

# 2021 ANNUAL REPORT



The Institute for Social Science Research acknowledges the Traditional Owners and their custodianship of the lands on which The University of Queensland operates. We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

**INSTITUTE FOR  
SOCIAL SCIENCE RESEARCH**

The University of Queensland  
80 Meiers Road, Indooroopilly  
Queensland 4068 Australia

T +61 7 3346 7471

E [issr@uq.edu.au](mailto:issr@uq.edu.au)

[issr.uq.edu.au](http://issr.uq.edu.au)

# Contents

About the Institute for Social Science Research	3
Message from our Director	4
About ISSR: 2021 Snapshot	5
<b>Projects</b>	
Incorporating youth voice in program design	7
Designing and delivering evaluation for improved health and wellbeing outcomes	8
Supporting improved outcomes in higher education equity	9
Supporting a state-wide understanding of equity	10
Implementing respectful and supportive bereavement care when a baby dies	11
<b>People</b>	
Our Board	12
Our Executive Committee	12
Our staff	12
Our students	13
Our partners	13
<b>Training</b>	14
<b>Financials</b>	15

# About the Institute for Social Science Research



## VISION

Making meaningful difference to people's lives



## MISSION

We undertake transformational research to solve critical social challenges



## GOALS

1. Cultivate an enriching workplace culture
2. Innovate, collaborate and influence for impact
3. Deliver uncompromising quality in research and translation

## IMPACT AREAS

ISSR works to address pressing social science challenges across four key impact areas:

- Social Science of Policy and Practice
- Social Science of Health
- Social Science of Education
- Social Science of Innovation and Technology.

## OUR RESEARCH

ISSR's research is underpinned by cutting-edge social science methodologies including:

- advanced data analytics
- participatory and innovative qualitative research
- observational and biometric measurement techniques
- experimental research designs
- design and implementation of social intervention experiments and evaluations.

Our strong focus on co-designed research, and commitment to ongoing training and development, provides significant engagement opportunities for our staff, postgraduate students and industry partners. It also contributes to our goals to cultivate an enriching workplace; innovate and collaborate for impact; and deliver uncompromising quality in research and translation.

## WHO WE ARE

The Institute for Social Science Research (ISSR) is an international leader in advanced interdisciplinary and evidence-based social science research. Our modern, outward looking social science research workforce partner with government and the private and not-for-profit sectors to undertake advanced problem-oriented research into topics, questions and issues that matter in the *real-world*.

## RESEARCH CENTRES

ISSR is the administrative headquarters for the Australian Research Council (ARC) **Centre of Excellence for Children and Families over the Life Course** (Life Course Centre), an international collaboration of 22 organisations working to identify the drivers of deep and persistent disadvantage and develop innovative solutions to address them. ISSR also hosts a node of the ARC **Centre of Excellence for the Digital Child** (based at QUT), and a site of the **Centre for Social Data Analytics** (based at Auckland University of Technology).



### SOCIAL SCIENCE OF POLICY AND PRACTICE

Understanding, designing and evaluating the impacts and applications of social policy  
Building strategic partnerships for better policy and practice  
Implementing co-developed social solutions



### SOCIAL SCIENCE OF HEALTH

Understanding the social determinants of health  
Addressing health inequalities  
Co-developing solutions to improve health and wellbeing



### SOCIAL SCIENCE OF EDUCATION

Achieving equity in opportunities and outcomes  
Informing effective education policy and practice  
Understanding education in the social context



### SOCIAL SCIENCE OF INNOVATION & TECHNOLOGY

Evaluating the social impacts of technology and data  
Co-developing socially informed and human-centred applications  
Democratising science, innovation and technology

# Message from our Director



This will be my last official address as ISSR Director. After 14 years, I step down at the end of March 2022, and I therefore write this message with very mixed feelings.

Stepping down not an easy decision. Directing ISSR has been the highlight of my professional career, and professionally, I may not do anything else again as worthwhile or as satisfying. But after 14 years, ISSR deserves new ideas and leadership, and I am ready for new directions.

