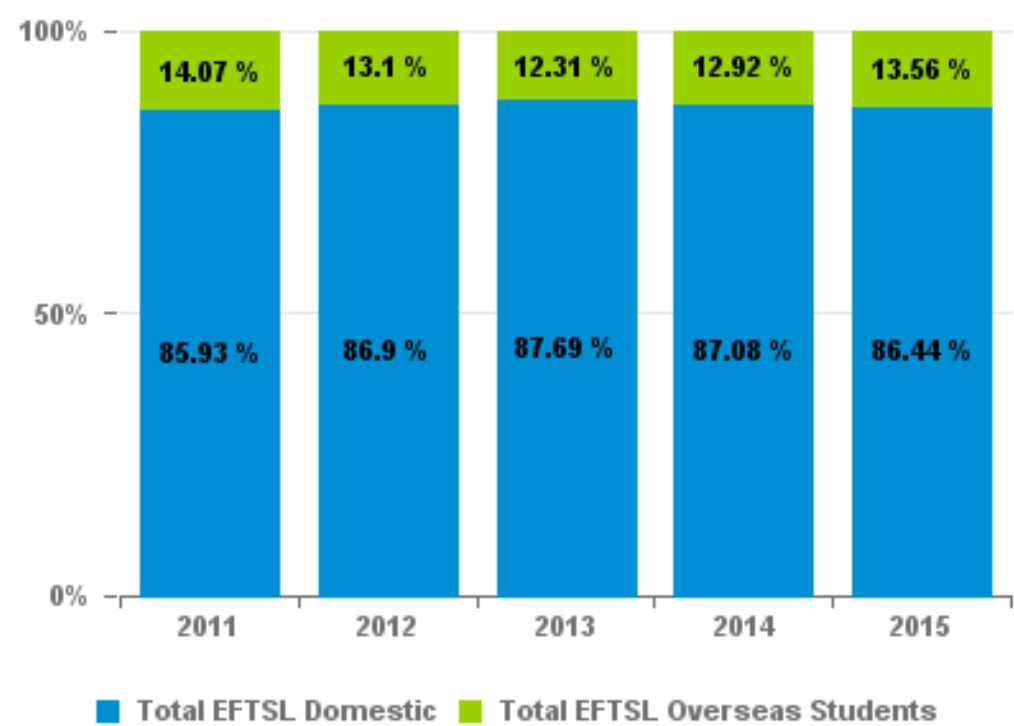
*Department of Communication
^ Headcount, not EFTSL
Source: Benchmarking partners

APPENDIX 11
SCHOOL EFTSL PERCENTAGE BREAKDOWN

EFTSL percentage breakdown 2011–2015



EFTSL for domestic and international students 2011–2015



Source: UQ reportal

APPENDIX 12
FIRST-YEAR COURSE ENROLMENTS

First-year course enrolments 2011–2015

		2011	2012	2013	2014	2015
ARTT1105	Art in the Modern World	133	109	106	101	69
ARTT1106	Looking at Art	154	102	143	110	109
AUST1000	Contemporary Australia	113	98	122	210	185
COMU1000	Communication & Cultural Stds	268	261	323	312	228
COMU1010	Art of Communication	295	331	359	343	385
COMU1052	Intro to Public Relations	135	164	129	154	160
COMU1152	Public Relations Writing	93	133	104	128	115
COMU1311	Identity, Culture and Commun	302	350	430	283	237
COMU1999	Intro to Visual Communication	347	455	565	524	511
DRAM1000	Drama Performance Analysis	118	110	120	111	92
DRAM1010	Drama: Space, Body & Genre	116	118	111	118	105
ENGL1100	Intro to Australian Literature	215	204	175	191	142
ENGL1500	Contemporary Literature	221	224	195	230	170
ENGL1800	Literary Classics	504	466	391	414	301
GEND1000	Gender, Culture, Race	42	40	67		
GEND1010	Gender Matters				58	123
JOUR1111	Intro to Journalism and Commun	528	585	573	583	412
JOUR1112	Reporting	263	288	305	275	157
JOUR1710	Journalistic Investigation	216	284	262	218	124
MSTU1000	Introduction to Media Studies	265	198	214	235	210
MSTU1001	Film & Television Studies	422	390	382	420	354
MSTU1010	Creative Thought and Practice	81	76	96		
WRIT1005	Fundamentals of Writing	282	275	248	314	269
WRIT1110	Creative Writing: Narrative	250	199	238	241	231
WRIT1999	Effective Thinking and Writing		41	117		
Total:		5363	5501	5775	5573	4689

Source: UQ reportal

APPENDIX 13
FIRST-YEAR COURSE FAILURE RATES

Percentage of failing results in first-year courses owned by the School of Communication and Arts

	2011	2012	2013	2014	2015
K - Withdrawn with academic penalty	0.45%	0.55%	0.55%	0.83%	0.58%
W - Withdrawn without academic penalty	3.62%	3.09%	4.12%	3.64%	3.99%
X - Submitted no work	1.25%	0.76%	1.07%	1.15%	1.04%
Grades 1-3	6.56%	6.47%	6.87%	8.33%	6.33%

Source: UQ reportal

APPENDIX 14
GROUP OF EIGHT BENCHMARKED AUSTRALIAN
GRADUATE SURVEY COURSE EVALUATION
QUESTIONNAIRE RESULTS

Group of Eight Benchmarked CEQ Good Teaching Scales*

	2010	2011	2012	2013	2014
University of Queensland	63.8%	65.9%	74.1%	69.1%	73.7%
Australian National University	81.1%	67.3%	72.5%	84.7%	85.7%
Monash University	73.2%	76.5%	78.7%	72.8%	74.7%
University of Adelaide	70.5%	77.1%	78.0%	81.6%	85.3%
University of Melbourne	66.8%	71.8%	75.7%	71.0%	74.8%
University of New South Wales	65.5%	69.4%	72.7%	69.6%	74.3%
University of Sydney	70.2%	78.6%	73.4%	81.4%	84.0%
University of Western Australia	82.8%	73.8%	84.6%	72.5%	75.3%
Go8 Average	70.0%	73.1%	76.4%	73.7%	76.9%

Source: UQ reportal

*These figures represent combined responses in the fields of Curatorial Studies; English Language; Literature; Creative Arts; Drama & Theatre Studies; Communication & Media Studies; Journalism; Written Communication from the Australian Graduate Survey Course Experience Questionnaire.

Group of Eight Benchmarked CEQ Overall Satisfaction*

	2010	2011	2012	2013	2014
University of Queensland	80.2%	77.8%	79.9%	76.0%	81.8%
Australian National University	89.2%	80.8%	87.5%	84.7%	95.2%
Monash University	87.8%	86.1%	87.4%	85.2%	83.0%
University of Adelaide	80.8%	78.7%	81.3%	83.3%	84.3%
University of Melbourne	74.3%	81.6%	82.0%	77.1%	87.2%
University of New South Wales	75.0%	76.6%	77.7%	73.9%	78.2%
University of Sydney	89.3%	86.1%	85.0%	85.7%	85.6%
University of Western Australia	87.4%	83.8%	87.9%	85.7%	82.0%
Go8 Average	82.1%	81.9%	83.4%	80.8%	83.5%

Source: UQ reportal

*These figures represent combined responses in the fields of Curatorial Studies; English Language; Literature; Creative Arts; Drama & Theatre Studies; Communication & Media Studies; Journalism; Written Communication from the Australian Graduate Survey Course Experience Questionnaire.

APPENDIX 15
SCHOLARSHIP AND AWARD SUPPORT

SCHOLARSHIPS
Undergraduate

UQ Winter/Summer Research Scholarship – This scholarship sees an outstanding student attached to a research project within the School.

The Cole Lawson Scholarship – This scholarship is awarded to an outstanding Communications student enrolled in the Bachelor of Communication or associated duals, at the University of Queensland.

The Kingshott Cassidy Scholarship Poetry Award – The purpose of the scholarship is to encourage and financially assist an undergraduate student with a demonstrated interest in poetry who is deemed to be in financial need.

Honours

The George Essex Evans Scholarship – Established in 1972, this scholarship assists an outstanding student to complete an Honours program in English Literature or Drama.

The Kate McNaughton of Roma Scholarships – Two scholarships are awarded annually to Faculty of Humanities and Social Sciences students who complete a Bachelor of Arts degree and enrol in a Bachelor of

Arts Honours program the following year.

UQ Winter/Summer Research Scholarship – This scholarship sees an outstanding student attached to a research project within the School.

Postgraduate

The Lucy Morris Stevens Scholarship – Established in 2010, this scholarship provides full relief of residence fees at Emmanuel College for a student studying in the areas of Drama/Theatre/ Performance Studies or English. The student should have outstanding academic results and have a desire to make a positive contribution to the life of Emmanuel College.

The Alfred Midgley Postgraduate Scholarship – Established in 2010, the purpose of this scholarship is to support a research higher degree student (MPhil or PhD) engaged in research in the field of Australian literature working in the School.

The Cecilie Anne Sloane Postgraduate English Creative Writing Research Scholarship – This scholarship takes the form of a \$2,000 MPhil/ PhD top-up scholarship for the best Creative Writing candidate to be confirmed each

year and is intended to assist the student whose project shows the greatest promise in both its creative and critical components, and whose application outlines a legitimate use for the funds to support the successful completion of the research higher degree.

The Helen Kay PhD Scholarship is a completion scholarship which offers a three-month stipend to assist a PhD student in the School to complete their degree.

PRIZES
Undergraduate

The Steele Rudd Memorial Prize is awarded annually, based on the School's recommendation, to the student who has written the best essay in the course ENGL1100 – Introduction to Australian Literature. \$100 to be used for books is awarded.

The Lizzie Heal-Warry Prize is awarded annually, based on the School's recommendation, to the female student who, not having already been awarded the prize, obtains the highest mark in a first year literature course. A cheque to the value of approximately \$120 to be used for books was awarded in 2008.

The Ford Memorial

Prize is awarded annually through application. The best poem in English (published or unpublished) will be selected as the winner. The value of the prize in 2015 is approximately \$296, designated as books.

The Journalism Prize is awarded annually to an undergraduate student enrolled in the Bachelor of Journalism program with the highest GPA for 16 units listed under the heading 'Group 2' in the course list for the program.

The Thomas Morrow Prize is awarded annually to an undergraduate student who writes the best essay on a topic in the field of Australian literature or Australian exploration and history or scientific inquiry in Australia.

The Brisbane School of Arts Prizes are awarded annually based on the School's recommendation. Prize 1 is awarded to the student who has obtained more than #16 and not more than #32 towards completion of the BA degree by the end of the year of award and at least #8 in that year for advanced courses offered by the School with the greatest proficiency. Prize 2 is awarded to the student who has completed the requirement of the BA pass degree and obtained at least a major (#16) in

courses offered by the School with the greatest proficiency.

The Valerie Joy Prize in Film & TV Studies

is awarded annually to an outstanding undergraduate student enrolled in a BA or associated duals, who is majoring in Film and Television studies.

Honours**The Alrene Sykes**

Memorial Prize was established in 1991 and is awarded annually, based on the School's recommendation, to a student writing a thesis in Australian literature or drama and who has a background in Australian literature or drama in their BA.

The Brisbane School of Arts Prizes are awarded annually based on the School's recommendation. Prize 3 is awarded to the student who completes the requirements of the PGArts (Hons) program with the greatest proficiency. The amount of each award in 2008 was \$645 designated as books.

The Donald Tugby Prize in Art History

is awarded annually to a first-class honours student, majoring in Art History in the year of the award and submitting a thesis on Asia-Pacific Art (excluding Australian art).

Postgraduate**The A. E. E. Pearce**

Prize – Established in 1993, the A. E. E. Pearce Prize is awarded annually to a School postgraduate for the best article in literary or cultural studies submitted to a scholarly journal.

Dr John McCulloch

Memorial Prize – Established in 2011, the Dr John McCulloch Memorial Prize is awarded to the best paper presented by an RHD or Honours student to the annual Work-In-Progress Conference (WIP).