Casting back to when ISSR was established, there were no models or easy exemplars for us to look to. There were social science research institutes overseas, but they were mostly disciplinarily and academically oriented. The University of Queensland's (UQ's) objectives at the time were for a research institute to profile the strength of social sciences at the university, demonstrate research excellence and innovation, assume leadership in some areas of activity, and make a broader impact. There was not much beyond these ambitions, no fully scoped idea, no clear understanding of what success would look like, and certainly no roadmap or blueprint.

I am proud to say that in 2022, despite the challenges of the last two years, ISSR has reached a good place.

Two external reviews (2014 and 2021) have recognised that ISSR is a national leader (and in some areas a world leader) in advanced multi-disciplinary social science to address real-world problems in our impact areas.

ISSR's history is populated by significant accomplishments – enduring research partnerships and initiatives, major grants and projects, new research areas and cutting-edge research approaches, undertaken by an expert professional research workforce that excels in embracing new opportunities and working with partners to deliver meaningful outcomes. Over the years, people have asked me what ISSR's biggest achievements are, and without a doubt, ISSR's biggest achievement is itself. ISSR is an ongoing practical accomplishment – excellence, impact, and collegiality, all for the public good – achieved every day through the activities of its people.

That said, ISSR is bigger than any person – the people, including the Director, may change, but ISSR continues. But, the way ISSR is experienced, by its people and all those it touches, the ripples it creates, the wins and successes, it's innovation and dependability – these things reflect the individuals who every day make ISSR 'happen'. ISSR's biggest accomplishment therefore is to have found and supported the people who, through their actions, bring ISSR to life every day.

Naturally, over 14 years, I owe many people many thanks – far too many to name individually here. Most importantly, I acknowledge and thank the ISSR staff, students, and the extended ISSR family (including the ISSR Board and the university professional service teams who support us) for their effort, their commitment, and their willingness to work very hard for the idea and the belief that motivates us.

To our partners, funders, and collaborators, you have deeply influenced ISSR through your engagement with us. You have not only shaped what we do, but how and why we do it. I hope that you have, and will continue to, value your interactions with ISSR as much as we value our interactions with you.

In my time at UQ, as elsewhere, I have been supported, mentored, and supervised by some outstanding people. If I've led ISSR effectively, it's because I've been assisted and guided all the way by those who have led and taught me.

Finally, there are the three most important people – Janeen Baxter, and our daughters, Jessica and Kate. ISSR has been a presence in our family for more than half of Jessica and Kate's lives, and at times, that presence has been larger than it should have been – but through it all, Janeen, Jessica and Kate have defined my anchor point. I think of them, and everything else falls into place.

As I transition out, I am delighted that ISSR's next Director is Professor Lisa McDaid. Lisa is an exceptional social scientist and an inspiring leader, and ISSR will flourish under her direction. I cannot wait to see how she transforms things and observe the future successes of ISSR.

In closing, as I write this, the pandemic continues, there is a war in Ukraine, and poverty, inequality, injustice and violence are intractable presences locally and globally. The kinds of reasoned, generous, and future-oriented social science that characterises ISSR is more essential than ever if we are to develop effective, practical and inclusive solutions to these and other societal challenges.

I wish you all the very best and thank you for your support during my directorship.

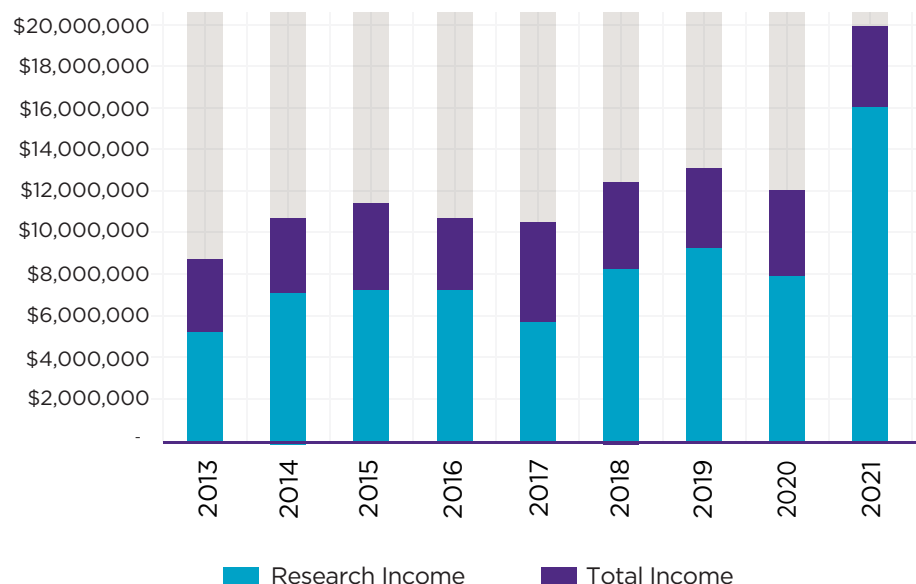
It has been a privilege.