Dr Melanie McKenzie Postgraduate Teaching Excellence Award

– Established in 2015, this prize recognises the outstanding pedagogical dedication of Research Higher Degree students who work as sessional teachers in the School of Communication and Arts.

APPENDIX 16 ORGANISATIONS WITH WHICH THE SCHOOL HAS STUDENT PLACEMENT AGREEMENTS

Queensland

Gympie Regional Council
Seven Network Mackay
4BC

ABC Brisbane

ABC Far North
Queensland

ABC Online

ABC Rural Country Hour

ABC Sunshine Coast

ABC Western Queensland

ABC612

Aboriginal Centre for the
Performing Arts

AFL Queensland

Alliance Francaise de
Brisbane

Art From the Margins
(Wesley Mission)

AustLit

Australian Institute of
Medical Scientists

Australian Performing Arts
Market

Autism CRC

Backbone Youth Arts

Bango Media

Bank of Queensland

BBS Communications
Group

Beginning Boutique

BEL Faculty UQ

Brisbane Airport
Corporation

Brisbane City Council

Brisbane Lions AFC

Brisbane Refugee and
Asylum Seekers Support
Network

Brisbane Roar FC

Brisbane Writers Festival

Britt Banter PR

Bundaberg News-Mail

C4B

Caloundra Regional Art
Gallery

Catchlove Collective

Centre for Communication
and Social Change

Channel 10

Chronicle Toowoomba

Cocom Communications

Cole Lawson
Communications

Communify

Control Magazine

Councillor N Johnston,
Tennyson Ward

Creative Drinks

Crisis Ready

Cromwell Property Group

DAIS Brand Strategy

Department Group

Department of Defence
Army History Unit

Department of
Environment and Heritage
Protection

Disruptor

Eat Smart B Active

Econnect Communication

Ellen Belloo

Engine Group

Fashion Observer
Magazine

Fashion Weekly

Felix and Slink Group

Footstomp Music

Fresh PR

GC Mag

Generator

GetIt Magazine

Gold Coast Bulletin

Gold Coast World Surfing
Reserve Inc.

GOLIGHTLY PR

Gourmand & Gourmet

Grafton Daily Examiner

Graphic Publishing

Griffith Artworks

Haystac

Hockey Queensland

Human Ventures Ltd

Hunter Publishing

Information Society
Innovation Fund (ISIFAsia)
Asia Pacific Network
Information Centre

Institute of Modern Art

Interactive Publications

Jute Theatre Company

KD Public Relations

Liquid State Publishing

Liquidity Marketing

Little Tummy Tuckers	RACQ Road Ahead Magazine	Strategies Office
Logan Art Gallery	Red Agency	Voice of Australian Chinese
Logan City Council	Regatta Hotel	Volunteering Gold Coast
Lorna Jane	Resonate	Weatherford
Lucid Media	Rowland	Wesley Mission Brisbane
Maiocchi	Royal Flying Doctor Service	WIN News Cairns
Map Magazine	RSPCA	WIN News Sunshine Coast
MCI Australia	Rural Press Club	WIN News Toowoomba
Media Art Asia Pacific	Seven Network Brisbane	Windsor Business Solutions
Micah Projects	Sharp Public Relations	Women's Network Australia
Milaana Impact Society UQ	Shine Lawyers	Workshop Rail Museum
Motorbike Writer.com	South Burnett Times	Interstate – New South Wales
MS Australia	Southern Cross Austereo	ABC Ultimo
Multicultural Development Association	Style Magazine	Cosmopolitan Magazine
News Ltd	The Australian	Leo Burnett, Sydney
Nine Network	The Brisbane Times	SBS / NITV
Nine Network Gold Coast	The Department Group	SBS Sydney
Nova Entertainment	The Magazine Publishing Company	Tailor Maid Communications (Sydney)
Office of Wyatt Roy MP	The Northern Miner	The Morning Show / The Daily Edition Sydney
Oxfam UQ	The Queensland Times	The Walkley Foundation
Pedal Brisbane	The Red Republic	Viacom International Media Networks (MTV Sydney)
Pets in the Park	Tourism Queensland	ABC Tamworth
Playlab Inc	TPD Media	ABC International Development
Police Citizens Youth Welfare Association	Translink Division, Transport and Main Roads	Australian Geographic
PPR Communications	Twocents Group	Maxted Thomas PR
Queensland Country Life	United Nations Association of Queensland	Momentum Books
Queensland Festival of Photography 5	UnitingCare Health	Niche Marketing Group
Queensland Magazines	UQ Art Museum	The Daily Examiner
Queensland Police Service	UQ Centre for Clinical Research	
Queensland Rugby Football League	UQ International	
Queensland Theatre Company	UQ Student Success and	

The Grafton Daily Examiner	Young & Rubicam (Indonesia)
WIN News Orange	International – London
Interstate – Victoria	The Florence Nightingale Museum
WIN TV Ballarat	International – Samoa
ABC Melbourne	Samoa Observer
Dumbo Feather (Melbourne)	International – Saudi Arabia
Australian Volunteers International	Media Advertising Network (Saudi Arabia)
Interstate – Northern Territory	International – Singapore
Bula'bula Arts Aboriginal Corp	Mono One Communications (Singapore)
Energy Resources of Australia	Network for Electronic Transfers (S) Pte Ltd (Singapore)
International – Hong Kong	Toolbox Design (Singapore)
Memo Plus Protection (Hong Kong)	YES933FM (Singapore)
TA Communications (Hong Kong)	International – Solomon Islands
International – Indonesia	Secretariat of the Pacific Community (Solomon Islands)
Adaro Energy (Indonesia)	International – Thailand
Burson-Marsteller (Indonesia)	Democratic Voice of Burma
CNN Indonesia	International - United States of America
Danone Group (Indonesia)	The American Museum of Natural History (New York)
Ernst & Young Indonesia	The Walls Contemporary Art
Indocement (Indonesia)	
Modelez (Indonesia)	
Ogilvy PR (Indonesia)	
PT Dyandra Promosindo (Indonesia)	
PT Mulia Group (Indonesia)	
PT Televisi Transformasi Indonesia	

APPENDIX 17
UQ STUDY ABROAD FOR JOURNALISM AND
COMMUNICATION PROGRAMS

Semester / Year	Program	Number of exchanges	Overseas Institution
2 / 2015	B Comm/BJ	2	Western University (Canada)
	B Journalism	5	Birmingham Kansas State University (2) California State University Nottingham
	BJ/BA	9	North Carolina Rutgers Edinburgh (2) Uppsala University of Geissen (Germany) Royal Holloway Sciences Po Uppsala
	BJ/B Laws	1	University of Copenhagen
	BJ/B Laws (Hons)	1	North Carolina
1 / 2015	B Communication/BJ	1	Leeds
	BJ/BA	5	SUNY, Stony brook Freiburg Sciences Po University of British Columbia Bogazici
2 / 2014	B Communication/BJ	1	University of South Carolina
	B Journalism	6	Uni North Carolina University of Washington Universita Cattolica Del Sacro Cuore University Texas at Austin Leeds Royal Holloway
	BJ/BA	11	Freiburg Sussex California State University Uni. Pontificia Comillas (Spain) Edinburgh Leeds Amsterdam Toronto Massachusetts Boston College Uppsala
	BJ/B Laws	1	University of Texas at Austin

Semester / Year	Program	Number of exchanges	Overseas Institution
1 / 2014	BJ/BLaws	2	Exeter University College Dublin
	BJ/BA	7	Sciences Po Rutgers North Carolina Sussex Bogazici Connecticut Graz
2 / 2013	B Communication/BJ	3	University of North Carolina SUNY, Stony Brook Yonsei University
	B Journalism	2	Leeds North Carolina
	BJ/BA	8	Bergen Uni British Columbia Sciences Po Bogazici University of North Carolina California State University SUNY, Stony Brook University of Munich (LMU)
1 / 2013	BJ/BA	5	Exeter Leeds Uppsala Texas at Austin Charles University, Prague
	B Communication/BJ	1	Rutgers: State University of New Jersey

APPENDIX 18
ACADEMIC STAFF TEACHING AWARDS

Internal Awards

UQ Teaching Excellence Award

Associate Professor Sally Butler, 2014

UQ Excellence in Research Higher Degree Supervision Award

Associate Professor Bronwyn Lea, 2013

UQ Citation for Outstanding Contribution to Student Learning

Dr Judith Seaboyer, 2015
Associate Professor Brownyn Lea, 2013

UQ Excellence in Research Higher Degree Supervision Awards (Commendation)

Associate Professor Brownyn Lea, 2013

UQ Q-Index Award for RHD Completions

Dr Venero Armano, 2011

UQ Q-Index Award for Top 10 RHD Load

Dr Venero Armano, 2011

Dr Stuart Glover, 2011

Associate Professor Bronwyn Lea, 2011

Arts/HASS Faculty Teaching Award

Dr Andrea Bubenik, 2012

Dr Kim Wilkins, 2011

HASS Faculty Teaching Award for Programs that Enhance Learning

Dr Scott Downman, 2014

Arts/HASS Faculty Tutor Award

Dr Victoria Bladen, 2015

Dr Indy Clark, 2015

Dr Belinda Burns (Commendation), 2015

Dr Melanie McKenzie Postgraduate Teaching Excellence Award

Dr David Richard, 2015

Dr Belinda Burns (Commendation), 2015

External Awards

ALTC/OLT Citation for Outstanding Contribution to Student Learning

Associate Professor Jane Johnston, 2014

Associate Professor Bronwyn Lea, 2014

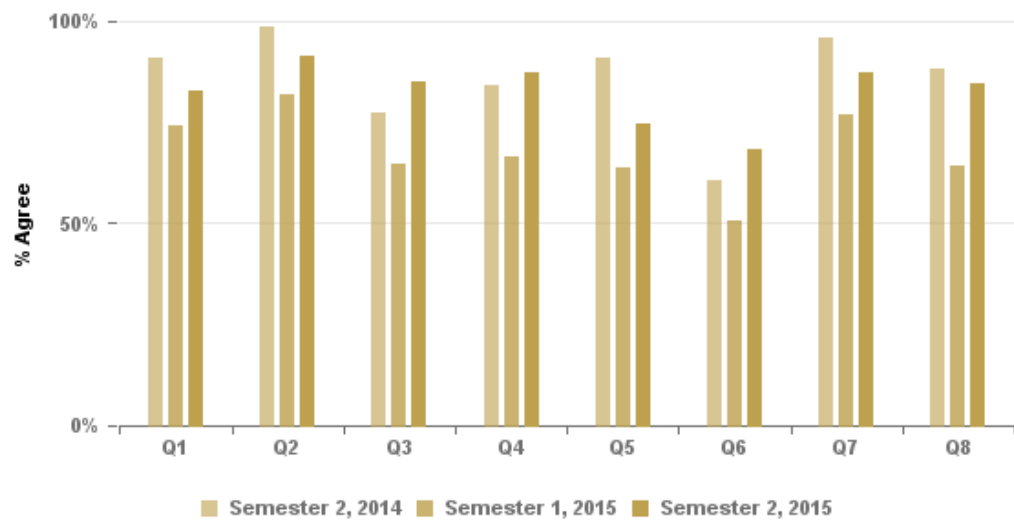
Associate Professor Jane Stadler, 2011

Associate Professor Roslyn Petelin, 2011

APPENDIX 19
SECAT ANALYSIS BY COURSE CODE SUBJECT AREA

Art History courses

The graph below shows the average scores for each SECaT question in Art History (ARTT) courses over the last three semesters.



ARTT courses showed an inverse trend compared to the School average. While School-wide average scores dropped in Sem 2, 2014, ARTT average scores increased. A similar inverse trend occurred the following semester: when School-wide average scores increased in Sem 1, 2015, ARTT average scores dropped. In Sem 2, 2015, however, ARTT courses showed a twenty percentage point increase in overall satisfaction from the previous semester.

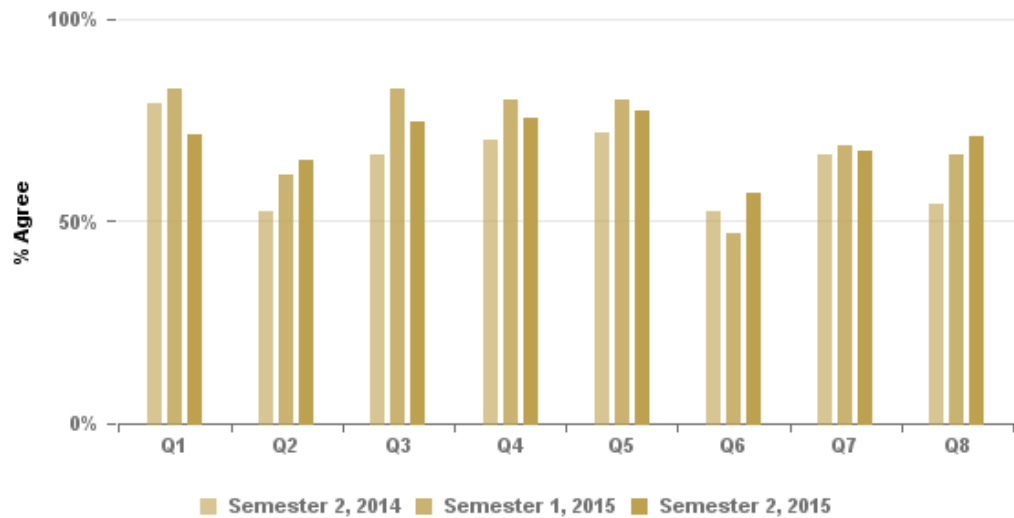
In both semesters of 2015 the highest scoring question for ARTT courses was Q2 (The course was intellectually stimulating) which scored 82% and 91% agreement from students. However, relatively low scores across three semesters for Q6 (I received helpful feedback on how I was going in this course) suggest needed improvement.

Individual ARTT courses with high overall course satisfaction in 2015 include ARTT2103 Australian Indigenous Art; ARTT3100 Readings in Art History on 94%; and ARTT2102 Renaissance Art on 85%.

ARTT courses identified as needing attention include ARTT2108 International Contemporary Art on 57%; ART2127 Australian Art 1770–1970 on 53%; and ART3117 Visual Arts Curating and Writing on 31%. These courses will have new coordinators in 2017.

Australian Studies courses

The graph below shows the average scores for each SECaT question in Australian Studies (AUST) courses over the last three semesters.

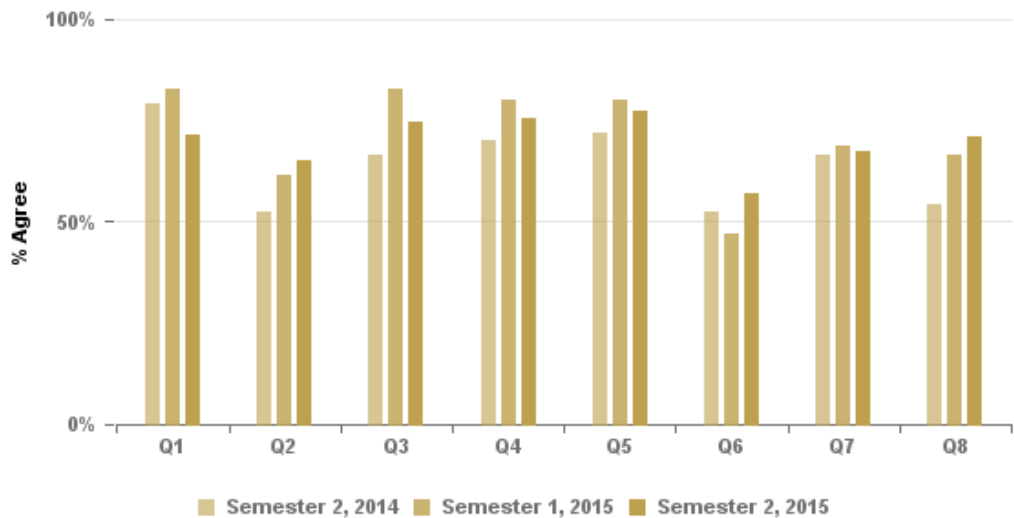


Trending against the School average, the highest scoring item for AUST courses in 2015 was Q5 (Assessment requirements were made clear to me). During this period AUST courses showed a modest semester-to-semester decrease across all questions, except Q2 (The course was intellectually stimulating) , Q6 (I received helpful feedback on how I was going in this course), and Q8 (Overall, how would you rate this course), which increased by three ,ten and five percentage points respectively; however, scores for these questions remain low and need attention.

The AUST course with the highest student satisfaction in Sem 2, 2015 was AUST1000 Contemporary Australia on 89% (up 18% since its offering in the previous semester). AUST2000 Australian Popular Culture dropped from 71% in Sem 1, 2015 to 59% in Sem 2, 2015.

Communication courses

The graph below shows the average scores for each SECaT question in Communication (COMU) courses over the last three semesters. During this period, response rates were below the UQ average but showed a steady increase at 25%, 33% and 35% respectively.



Individual COMU courses with high student satisfaction in 2015 included COMU2001 Social Strategies, Groups and Languages on 96%; COMU3006 Communication in Context on 94%; COMU2005 Media and Issues Management on 89%; COMU3005 Issues in Cultural Studies on 89%; COMU2012 Public Relations Strategies and Practice on 86%; and COMU2105 Celebrity Culture on 82%.

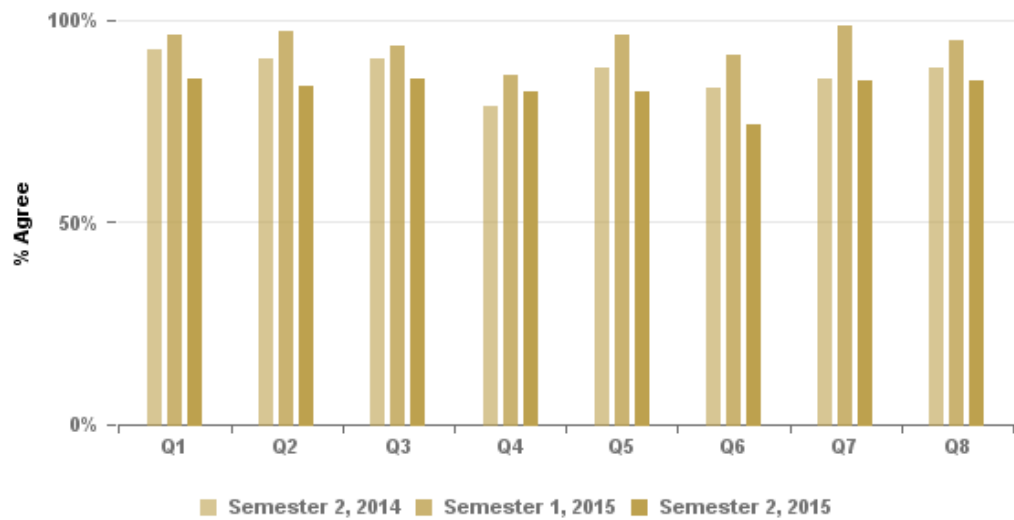
Postgraduate COMU courses performed particularly well with COMU7000 Communication for Social Change, COMU7002 Communication Project, COMU7016 Participatory Media Production, and COMU7311 International and Intercultural Communication, all on 100%. In 2015, COMU7013 Participatory Development Communication scored an overall satisfaction score of 92%; COMU7302 Issues and Crisis Management scored 89%; COMU7002 Communication Project scored 88%; and COMU7009 Thesis scored 83%.

A number of COMU courses have been identified as scoring low on overall satisfaction: COMU1999 Introduction to Visual Communication on 59% in Sem 1 (80% in Sem 2); COMU1152 Public Relations Writing on 53%; COMU3222 Mass Media, Spin and Public Opinion on 44%; COMU3000 Communication Research Project on 35%; and COMU2311 Communication for Social Change on 16%. Postgraduate COMU courses in need of attention include COMU7301 Introduction to PR Profession and Practice on 31% and COMU7014 Community Media and ICTs in Development and Social Change on 27%.

The restructured Bachelor of Communications will see the discontinuation of COMU1999 and COMU3000 and the renaming and revising of COMU3222. COMU2311, as well as COMU7301 and COMU7014, will have new coordinators in 2016.

Drama courses

The graph below shows the average scores for each SECaT question in Drama (DRAM) courses over the last three semesters. Response rates dropped from 65% in Sem 1, 2014 to 32% in Sem 2, 2014 but increased to 41% in Sem 1, 2015.

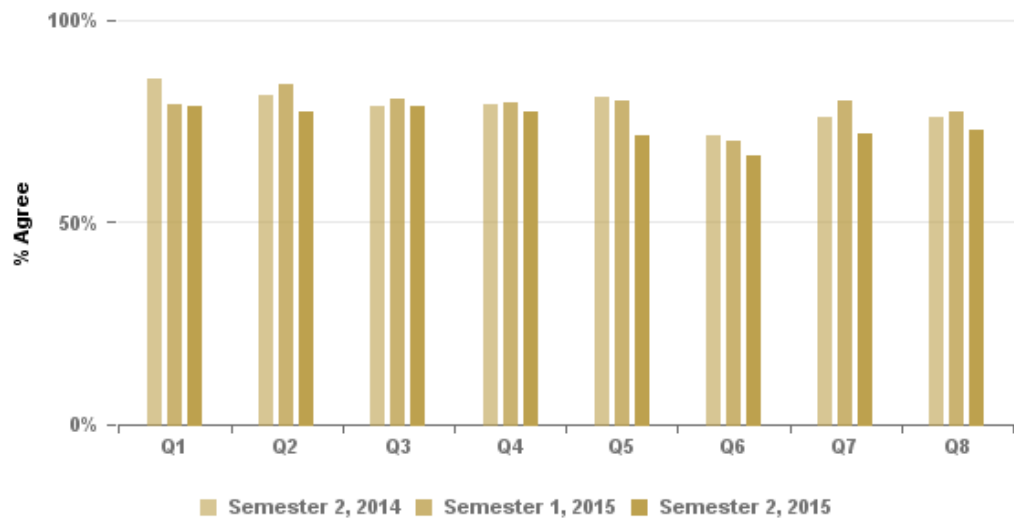


DRAM courses regularly receive high scores in the majority of questions, although semester 2, 2015 saw a drop in these scores. Prior to the latest semester, however, DRAM courses scored the highest average response in the question “Overall, how would you rate this course” with a Sem 1, 2015 average score of 95%.

DRAM courses received consistently high average scores and do not have any individual courses that have been identified for concern.

English Literature courses

The graph below shows the average scores for each SECaT question in English Literature (ENGL) courses over the last three semesters. Response rates from Sem 1, 2014 to Sem 1, 2015 were 45%, 35% and 40% respectively.



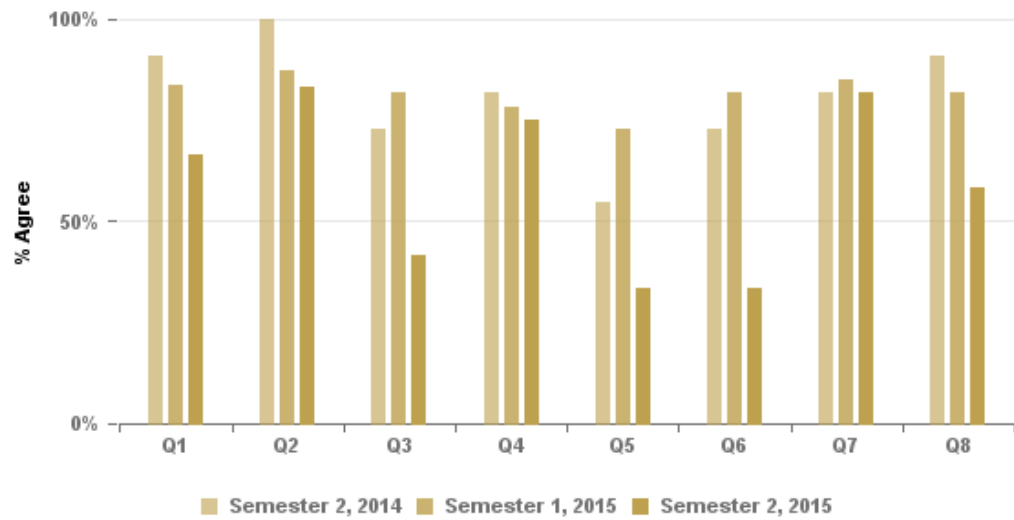
Although ENGL courses generally perform well, 2015 saw a slight semester-on-semester drop in average scores across all questions.