**Professor Mark Western**  
Director, ISSR

# About ISSR: 2021 snapshot

## INCOME AND RESOURCES

INCOME HAS STEADILY INCREASED OVER 10 YEARS



88

Staff members  
(not including casual staff)



45  
Higher Degree by  
Research (HDR) students

## TRAINING AND DEVELOPMENT COURSES



11

MFSAS training  
& development  
courses

113



Participants

83 External  
participants\*

30 Internal  
staff & students

\*from government &  
non-government organisations



11

Career Development  
Framework online courses  
for UQ HDR students (run  
through UQ Graduate School)

attended by  
247  
UQ HDR students



5

Multidisciplinary  
seminars  
for staff and  
students

## OUTPUTS

14



Books &  
book chapters



10

Conference  
publications



5

Non-academic  
publications,  
videos, blogs  
& podcasts



52

RESEARCH  
REPORTS



153

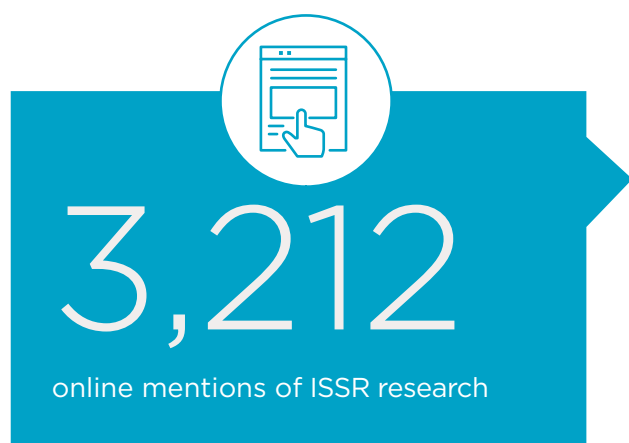
JOURNAL ARTICLES



7

WORKING PAPERS

## MEDIA



2,855 social media mentions



355 news & blogs mentions



2 Wikipedia & policy mentions

## PARTNERS AND FUNDERS



7

projects with **federal government research** bodies (ARC & NHMRC)



20

projects with **government departments** (federal & state)



15

projects involving **NGOs, including universities**



28

Different funders

## IMPACT



275

**CITATIONS**  
from 91 countries

13

**ARTICLES**  
in the top 10% most cited worldwide (2021)



42% in top tier journals

78% in top quartile journals

# Projects

## INCORPORATING YOUTH VOICE IN PROGRAM DESIGN



### PROJECT

Safe and Connected Futures Program Evaluation



### TERM

2020–2023



### CLIENT

Brisbane Youth Service



### PARTNERS

Brisbane Youth Service



### TEAM

Lisa McDaid, Anne Cleary, Hannah (Zeb) Inch,  
Charlotte Young

It is not a well-known fact, but 42% of Australia's homeless population are under 25 years old. In Queensland alone, every night about 4,500 young people are without safe and secure housing.

The families of homeless young people are most often portrayed as a precipitating factor in their homelessness, yet research and practice demonstrate that there is also a critical role to be played by family members in enabling young people to exit homelessness – positively influencing the housing trajectories of homeless young people. With effective enabling interventions, families can play a valuable supportive role building positive futures for young people who experience or are at risk of homelessness.