Individual ENGL courses with high student satisfaction in 2015 include ENGL2460 Poetry: In Defence of Imagination on 100%; ENGL2065 Jane Austen and Her Influence on 96%; ENGL3030 Adaptation: Studies in Transmission Between Cultures and Forms on 91%; ENGL3630 Critical Issues in Literature on 89%; ENGL2060 Introduction to Shakespeare on 87%; and ENGL3610 Major Texts: Current Issues on 82%.

ENGL courses identified as scoring relatively low on overall satisfaction in 2015 included ENGL1100 Introduction to Australian Literature on 68%; ENGL1800 Literary Classics: Texts and Traditions and ENGL2405 Thinking About Literature: Criticism and Theory , both on 67%; and ENGL3620 Current Issues in Australian Writing on 41%. In 2017 ENGL1100, ENGL2405, and ENGL3620 will all have new course convenors.

Gender Studies courses

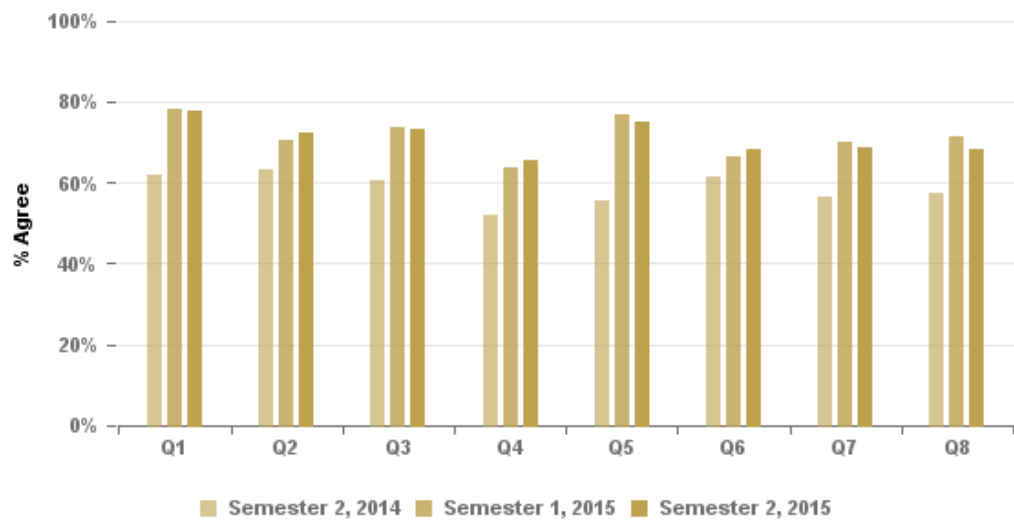
The table and graph below show the average scores for each SECaT question in Gender Studies (GEND) courses from Sem 1, 2014 to Sem 1, 2015. Response rates were 57%, 31% and 45% respectively.



Q2 (The course was intellectually stimulating) remains the highest scoring question, on average, in GEND courses, followed by Q7 (I learned a lot in this course). Sem 2, 2015 showed an unusually steep decline in scores for Q3 (The course was well structured), Q5 (Assessment requirements were made clear to me) and Q6 (I received helpful feedback on how I was going in the course). Possibly anomalous, it nevertheless warrants attention.

Journalism courses

The graph below shows the average scores for each SECaT question in Journalism (JOUR) courses over the last three semesters. Response rates from Sem 1, 2014 to Sem 1, 2015 were low at 27%, 28% and 36% respectively.



JOUR courses, on average, received very low scores in Sem 2, 2014, however, they improved in the following two semesters. The highest scoring item in Sem 2, 2015 was Q1 (I had a clear understanding of the aims and goals of this course) on 78%, while Q4 (the learning materials assisted me in this course) was the lowest on 65%.

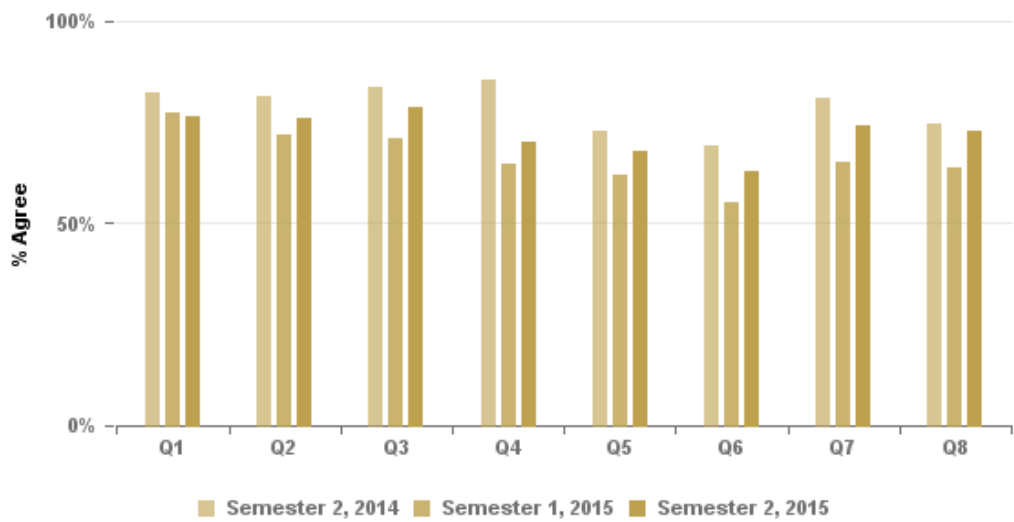
Individual JOUR courses with high student satisfaction in 2015 include JOUR3401 Independent Study in Journalism and Communication on 100%; JOUR3122 Field Study: Journalism and Communication on 94%; JOUR2221 International Journalism and Mass Communication on 93%; JOUR1112 Reporting on 92%; JOUR1710 Journalistic Investigation on 91%; JOUR2833 Visual Journalism on 87%; JOUR2822 Journalism in Sound on 81%.

At the postgraduate level, JOUR courses with high student satisfaction in 2015 included JOUR7500 Communication and Accountability on 94%; JOUR7292 Journalism and Communication Research on 90%; and JOUR7330 Introduction to Medical and Science Reporting on 83%.

JOUR courses identified as scoring low on overall satisfaction in 2015 included JOUR3111 Digital Journalism on 58%; JOUR2811 Journalism in Text on 53%; JOUR3290 Journalism and Mass Communication Research and JOUR3801 Journalism Internship, both on 50%; JOUR2711 Principles of Editing and Design on 48%; and JOUR2722 Social Media and Journalism and JOUR3222 Journalism Design, both on 41%.

Media Studies courses

The graph below shows the average scores for each SECaT question in MSTU courses over the last three semesters. Response rates from Sem 1, 2014 to Sem 1, 2015 were extremely low at 28%, 34% and 29% respectively.

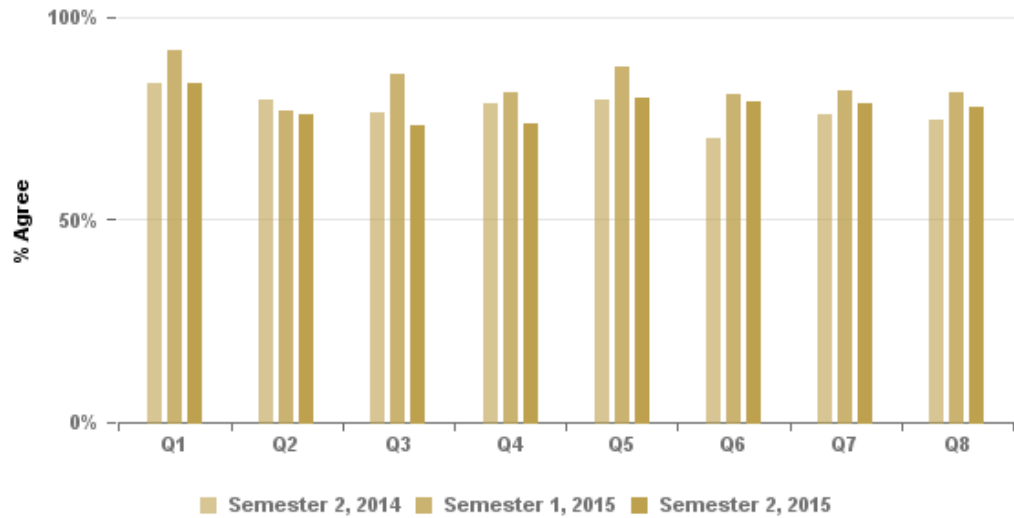


Individual MSTU courses with high student satisfaction in 2015 include MSTU3010 Studies in Aesthetics and the Creative Arts on 100%; MSTU2004 New Media: Ideas and Uses on 92%; MSTU3005 Critical Concepts in Film and Television on 88%; MSTU2005 Film Movements and Genres on 87%; and MSTU3000 Topics in Media Studies on 82%.

MSTU courses identified as scoring low on overall satisfaction in 2015 included MSTU2160 Film and Television History on 68%; MSTU2006 Australian Cinema on 67%; MSTU1000 Introduction to Media Studies on 64%; MSTU2140 Studies in Photography on 58%; MSTU2008 Television and Popular Culture on 54%; and MSTU2002 Language in the Media on 30%.

Writing courses

The graph below shows the average scores for each SECaT question in Writing (WRIT) courses over the last three semesters. WRIT courses saw a large gain in response rate with an increase of 21 percentage points from Sem 2, 2014 to Sem 1, 2015.



WRIT courses generally perform well across all questions, with Sem 1, 2015 being the semester that received the highest scores across all questions..

Individual WRIT courses with high student satisfaction in 2015 included WRIT3000 Writing: Advanced Project on 97%; WRIT2050 Creative Writing: Genre Fiction on 94%; WRIT2100 Creative Writing: Poetics on 92%; WRIT2120 Creative Writing: Screenwriting on 91%; and WRIT1110 Creative Writing: Narrative on 89%.

At the postgraduate level, WRIT courses with high student satisfaction in 2015 included WRIT6100 Writing the Poem, WRIT6110 Writing the Story, WRIT7050 Research for Fiction, and WRIT7070 Editing the Manuscript, all on 100%; WRIT7030 Professional Communication on 91%; WRIT7015 Issues in Contemporary Publishing on 88%; and WRIT7250 Advanced Writing: Grammar and Syntax and WRIT6120 Writing the Film Script, both on 82%.

WRIT courses identified as scoring low on overall satisfaction in 2015 included WRIT1005 Fundamentals of Writing on 70%; WRIT2000 Writing and Editing for the Professions on 69%; and WRIT2250 Writing: Grammar, Syntax and Style on 58%. At the postgraduate level low scoring WRIT courses included WRIT7005 Research Techniques on 63% and WRIT7025 Academic and Corporate Editing on 26%.

RESEARCH

APPENDIX 20
NOTES ON THE METHODOLOGY AND OUTCOMES
FOR GLOBAL RANKINGS

When we turn to the ‘subject’ global rankings our School inhabits two categories: ‘English Language and Literature’ and ‘Communication and Media’. ‘English Language and Literature’ brings together what ERA distinguishes as Literary Studies, and the Drama Studies and Creative Writing components of the 1904 FOR code, ‘Performing Arts and Creative Writing’; while ‘Communication and Media’, as noted above, brings together was is distinct as Communication and Media (2001), Cultural Studies (2002) and Film, Television and Digital Media (1902) in ERA.

In ‘English Language and Literature’ in QS Rankings UQ’s position deteriorated between 2013 and 2015 going from 18th to 43rd. While each of our national comparators–Melbourne and Sydney Universities–declined too over this period, none had as precipitous a decline. Yet in ERA 2015 we received (as did Melbourne and Sydney) a 5 in Literary Studies while holding our 4 in Performing Arts and Creative Writing.