Locally in Brisbane, [Brisbane Youth Service](#) has been a leading provider of youth homelessness interventions for over 40 years – assisting young people aged 12–25 years and their accompanying children to end their experience of homelessness. Recognising the value of intervening as early as possible to interrupt the causes of homelessness before young people become entrenched in the homelessness system, Brisbane Youth Service have used youth voice and experiential wisdom to co-design the Safe and Connected Futures Program, which is funded by Hand Heart Pocket.

The Safe and Connected Futures Program helps young people to improve relationships with family members to prevent homelessness, or to strengthen support networks if they leave home or live independently – ultimately seeing young people directed away from the homelessness system and into safe and connected new futures.

To ensure that the Safe and Connected Futures Program was firmly grounded in a youth-led approach and designed to be inclusive of youth-voice, researchers from ISSR worked with Brisbane Youth Service staff to contextually adapt participatory design methods to engage young people with lived experience in the program development. This brings the young people's wisdom and local knowledge to the forefront

to ensure that the program is feasible, effective, efficient, and appropriate.

Through several co-designed workshops that centred 20 young people who had experience of homelessness as experts in the design process, the need for a responsive and flexible program was highlighted – where program goals and activities are tailored to the needs of the young person and chosen family member. A co-designed program prototype comprising [five components](#) was developed that was further peer reviewed through workshoping with stakeholders representing not-for-profit organisations, state government departments, flexi schools and youth service organisations – resulting in a final prototype Safe and Connected Futures Program design.

Recognising the importance of evaluation as a continuous process of good program design, ISSR researchers also developed the Safe and Connected Futures Program Evaluation Plan to support Brisbane Youth Service with their future activities. The Evaluation Plan identified the guiding theoretical frameworks, the key evaluation questions and the Program Logic that underpin and inform the Plan, as well as the indicator framework for both the process and outcome evaluation, which included the data collection methods and tools.

The process evaluation was designed to assess whether the Safe and Connected Futures Program is being implemented as it was designed, whereas the outcome evaluation will assess how effective the Safe and Connected Futures Program is in delivering the impacts and outcome needed to achieve the overall Program aim.

It is anticipated that the evaluation will result in improved future implementation and effectiveness of the Safe and Connected Futures Program, as well as an improved evidence-informed practice for effective approaches to building supportive relationships between young people and their chosen family members in the continued quest to end youth homelessness.



# DESIGNING AND DELIVERING EVALUATION FOR IMPROVED HEALTH AND WELLBEING OUTCOMES



## PROJECT

Strategic Evaluation of Health and Wellbeing Queensland's Prevention Programs



## CLIENT

Health and Wellbeing Queensland



## TEAM

Mark Robinson, Lisa McDaid, Sarah-Ann Burger, Carla Loodewijk, Dave Porter, Yaqoot Fatima, Sophie Austerberry, Steffi Cook, Yanshu Huang, Melissa Johnstone, Matthias Kubler, Joemer Maravilla, Kalina Rossa, Charlotte Young



## TERM

August 2021–September 2024



## PARTNERS

Health and Wellbeing Queensland, Institute for Urban Indigenous Health (Deadly Choices program), Diabetes Queensland (My health for life program), Central Queensland University (10,000 Steps program), Queensland Association of School Tuckshops (Healthier Tuckshops program), The Good Foundation (Jamie's Ministry of Food program), Queensland Country Woman's Association (Country Kitchens program)

[Health and Wellbeing Queensland](#) was established in July 2019 to improve the health and wellbeing of all Queenslanders and to reduce population health inequities – with a particular focus on overweight and obesity. A key part of Health and Wellbeing Queensland's strategic approach includes a \$68 million investment over three years to support a suite of six Program Partner led preventive health programs ([Deadly Choices](#); [Jamie's Ministry of Food](#); [10,000 Steps](#); [Country Kitchens](#); [My health for life](#); [Healthier Tuckshops](#)) to provide free and low-cost healthy lifestyle activities across Queensland communities to improve the availability, accessibility, and acceptability of healthy food and physical activity options.