A similar decline is evident in ‘Communication and Media’ where we went from 20th to 26th between 2013 and 2016. While we went from a 5 to a 4 in ERA Communication and Media code we held our 5 in Cultural Studies and our 4 in Film, Television and Digital Media.

International rankings Arts and Humanities

	2013	2014	2015	2016
QS Rankings Arts & Humanities (broad field)				
UQ	50	59	48	
Melbourne	19	24	18	
Sydney	20	21	14	
Glasgow	68	106	67	
Times Higher Education Rankings Arts & Humanities				
UQ		57	67	
Melbourne		13	19	
Sydney		20	18	
Glasgow		71	61	
US News Rankings Arts & Humanities				
UQ				84
Melbourne				32
Sydney				20
Glasgow				66

QS Rankings narrow subject

	2013	2014	2015
QS Rankings English Language and Literature (narrow subject)			
UQ	18	20	43
Melbourne	13	21	20
Sydney	12	19	18
Glasgow	35	30	38
QS Rankings Communication and Media Studies (narrow subject)			
UQ	20	25	26
Melbourne	14	22	26
Sydney	16	39	51-100
Glasgow	51-100	51-100	51-100

By these measures, in each of English Language and Literature, and Communication and Media subjects there is a downward trajectory. It should be noted, however, that there are inconsistencies between the Global measures and the national ERA measures. This is because global measures tend to lump together a number of Fields of Research (FORs) that ERA separates.

APPENDIX 21
NOTES ON THE METHODOLOGY FOR GLOBAL
RANKING AND THE ERA

Global rankings tend to lump together what are recognised as a number of different fields of research, and both these rankings and ERA are measures of University performance rather than organisational units. ERA rankings are the most comprehensive of any of the available research performance measures as they assess both traditional and non-traditional research outputs. By contrast School research performance measures, while providing an organisational unit snapshot relative to cognate Schools in the same Faculty and with comparator Schools nationally and internationally, only measure some School research outputs: they do not measure non-traditional research outputs. This is a particular issue for a School whose researchers contribute significantly in the NTRO space with curated exhibitions (including web-based exhibitions), catalogue essays, and creative works across Art History, Literary Studies, Performing Arts and Creative Writing and Film, TV and Digital Media. In addition, income generated for some kinds of research activities— notably exhibitions such as “Courting Blakness” and fellowships and residences such as at Varuna or TarraWarra Gallery do not show up as research income. University and Faculty measures of relative School performance need to be therefore read against the more comprehensive ERA assessments. This makes comparisons with ‘like’ Schools nationally and internationally more important. However, even here there are some difficulties as these Schools also suffer the same deficit in that their extensive non-traditional research outputs, in kind support through fellowships and residences, and income from exhibitions, likewise do not show up as research income.

ERA is built upon a methodology developed for allocating research projects for statistical purposes. This means that ordinary academic understandings of the discipline substantially but imperfectly match those of these FORs. UQ is a comprehensive University entering (like its counterparts at Melbourne and Sydney) the most FORs of the Australian universities. This is particularly so in the Humanities and Creative Arts Panel where there are a large number of FORs which decant into a number of medium-sized FORs (Literary Studies, Communication and Media, Historical Studies) and a number of smaller, more boutique FORs (Film, TV and Digital Media, Religion and Religious Studies, Art Theory and Criticism). This reflects the broader pattern within the Humanities to ‘split’ rather than, as in the Medical Research, lump research together into larger omnibus FORs.

In the 2015 ERA exercise, publication output from the School of Communication and Arts contributed significantly to two two-digit Divisions and six Fields of Research (FOR) at the four-digit level within these divisions. UQ entered 16 FORs at a four-digit level to the ARC Humanities and Creative Arts evaluation panel. Typically UQ FORs consist of outputs from a number of organisational units. Consequently

in 2005 Literary Studies research outputs were mostly drawn from the Schools of Communication and Arts, Languages and Cultures, and the Institute for Advanced Studies in the Humanities (formerly CHED and CCCS). It is therefore necessary to talk of the nature and amount of contribution to the Field of Research by different organisational units.

FoR Code	Field of Research
19	Studies in Creative Arts
20	Language, Communication and Culture
1901	Art Theory and Criticism
1902	Film, TV and Digital Media
1904	Performing Arts and Creative Writing
2001	Communication and Media
2002	Cultural Studies
2005	Literary Studies

APPENDIX 22
NOTES ON THE SCHOOL'S CONTRIBUTION TO
INDIVIDUAL FIELDS

In common with several other organisational units, the School of Communication and Arts is one among a significant number of contributors to the research fields it entered. For example, UQ's School of Psychology in ERA 2012 contributed 45 per cent of UQ's submission in 1701 Psychology. Communication and Arts's highest percentage contribution was in the smaller fields of 1901 Art Theory and Criticism at 76 per cent and 1902 Film, TV and Digital Media at 64 per cent. Of the larger fields it contributed to the School had slightly more than half the outputs in 2005 Literary Studies and slightly under half the outputs in 2001 Communication and Media. It contributed a little over one-third of the outputs to 2002 Cultural Studies and around a quarter of the output of 1904 Performing Arts and Creative Writing. Together these core School codes account for the bulk of the School's Research publication output. Members of the School contribute to various other FORs with the School having contributed to 5 per cent of the research outputs of each of 2103 Historical Studies and 1601 Anthropology.

School of Communication and Arts and HASS contributions to FORs

	CommArts	SLC	CHED	CCCS	Music	TOTAL
1901	76%					76%
1902	64%	19%	1%	10%		93%
1904	26%	5%			48%	79%
2001	46%	5%		8%		60%
2002	36%	10%	8%	39%		93%
2005	52%	31%	9%			92%

School of Communication and Arts contribution to main research fields

Field of Research	Weighted Outputs	% HASS Outputs	Contribution to FoR
1901 – Art Theory and Criticism	131.5	21%	76%
1902 – Film, Television and Digital Media	76.4	12%	64%
1904 – Performing Arts and Creative Writing	85.4	14%	26%
2001 – Communication and Media Studies	193.1	71%	46%
2002 – Cultural Studies	73.1	19%	36%
2005 – Literary Studies	176.6	28%	52%

School of Communication and Arts contribution to minor research fields

Field of Research	Weighted Outputs	% HASS Outputs	Contribution to FoR
1903 – Journalism and Professional Writing	14.1	6%	70%
2004 – Linguistics	4.5	2%	2%
2103 – Historical Studies	22.8	4%	5%
2201 – Applied Ethics	4.5	2%	2%
1505 – Marketing	4.3	2%	2%
1503 – Business and Management	3.3	1%	1%
1303 – Specialist Studies in Education	3.0	1%	1%
1608 – Sociology	3.0	1%	0%
1601 – Anthropology	14.7	2%	5%
1801 – Law	9.0	1%	2%
2204 – Religion and Religious Studies	7.0	1%	4%

APPENDIX 23
ERA SUB-CATEGORY CLASSIFICATION

Sub-categories of Original Creative Works

Research Output	Description
Visual art work	A research output such as a fine arts and crafts work, diagram, map, photographic image, sculpture or installation.
Design/Architectural work	Realised, constructed, fabricated or unrealised building and design projects. 'Unrealised' projects must have a statement that provides evidence of the research involved.
Textual work	Written creative work that is not eligible to be submitted as a book or journal article, such as a novel or art review. Exhibition catalogues and catalogue entries may be submitted in this sub-category.
Other	Original creative works that do not fit the other research outputs types. For example, scholarly editions; scholarly translations may be submitted under this sub-category, provided they meet the relevant eligibility criteria, including meeting the definition of research.

Sub-categories of the Live Performance of Creative Works

Research Output	Description
Music	New work or a demonstrably new or innovative interpretation or production of an existing work.
Play	New work or a demonstrably new or innovative interpretation or production of an existing work.
Dance	New work or a demonstrably new or innovative interpretation or production of an existing work.
Other	Other Live Performance of Creative Works not listed above. New work or demonstrably new or innovative interpretation or production of an existing work.

Sub-categories of Research Report for an External Body

Research Output	Description
Public Sector	A research report that has been undertaken for an Australian, state, territory, local, foreign or international government body or organisation.
Industry	A research report that has been undertaken for a company, industry organisation, industry peak body, or an employer/employee association.
Not-For-Profit	A research report that has been undertaken for a body or organisation operating in the not-for-profit sector.
Other	A research report undertaken for an organisation not covered by the above sub-categories.

Sub-categories of Recorded/Rendered Creative Works

Research Output	Description
Audio/Visual Recording	Research outputs presented in an audio-visual format, such as films, documentaries or audio-visual presentations.
Performance	Performances (in music, dance, theatre, etc.) that have been created specifically for a recorded medium.
Inter-arts	Recorded/rendered creative works, often experimental, produced in association with other researchers in other disciplinary fields.
Digital creative work	Digital creative works, including creative 3D models, digital outputs of architectural and design projects, computer programs, games and visual artworks.
Website/Web-based exhibition	These are eligible as recorded/rendered creative works if the eligible researcher is the creator of the creative works featured in the website. Curated web-based exhibitions of the creative work of others must be submitted as Curated or Produced Substantial Public Exhibitions and Events.
Other	Other recorded/rendered creative works not listed above.

Sub-categories of Curated or Produced Substantial Public Exhibitions and Events

Research Output	Description
Web-based exhibition	The curation and/or production of an internet website presenting a collection of creative works where the internet is the medium of the exhibited works.
Exhibition/Event	The curation and/or production of a collection of creative works exhibited together for the first time, in that particular arrangement, in a recognised gallery, museum, or event. This should be accompanied by a well-researched publication that includes the date and location of the exhibition.
Festival	The curation of a festival bringing together innovative work or existing works in an innovative format or through a theme that provides new perspectives and/or experiences.
Other	Curated or substantial public exhibitions and events that do not fit into the above sub-categories of the Curated or Produced Substantial Public Exhibitions and Events research output type.

APPENDIX 24
ERA-WEIGHTED PUBLICATION POINTS

ERA-weighted publication points per School 2010–2014

	2010	2011	2012	2013	2014
Communication and Arts	221.27	192.27	180.61	184.78	161.01
Education	76.63	97.48	132.16	181.19	148.65
Historical and Philosophical Inquiry	155.68	105.73	195.82	282.50	191.18
Languages and Cultures	80.53	80.71	116.84	140.25	71.90
Music	11.08	24.62	44.85	22.92	25.86
Political Science and International Studies	91.47	89.97	134.32	154.02	142.41
Social Science	82.93	70.96	81.24	135.62	124.82

Source: UQ reportal

ERA-weighted publication points by DEEWR category 2010–2014

	2010	2011	2012	2013	2014
A1 (Books)	81.67	60.83	50.00	38.33	30.00
B1 (Book Chapter)	69.51	64.68	55.98	72.35	51.73
C1 (Journal Article)	69.76	66.08	74.05	72.10	79.28
E1 (Conference Written Paper)	0.33	0.67	0.58	2.00	0.00
Total	221.27	192.27	180.61	184.78	161.01

Source: UQ reportal

APPENDIX 25
RESEARCH OUTPUTS

Research output by publication type 2010–2014

	2010	2011	2012	2013	2014
Book	19	16	9	12	5
Book Chapter	61	40	54	55	45
Journal Article	120	85	103	99	107
Conference Paper	3	7	20	12	7
Sum:	203	148	186	178	164

Source: UQ reportal

The calculations take into account all T&R, TF and RO staff employed at Level B or higher on a fixed-term or continuing appointment as at March 31 each year, and are expressed in terms of the number of Full-Time Equivalent (FTE) staff members.

Average DIISR category publication points per FTE academic staff member by School 2010–2014

	2010	2011	2012	2013	2014
Communication and Arts	2.12	1.89	1.85	1.99	2.07
Education	2.59	2.50	2.91	3.55	3.02
Historical and Philosophical Inquiry	3.59	2.01	3.98	4.93	3.95
Languages and Cultures	1.81	1.61	2.05	2.34	1.31
Music	1.18	1.46	2.10	1.30	1.64
Political Science and International Studies	2.43	1.84	2.52	2.91	2.89
Social Science	2.29	2.09	2.07	3.27	2.49

Source: UQ reportal

These figures represent the average DIISR Category Publication Points earned per Academic Staff Member (Level B and above). The calculations take into account all T&R, TF and RO staff employed at Level B or higher on a fixed-term or continuing appointment as at March 31 each year.

Recent Scholarly Monographs and Text Books

Scholarly Books

- Barnes, Diana. *Epistolary Community in Print, 1580–1664*, Ashgate, 2013.
- Bubenik, Andrea. *Reframing Albrecht Dürer*, Ashgate, 2013.
- Carter, David. *Always, Almost Modern: Australian Print Cultures and Modernity*, Australian Scholarly Publishing, 2013.
- Chua, Brandon. *Ravishment of Reason: Governance and the heroic idioms of the late Stuart stage, 1660–1690*, Lanham, MD: Rowman & Littlefield, 2014.
- Clement, Jennifer. *Reading humility in early modern England*, Farnham, England: Ashgate, 2015.
- Koutsourakis, Angelos. *Politics as Form in Lars von Trier: A Post-Brechtian Reading*. New York: Bloomsbury, 2013.
- Liu, Shuang. *Identity, hybridity and cultural home: Chinese migrants and diaspora in multicultural societies*. London: Rowman and Littlefield International, 2015.
- Liu, Shuang; Gallois, Cindy & Volcic, Zala. *Introducing Intercultural Communication: Global Culture and Contexts*, 2nd Edition, Sage, 2015.
- Looser, Diana. *Remaking Pacific pasts: History, memory, and identity in contemporary theater from Oceania*. Honolulu, Hawaii: University of Hawaii Press, 2014.
- Louw, Eric and Carah, Nicholas. *Media and society: Production, content and participation*. London, United Kingdom: Sage, 2015.
- Magagnoli, Paolo. *Documents of Utopia: The Politics of Experimental Documentary*. Columbia, CA, United States: Columbia University Press, 2015.
- Mules, Warwick. *With Nature: Nature philosophy as poetics through Schelling, Heidegger, Benjamin and Nancy*. Intellect, 2014.
- Nannicelli, Ted. *A Philosophy of the Screenplay*. London: Routledge 2013.
- Obijiofor, Levi. *New technologies in developing societies: From theory to practice*. Houndmills, Hampshire, United Kingdom: Palgrave Macmillan, 2015.
- Pensalfini, Rob. *Prison Shakespeare: For these deep shames and great indignities*. London: Palgrave Macmillan, 2015.
- Scott, Alison V. *Literature and the idea of luxury in early modern England*. Surrey, England: Ashgate Publishing, 2015.
- Thomas, Pradip Ninan and van de Fliert, Elske. *Interrogating the theory and practice of communication for social change: The basis for renewal*. Basingstoke, United Kingdom: Palgrave Macmillan, 2015.
- Tompkins, Joanne. *Theatre's Heterotopias: Performance and the cultural politics of space*. Palgrave Macmillan, 2014.
- Whitlock, Gillian *Postcolonial life narratives: testimonial transactions*. Oxford, United Kingdom: Oxford University Press, 2015.

RHD Theses into Books

- Block, Elena. *Political communication and leadership: Mimetisation, Hugo Chavez and the construction of power and identity*. Abingdon, Oxon, United Kingdom: Routledge, 2015.

Clark, Indy. *Thomas Hardy's pastoral: An unkindly May*. New York, NY United States: Palgrave MacMillan, 2015.

Gil, Steven. *Science wars through the Stargate: Explorations of science and society in Stargate SG-1*. Lanham, MD, United States: Rowman & Littlefield, 2015.

Lindop, Samantha. *Postfeminism and the fatale figure in neo-noir cinema*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2015.

Logan, Elliott. *Breaking Bad and Dignity*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2015.

Potter, Anna. *Creativity, culture, and commerce producing Australian children's television with public value*. Bristol, United Kingdom: Intellect, 2015.

Edited Books

Cognitive media theory. Edited by Ted Nannicelli and Paul Taberham. New York, United States: Routledge, 2014.

Courting blakness: Recalibrating knowledge in the sandstone university. Edited by Fiona Foley, Louise Martin-Chew and Fiona Nicoll. St. Lucia, QLD, Australia: UQP, 2015.

Mothers at the margins: stories of challenge, resistance and love. Edited by Lisa Raith, Jenny Jones and Marie Porter. Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2015.

Place and progress in the works of Elizabeth Gaskell. Edited by Lesa Scholl, Emily Morris and Sarina Moore Farnham. Surrey, England: Ashgate, 2015.

Re-Reading Derrida: Perspectives on Mourning and Its Hospitalities. Edited by Tony Thwaites and Judith Seaboyer Lanham, MD: Lexington-Rowman and Littlefield, 2013.

Supernatural and secular power in early modern England. Edited by Marcus Harnes and Victoria Bladen Farnham, Surrey, England: Ashgate Publishing, 2015.

The Cinema of Theo Angelopoulos. Edited by Angelos Koutsourakis and Mark Steven. Edinburgh: Edinburgh University Press, 2015.

Scholarly Edition

Osborne, Roger and Eggert, Paul. *Under Western Eyes by Joseph Conrad*. Cambridge, United Kingdom: Cambridge University Press, 2013.

Scholarly Edition (Web-Based)

The Joseph Furphy Digital Archive, editor Roger Osborne, AustLit, University of Queensland, launched 20.8.2015 <http://www.austlit.edu.au/furphy> Launched 20.8.2015

Secondary English Text books

Bladen, Victoria. *Measure for Measure by William Shakespeare*. Melbourne, VIC, Australia: Insight Publications, 2015.

Exhibition Catalogue

Five centuries of melancholia. Edited by Andrea Bubenik. St. Lucia, QLD, Australia: The University of Queensland Art Museum, 2014.

Recent Creative Works by Staff

Armanno, Venero. *Black Mountain*. UQP, 2012

Carleton, Stephen. *The Turquoise Elephant*. Dir. Gale Edwards. Griffin Theatre Company. Stables Theatre, Kings Cross, Sydney. 14 October–26 November, 2016. Performance.

Carleton, Stephen. *Bastard Territory*. Dir. Ian Lawson. Queensland Theatre Company presenting a JUTE Theatre Company and Knock-em-Down Theatre production. Bille Brown Studio, Brisbane. 6–16 April, 2016. Performance.

Hospital, Janette Turner. *The Claimant*. Sydney South, NSW Australia: Harper Collins, 2014.

Lea, Bronwyn. *The Deep North*. George Braziller Inc, 2013.

Marsh, Victor. *The boy in the yellow dress*. Melbourne, VIC, Australia: Clouds of Magellan Press, 2014.

McDonald, Donna. *The art of being deaf: A memoir*. Washington, DC, USA: Gallaudet University Press, 2014.

Newsome, Richard. *The house of puzzles*. Melbourne, VIC, Australia: Text Publishing, 2014.

Wilkins, Kim. *Daughters of the storm*. Sydney, Australia: Harlequin Mira, 2014.

Wilkins, Kim. *The Year of Ancient Ghosts*. Ticonderoga, 2013.

Wilkins, Kim. (writing as Kimberley Freeman) *Ember Island*. Hachette Livre, 2013 (other editions in US and Germany).

Wilkins, Kim. (writing as Kimberley Freeman) *Evergreen Falls*. Sydney, NSW, Australia: Hachette Australia, 2014.

Wilkins, Kim. (writing as Kimberley Freeman) *Lighthouse Bay*. Hachette Livre, 2012 (other editions in US, UK, Germany, Latvia, Hungary, Lithuania, Poland).

White, Jessica. *Entitlement*. Penguin, 2012

Recent Creative Works by RHD students

Alfonso by Felix Calvino. Australian Scholarly Publishing 2012. Award: MPhil 2012

Art of being deaf: A memoir by Donna McDonald. Gallaudet University Press 2014. Award: PhD 2011

Bay of Fires by Poppy Gee. Hachette Livre 2013. Award: MPhil 2011

Dust by Yvonne Adhiambo Owuor. Knopf 2014. Award: MPhil 2014

Fleeing Herod: A Journey Through Coptic Egypt with the Holy Family by James Cowan. Paraclete Press 2013. Award: Current PhD Student

Ghost Wife by Michelle Dicoski. Black Inc 2013. Award: PhD 2010

Machina by Richard Jordan. Playlab 2014. Award: PhD 2015

Motherland by Katherine Lyall-Watson. Playlab Press 2013. Award: PhD 2013

Over the Water by William Lane. Transit Lounge 2014. Award: PhD 2012

Curated Exhibitions 2014–2015

2015

Pierre Huyge: TarraWarra International 2015
Curators: Dr Amelia Barikin and Victoria Lynn
29 August–22 November 2015

Cross Pose: Body Language Against the Grain
Curator: Dr Sally Butler
UQ Art Museum 15 May–9 August 2015

The Keeper: Memories of Rural Life
Artwork by Peta Warner
Curators: Dr Sally Butler and Kerry Gillett
Warwick Art Gallery, Cunnamulla Fella Centre Art Gallery
Moree Plains Gallery, Gympie Regional Gallery 29 October 2015–20 August 2016

Hung out to Dry: Space, Memory and Domestic Laundry Practices
Drs Allison Holland, Naomi Stead and Kelly Greenop Curators
UQ Art Museum 21 March–10 May 2015

2014

Five Centuries of Melancholia
Curator: Dr Andrea Bubenik
UQ Art Museum, 30 August–30 November 2014

Remembering Brian and Marjorie Johnstone's Galleries
Curator: Dr Nancy Underhill
UQ Art Museum 31 May–17 August 2014

APPENDIX 26
CO-AUTHORSHIP

School of Communication and Arts single author and co-authorship 2012–2014

2012			2013		2014	
Books	Number of Authors	Frequency	Number of Authors	Frequency	Number of Authors	Frequency
	1	6	1	6	1	3
	2	1	2	0	2	1
	3	1	3	0	3	1
	4	0	4	0	4	0
	5	0	5	0	5	0
Book Chapter	Number of Authors	Frequency	Number of Authors	Frequency	Number of Authors	Frequency
	1	28	1	25	1	32
	2	3	2	8	2	8
	3	1	3	1	3	2
	4	1	4	2	4	0
	5	0	5	1	5	0
Journal Article	Number of Authors	Frequency	Number of Authors	Frequency	Number of Authors	Frequency
	1	45	1	53	1	55
	2	14	2	15	2	19
	3	1	3	6	3	8
	4	1	4	2	4	2
	5	0	5	2	5	1
	6	1			8	1
					10	1
Conference Written Paper	Number of Authors	Frequency	Number of Authors	Frequency	Number of Authors	Frequency
	1	0	1	4	1	7
	2	2	2	3	2	0
	3	2	3	3	3	0
	4	0	4	1	4	0
	5	1	5	0	5	0
			9	1	9	1

Source: UQ Library

HERDC 2014 by School, Category, Author Count and Frequency

Languages & Cultures			Communication & Arts		Historical & Philosophical Inquiry	
Books	Number of Authors	Frequency	Number of Authors	Frequency	Number of Authors	Frequency
	1	6	1	3	1	14
	2	0	2	1	2	1
	3	0	3	1	3	0
	4	0	4	0	4	0
	5	1	5	0	5	0
Book Chapter	Number of Authors	Frequency	Number of Authors	Frequency	Number of Authors	Frequency
	1	20	1	32	1	33
	2	7	2	8	2	0
	3	1	3	2	3	0
	4	0	4	0	4	0
	5	0	5	0	5	1
Journal Article	Number of Authors	Frequency	Number of Authors	Frequency	Number of Authors	Frequency
	1	27	1	55	1	56
	2	12	2	19	2	11
	3	5	3	8	3	0
	4	4	4	2	4	1
	5	0	5	1	5	0
			8	1	6	0
			10	1	7	1
Conference Written Paper	Number of Authors	Frequency	Number of Authors	Frequency	Number of Authors	Frequency
	1	2	1	7	1	2
	2	0	2	0	2	1
	3	0	3	0	3	0
	4	0	4	0	4	0
	5	0	5	0	5	0
	10	1	9	1	52	1
	52	1				

Source: UQ Library

APPENDIX 27
RESEARCH INCOME

Benchmarked total research income

	2009	2010	2011	2012	2013
UQ SCA	\$1,929,785	\$790,574	\$1,178,624	\$1,384,955	\$1,369,966
Melbourne	\$1,487,419	\$2,062,679	\$2,847,787	\$2,391,390	\$2,379,967
Sydney	\$1,942,066	\$1,756,164	\$2,521,465	\$2,367,024	\$2,144,192
Glasgow*	£5,361,279	£4,611,427	£6,549,887	£6,145,381	£5,896,137
Ohio State Department of Communication reported USD\$3,265,330 in research grants from 2011–2015					

*University-wide fields of English Language and Literature; Art and Design: History, Practice & Theory; Music, Drama, Dance and Performing Arts; Communication, Cultural and Media Studies, Library and Information Management

Source: Go8 Research-data Sharing; UK Research Excellence Framework <http://www.ref.ac.uk/>

Average external research income per FTE by School 2010–2014

	2010	2011	2012	2013	2014
Communication and Arts	\$11,835	\$18,344	\$20,594	\$20,524	\$20,844
Education	\$70,055	\$83,847	\$85,043	\$68,056	\$81,100
Historical and Philosophical Inquiry	\$24,909	\$21,533	\$9,906	\$8,003	\$24,124
Languages and Cultures	\$20,561	\$19,643	\$16,027	\$8,511	\$13,802
Music	\$10,326	\$37,746	\$24,045	\$8,125	\$21,147
Political Science and International Studies	\$41,336	\$49,101	\$59,784	\$49,069	\$60,257
Social Science	\$90,004	\$142,612	\$120,294	\$101,191	\$63,033
Average across schools	\$32,346	\$44,941	\$42,981	\$35,212	\$38,920

Source: UQ reportal

These figures represent the average Research Income per Full-Time Equivalent (FTE) Academic Staff Member (Level B and Above). The calculations take into account all T&R, TF and RO staff employed at Level B or higher on a fixed term or continuing appointment as at March 31 each year, and are expressed in terms of the number of Full-Time Equivalent (FTE) staff members

APPENDIX 28
AUSTRALIAN RESEARCH COUNCIL GRANTS

ARC National Competitive Grants

Grant Type	2010	2011	2012	2013	2014	2015	2016
Discovery	1	1		3	2		1
DECRA		1		1			1
Prof Fellowship	1						
Future Fellowship							
ARC Linkage	1	1	1				
ARC LIEF	2	1	1	1	1		
Totals	5	4	2	5	3	0	2

Source: UQ Reportal; Australian Research Council

ACIAR Grants

	2010	2011	2012	2013	2014	2015
ACIAR	2	1	1	1	1	1

Source: UQ Reportal; Australian Centre for International Agricultural Research

Unsuccessful ARC grant application summary 2010–2016

Unsuccessful applications	
DECRA	7
ARC Discovery	36
ARC Future Fellow	3
ARC Discovery DORA	1
ARC LIEF	1
ARC Linkage	7
Total	55

Source: UQ reportal

Australian Research Council Grants 2010-2016

2016

ARC Discovery Early Career Researcher Award

*WHITE, Jessica

Georgiana Molloy, Life Writing and Environment in 1830s Western Australia

DE160100238

\$313,000

This project aims to use ecobiography, a mode of life-writing that details the relationship of a person with their environment, to prompt a reconsideration of the anthropocentric relationship between humans and non-humans in a settler colony. Through analysis of archival and contemporary writing on the environment of 1830s south-west Western Australia, it aims to illuminate interactions between botanist Georgiana Molloy, the Noongar people and plants. The resulting monograph will be designed to demonstrate how syntheses of the sciences and humanities can respond creatively to environmental deterioration. The project also intends to contribute to recent scholarship on Aboriginal agency and land management practices.

ARC Discovery

*WILKINS, Kim; *CARTER, David J; Driscoll, E. & Fletcher, L.

Genre worlds: Australian popular fiction in the 21st century

DP160101308

\$316,000

This project intends to conduct a systematic examination of 21st-century Australian popular fiction, the most significant growth area in Australian trade publishing since the turn of the century. Its three areas of investigation are the publishing of Australian popular fiction; the interrelationships between Australian popular fiction and Australian genre communities; and the textual distinctiveness of Australian popular novels in relation to genre. Research is designed to centre on 30 novels across three genres, building a comprehensive picture of the practices and processes of Australian popular fiction through detailed examination of trade data, close reading of texts, and interviews with industry figures.

2014

ARC Discovery

*JACOBS, Jason; *BONNER, Frances J & Hilmes, M.

The Persistence of Television: how the medium adapts to survive in the digital world,

DP140100932

\$307,000

The project investigates the way television program content modulates over time to retain audiences, even when the audience itself fragments across different reception technologies. It explores the substantial degree of stability in both fiction and non-fiction programming by considering a range of British, Australian and American texts which have been altered to remain relevant, been sequentially adapted to reflect contemporary preferences, and been made as local versions of international formats. It uses empirical and qualitative methods to compare programs from the beginning of mass broadcast television in Australia, the UK and the US. Outcomes will include a scholarly monograph and several articles.

ARC Discovery

*TURNER, Graeme; Bennett, T.; Rowe, D.; Noble, G.; Waterton, E.; Stevenson, D.;

Rowse, T. & CARTER, David J

Australian Cultural Fields: National and Transnational Dynamics (ARC Discovery

Project led by the University of Western Sydney)

DP140101970

\$161,700

This interdisciplinary project investigates the shaping of Australian art, literary, media, sport, and heritage fields, individually and collectively, by the changing national and transnational environment since the 1994 national cultural policy Creative Nation. Like Creative Nation, its primary focus is on the relation between these fields and the nation, but also pays particular attention to the distinctive forms of cultural capital associated within and across these fields, especially ethnic cultural divisions and the distinctive presence of Indigenous culture. This project's empirical application and assessment of the concept of the 'cultural field' will contribute to the international development of cultural theory.

ARC Linkage Infrastructure, Equipment and Facilities

*TOMPKINS, Joanne E; Meyrick, J.; Roddick, J.; Holledge, J.; Bollen, J.; *KELLY,

Veronica E; Casey, M.; Hassall, N.; Erskine, S.; Fensham, R.; Eckersall, P.; Varney, D.;

D'Cruz, G. & others

AusStage, Phase 5: Australian live performance and the world - global networks, national culture, aesthetic transmission (ARC LIEF Grant administered by the Flinders University of South Australia)

LE140100024

\$66,000

AusStage Phase 5: Australian live performance and the world – global networks, national culture and aesthetic transmission: AusStage stimulates new approaches to collaborative research and pioneers innovative methodologies for researching live performance in Australia. However, the creativity of Australian artists extends beyond national borders. This project will internationalise AusStage by: developing new methodologies for analysing aesthetic transmission between Australian and international artists; collaborating with international partners to share data and enable research across national borders; and extending the data set to support research on global markets, international distribution and cultural diplomacy. New developments will support innovative research on live performance of international significance and collaborations with international partners.

2013

ARC Discovery Early Career Researcher Award

*GARVEY, Nathan

The Australian Penal Colonies and British Print Culture, 1786-1900,

DE130101179

\$289,185

This project is the first comprehensive investigation of the literature surrounding convict transportation and the Australian penal colonies, and its relationship to British print culture in the nineteenth century. Grounded in empirical research, the project will foster a new understanding of a foundational aspect of Australian cultural history.

ARC Discovery

*LEACH, Joan; *BURNS, Maureen E & Coleman, R.

'Frontiers of Australian Science Popularisation

DP130100623

\$125,000

This project details Australia's role in science popularisation in the 1960s and 1970s, when the boundary between science fiction and science fact was often blurred. The project will explore how popular science of that era framed today's crucial issues of climate change, overpopulation and space exploration.

ARC Discovery

*DURING, Simon C & O'CONNELL, Lisa M

Secularization and British Literature, 1600-1800

DP130102381

\$170,000

This project uses a new model of European secularisation, to develop an innovative account of British literary history in the 17th and 18th centuries. It shows that important literary movements and genres in the period knew no opposition between religion and secularity, thereby enabling a more nuanced understanding of secularisation.

ARC Discovery

O'REGAN, Thomas A

Media Transformation in its Australian and International Contexts: Analysis and Theory-building

DP130101455

\$247,748

This project provides a new perspective on historical and contemporary media by exploring the multifaceted character of Australian media transformation since the introduction of television. It examines the changing relations among media and the roles played by particular cities and their screen production facilities, infrastructures and creative processes.

ARC Linkage Infrastructure, Equipment and Facilities

*KILNER, Kerry; *CARTER, David J; Eggert, P.; Ommundsen, W.; Mead, P.; Mallan, K.; Douglas, K.; Arnold, J.; Minter, P.; Dale, L.; *WILKINS, Kim; Ikin, V.; McMahon, E. & others

The AustLit Resource: supporting research in studies of Australian literary and narrative cultures

LE130100131

\$645,000

AustLit traces the history of Australia's engagement with the art of story by creating an innovative web-based environment where all aspects of literary history can be explored, analysed and shared. The 2013 program will broaden AustLit's information base in areas ranging from contemporary multi-lingual publishing to publishing in the colonial era.

2012

ARC Linkage Infrastructure, Equipment and Facilities

*CARTER, David J; Eggert, P.; Ommundsen, W.; Mead, P.; Mallan, K.; Taylor, C.; Douglas, K.; Arnold, J.; Leane, J.; Minter, P.; Dale, L.; *WILKINS, Kim; Ikin, V. & others
Humanities in the digital age: infrastructure for Australian literary studies, publishing studies, and Aboriginal and Torres Strait Islander studies

LE120100106

\$270,000

AustLit is a comprehensive digital resource providing quality, searchable information for researchers, teachers, students and the general public in the broadly defined areas of Australian literature and print culture. New funding will support enhanced content creation and research capacity and the transition of AustLit to an open access platform.

ARC Linkage

*HEBBANI, Aparna; Khawaja, N.; Colic-Peisker, V.; *OBIJIOFOR, Levi M & GALLOIS, Cynthia

Refugees' employment aspirations and inter-generational communication about future occupational pathways

LP120200076

\$123,235

This project is the first to investigate the long-term employment aspirations of recently arrived refugees and how they communicate them to their children. Findings will inform policy and service delivery aimed at helping these people to achieve the potential they bring to Australia.

2011

Discovery

*STADLER, Jane; *MITCHELL, Peta R & *CARLETON, Stephen J,
A Cultural Atlas of Australia: Mediated Spaces in Theatre, Film, and Literature

DP110100309

\$165,000

A cultural atlas of Australia: mediated spaces in theatre, film, and literature is an interdisciplinary research project that investigates the cultural and historical significance of location and landscape in Australian cinema, plays and novels. Outcomes include a co-authored research monograph and an interactive online map.

Discovery

*SMITH, James B

Modernism and the British Secret State

DP110100833

\$255,000

The purpose of the project is to explore interactions between modernist culture and intelligence agencies such as Military Intelligence, Section 5. It opens an exciting new field for modernist scholarship, and the resulting book will make an important contribution to the broader understanding of the process of government surveillance and its impact upon literature and culture.

Linkage Infrastructure, Equipment and Facilities

*CARTER, David J; *KILNER, Kerry; Eggert, P.; Ommundsen, W.; Mead, P.; Mallan, K.; Taylor, C.; Douglas, K.; Arnold, J.; Leane, J.; Minter, P.; Dale, L.; *WILKINS, Kim & others

Digital humanities practice in Australian literary studies: data development, structural enhancement and open access innovation - AustLit phase 4

LE110100198

\$600,000

AustLit is a comprehensive digital resource providing quality, searchable information for researchers, teachers, students and the general public in the broadly defined areas of Australian literature and print culture. This new phase of the database will support enhanced content creation and research capacity and will allow AustLit to change to a completely open access platform.

ARC Linkage

*PETELIN, Roslyn M & Mckinnon, C.,

Plain language practices in an Australian local government organisation,

LP110100683

\$51,154

Governments have unsuccessfully tried to eliminate bureaucratic language from their documents for many years. This project will examine a local government organisation's writing practices to discover why plain language has not been achieved and recommend strategies to address the problem in the researched organisation and at a broader scale.

2010

Discovery ARC Professorial Fellowship

Prof. Gillian Whitlock,

Inhumanities: Asylum seeker letters and the precarious human rights of contemporary life narrative,

DP1092569

\$518,000

Letters exchanged between asylum seekers and activists between 2001-05 are a powerful repository of cross cultural exchange and political activism in Australia this century, and they offer unique insights into debates about citizenship and national identity in the very recent past. When read as a distinctive genre of life narrative, these letters and the epistolary communities which they engender are important new resources in current scholarship on human rights and testimony. This project will make a vital and distinctive Australian contribution to debates about representations of the human and the inhuman in contemporary literature.

Discovery

Prof Jason Jacobs,

Worldwide: the history of the commercial arm of the BBC,

DP1095328

\$218,000

This project will result in a greater historical understanding of how state funded public service broadcasters develop and manage their commercial operations. The BBC's commercial arm was emulated by public service broadcasters across the world, not

least by the Australian Broadcasting Corporation which was also a key client and partner. This history will enhance our understanding of public service broadcasting by examining the industrial and cultural innovations that are needed if the delivery of public content in Australia is to survive in a highly privatised digital environment.

Linkage Infrastructure, Equipment and Facilities

FOTHERINGHAM, Richard A; *TOMPKINS, Joanne E; *CARTER, David J;

O'REGAN, Thomas A; HUNTER, Jane; Mallan, K.; Patterson, A.; Taylor, C.; Webby, E.; Haskell, D.; Ikin, V.; Mead, P.; Douglas, K. & others,

eResearch Infrastructure for Humanities Scholars: facilitating literary and narratives studies; children's and popular fictions and film/TV studies

LE100100079

\$520,000

AustLit provides enhanced information about Australian narrative cultures to all researchers and information seekers throughout Australia and internationally. It serves the needs of students, teachers and academic researchers at all levels studying in the broad area of Australian literary and narrative cultures. The proposed developments in 2010 will further enhance AustLit's value to many Australian communities with interests in Australian literary, audio visual and critical narratives. Its multi-dimensional approach to research support and facilitation ensures that it is connected to most current activity in the field and thereby continues to accrue benefits to the whole community as it develops.

Linkage Infrastructure, Equipment and Facilities

*TOMPKINS, Joanne E; Holledge, J.; Marlin, C.; Bollen, J.; Carlin, D.; Mullett, J.;

*KELLY, Veronica E; Burvill, T.; D'Cruz, G.; Erskine, S.; Hassall, N.; Milne, G.; Tait, P. & others

AusStage Phase 4: Harnessing collective intelligence and pioneering new visual methodologies for innovative research into Australian live performance (ARC LIEF administered by Flinders University)

LE100100028

\$31,500

AusStage is the Australian internet hub for research on live performance, linking researchers in universities, industry and government. It stimulates smart information use, promotes collaboration on innovative methodologies, integrates access to collections, and provides a substrate for excellent research in the humanities. AusStage meets the national need for public access to reliable information on live performance. Live performance attracts major transnational capital to Australia: its skills, innovation and creativity export Australian creativity abroad, and promote the strengths of Australian society to international audiences. The development of new performance is a key mechanism whereby Australia's national culture is generated and renewed.

ARC Linkage

*LEACH, Joan; *FITZGERALD, Richard D & Metcalfe, J.,

But does it work? Evaluation of science communication activities in Australia,

LP100100614

\$80,007

Public science communication activities such as talks, blogs, and social evenings are numerous and drawing larger audiences. But how do we measure their success? This project will collect existing evaluations and develop guidelines for science communication evaluation. The evaluation guidelines developed in this project will assist professional science communicators as well as researchers who wish to communicate the results of their scientific research, impacting a range of Australian audiences for science. This project aims to inform science communicators to create better science engagement activities, better ways of evaluating them, and, ultimately, audiences who are more engaged with the results of Australian scientific research.

APPENDIX 29
BENCHMARKED RHD COMPLETIONS

Benchmarked RHD completions

	2009	2010	2011	2012	2013
UQ SCA	24.50	19.65	28.50	18.00	36.39
Melbourne	65	0	39	46	41
Sydney	38	46	50	55	56
Glasgow*	26.00	23.00	24.50	28.25	25.37

**University-wide fields of English Language and Literature; Art and Design: History, Practice & Theory; Music, Drama, Dance and Performing Arts; Communication, Cultural and Media Studies, Library and Information Management*

Source: Go8 Research-data Sharing; UK Research Excellence Framework <http://www.ref.ac.uk/>

ENGAGEMENT

APPENDIX 30 SCHOOL ENGAGEMENT ACTIVITIES 2014-2015

Public Lecture

Daphne Mayo Public Lecture

George Watson Public Lecture

Henry Mayer Lecture 2015 - Re-Inventing the Media

Literature Policy

Lloyd Davis Memorial Public Lecture

Lynn Clark Lecture

S.W. Brooks Public Lecture

Steve Toltz In Conversation with Venero Armano

Seminars

"Debugging Science": On the Discursive Segregation of UFOs from Scientific Inquiry

"I wish I'd known..." expert tips and advice for the research commercialisation journey

Against Ion's Chain: Translatability in Gramsci's Prison Notebooks & In The Name of Women's Rights. The Rise of Femonationalism. An Evening with Professor Kevin Hart and his Poetry

Big Stories Small Towns Beaudesert: participatory media production and the construction of audience

BWF Seminars

Celevisation: The Mobilizations of the Television Screen

Children Lost to Leprosy: the Untainted Child

Contemporary artists' cinema and the politics of Utopia

Cross Pose - Body language against the grain

Crossing the Causeway: A Guide to Contemporary Malaysian and Singaporean Literature

'Divorce, not now'

EMSAH Postcompletion Fellows #2

Framing Suicidal Emotions in the Eighteenth-Century English Popular Press

Happily Ever After? Contemporary Australian Romance Publishing

Ibsen Under the Radar - Censorship and the practice of a global theatre classic

Identity, Hybridity and Cultural Home

Internet Governance Seminar

Interrogating the Theory and Practice of Communication for Social Change

Jane Garland: Printer to the Theatre Royal, Drury Lane; or, The Interstices of Eighteenth-Century Print Culture and Theatre History

Kenneth Slessor Film Critic and Smith's Weekly

Less Than Nothing is More Than Something

Making Sense of the South African Revolution Lost: 'Give them a chance journalism'

Medieval Literature: Double Seminar

NewsCubed: Journalism Through Design

Religion, Literature, and Humility

Research Higher Degree Seminar

Researching & writing about crime & corruption

Sojourner Cinema: cosmopolitan strangers and border crossings

Stateless cartography in Eric Ambler novels

Testimonial Transactions: Postcolonial Life Narratives - A conversation with Gillian Whitlock and Sue Best

The Claimant: A Brief Reading, Discussion and Q&A

The Making of a MOOC

The Narratively journey: Founder Noah Rosenberg shares his trip from journalist to entrepreneur

The Naturalist Theatrical Aesthetic of Bottle Episodes

The personal and communal in Edvard Munch (Peter Watkins, 1973)

The Politics of Cruelty: Artaudian Cinema and Dialectics

Visual Politics Roundtable Discussion: Body Language and Politics in the Arts

Voices of the faceless: Personalising stories of human tragedy

What do Thomas Hardy's poetry, cinema femme fatales, Hugo Chávez & Breaking Bad have in common?

Who Knew Too Much? Painful Indications and the Question of Sight

Will algorithmic playlist curation be the end of music stardom? On changing value creation models in the music economy

Witnessing Fever

Writing the Cinema Experience: The Aesthetics of the Film Review

Performances and Exhibits

AfterImages Showcase & Postcards 2014 Launch

Designing Social and Mobile Journalism Showcase

Headcase - Drama Production

Marat / Sade - Drama Production

Poster Showcase

Produced Queensland Shakespeare Ensemble performance of The Tempest

Public art installation and national symposium: Courting Blakness: Recalibrating Knowledge in the Sandstone University

Shakespeare in Prison

UQ Drama presents Shakespeare's Julius Caesar

Voices Inside/Out

Conference and Symposiums

Centre for Communication and Social Change Awards & Symposium

Communicating the Future Symposium

Conflict in History

Cosmopolitanism/Women's Writing/Biography Conference

Courting Blakness Symposium

Five Centuries of Melancholia

Reconciling Film Cultures Symposium

The 19th Annual School of Communication and Arts 2015 Work in Progress

Conference: Text, Creativity, Resistance

The Afterlives of Pastoral Conference 2014

Triple Oh! Symposium

WiP Conference 2014: The Life of Things

Information sessions

AfterImages -Master Classes

JACradio intensives

JACtv intensives

Navigating a media career: work, life and women

Qualitative Research Workshop with Emeritus Professor David Silverman

Social

Change Makers Magazine Launch

Cole Lawson Scholarship - Award Ceremony

Our Footprint - Dr Pearl Duncan, NITV

Queensland Film Festival Launch

APPENDIX 31 VISITING FELLOWSHIP SCHOLARS

S.W. Brooks Visiting Scholars

2015: Not awarded

2014: Dr David Malouf, Australian Author

2013: Professor Deidre Shauna Lynch, University of Toronto

2012: Professor Sidonie Smith, University of Michigan

2011: Professor Valerie Traub, University of Michigan

2010: Professor Rita Felski, University of Virginia

2009: Professor Donald Sassoon, Queen Mary University of London

2008: Professor Stephen M. Fallon, University of Notre Dame

2007: Professor Derek Attridge, University of York

2006: Dr Tiffany Stern, University College, Oxford

Lloyd Davis Memorial Visiting Scholars

2015: Professor Dymphna Callaghan, Syracuse University

2014: Professor Gil Harris, The George Washington University/Ashoka University

2013: Dr Farah Karim-Cooper, Shakespeare's Globe

2012: Professor Tom Bishop, University of Auckland

2011: Professor Richard Strier, University of Chicago

2010: Professor Lars Engle, University of Tulsa

2009: Professor Julie Sanders, University of Nottingham

2008: Professor Gordon McMullen, Professor of English, Kings College London

2007: Dr Paul Prescott, University of Warwick

2006: Professor Peter Donaldson, Massachusetts Institute of Technology

Daphne Mayo Visiting Scholars

2015: Not awarded

2014: Emeritus Professor Thomas Elsaesser, University of Amsterdam

2013: Professor Timothy Ingold, University of Aberdeen

2012: Professor Deborah Howard, University of Cambridge

2011: Professor Anne Marsh, Monash University

2010: Professor William Rothman, University of Miami

2009: Professor Ian McLean, University of Western Australia

2008: Professor Terry Smith, University of Pittsburgh

2007: Associate Professor James Meyer, Emory University, Atlanta

2006: Professor Roger Benjamin, University of Sydney

2005: Professor Leonard Bell, University of Auckland

2004: Jeremy Gilbert-Rolfe, Art Center College of Design, Pasadena

2003: David Jaffe, National Gallery, London

George Watson Visiting Scholars

- 2015: Associate Professor Mark Andrejevic, Pomona College
- 2013: Professor Maria Delgado, University of London
- 2011: Professor James English, University of Pennsylvania
- 2009: Professor Bonnie Kime Scott, San Diego State University
- 2007: Associate Professor Mark Sanders, New York University
- 2005: Professor Richard Freadman, La Trobe University

APPENDIX 32
READING AND RESEARCH DISCUSSION GROUPS

- Ancient Greek Drama Reading Group
- Contemporary Australian Novels by Women Reading Group
- Drama Reading Group
- Finnegan’s Wake Reading Group
- Literary Theory and Criticism Reading Group
- Michie Reading Groups
- Media Devices Reading Group
- Pastoral Reading Group





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