As part of a new strategic management approach to Health and Wellbeing Queensland's prevention program activity, ISSR researchers have designed and are delivering rigorous monitoring, evaluation, and learning activities. These will provide a detailed understanding of the implementation and outcomes of the six preventive health programs and enable continuous improvement and better decision making.

Harnessing the collective expertise of Health and Wellbeing Queensland and the six Program Partners through co-design principles and activities, the [Strategic Evaluation of Health and Wellbeing Queensland's Prevention Programs](#) project is being delivered across four inter-related components:

- **Monitoring:** provides support for a consistent approach to regular performance measurement and reporting for each of the six Prevention Programs.
- **Evaluation:** design and delivery of individual program evaluations for each of the six Prevention Programs – which includes the co-development of program logics, clarification of the scope and priorities for evaluation, identification of key evaluation questions, and the selection of the most appropriate evaluation design and methods.
- **Learning:** ongoing capability-building with the Program Partners and participation in collective learning opportunities through co-design and reflection workshops.
- **Governance:** ISSR attendance and contribution at Health and Wellbeing Queensland strategic management meetings and supporting the Health and Wellbeing Queensland Prevention Program Independent Review Panel with provision of information to support decision making.

To date, capability building, and Program-specific workshops have been undertaken with the six Program Partners that

has resulted in the co-development of new data reporting templates, which provide accountability and consistent reporting between the Program Partners and Health and Wellbeing Queensland. The data will be submitted every six months, with the first iteration compiled and summarised into succinct, visually engaging Performance Measurement Reports by ISSR in March 2022 ([see example](#)).

Importantly, these data provide information that is aligned with the Health and Wellbeing Queensland's Monitoring, Evaluation and Learning Framework, which was co-developed as part of the Health and Wellbeing Queensland Research Partnership with ISSR. As such, Health and Wellbeing Queensland is receiving fit-for-purpose data that will serve as a key mechanism to monitor and communicate the performance of the Prevention Programs.

Through this project, ISSR has supported Health and Wellbeing Queensland to reduce reporting burden on the Program Partners, enabled better aggregation and synthesis of programs, supported collaboration and knowledge sharing across the six programs, and enhanced the focus on the implications of program design and delivery on health equity. Collectively, this project will enable robust assessment of the implementation and outcomes of all the programs – both individually and collectively.

**The Strategic Evaluation Prevention Program (SEPP) team has transformed program evaluation from a necessary and often burdensome task to an engaging and dynamic experience, for both the Health and Wellbeing Queensland Prevention Programs team and our program partners. The SEPP team continue to nurture our collective learning through a genuine process of co-design, creating new and greatly enhanced methods to capture program performance state-wide. Working with the SEPP team has elevated our thinking regarding what constitutes “quality” evaluation and has generated a significant shift in evaluation knowledge and attitudes.**

Health and Wellbeing Queensland



# SUPPORTING IMPROVED OUTCOMES IN HIGHER EDUCATION EQUITY



## PROJECT

The Student Equity in Higher Education Evaluation Framework



## CLIENT

Australian Government Department of Education, Skills and Employment



## TEAM

Wojtek Tomaszewski, Mark Robinson, Melissa Johnstone, Matthias Kubler, Denise Clague, Tomasz Zajac, Caroline Salom, Jenny Povey



## TERM

March 2021–November 2021



## PARTNERS

Queensland Widening Participation Consortium

Education is often seen as the basis to build the best possible future for an individual, regardless of background or personal circumstances. In response, over the last three decades the Australian Government has developed targeted policy initiatives – which includes the Higher Education Participation and Partnerships Program (HEPPP) – to address inequities in educational outcomes for young people from six equity target groups.

Introduced in 2010, the HEPPP has provided supplementary funding to universities to build the aspirations and capacity of students from low socioeconomic status backgrounds to take part and succeed in higher education. Under the HEPPP, Australia's 37 public universities have designed equity programs in response to local community circumstances and the nature of their student body.

ISSR has strong expertise in student equity research and evaluation, and researchers from ISSR were engaged by the Australian Department of Education, Skills and Employment (the Department) to design the Student Equity in Higher Education Evaluation Framework (the Framework). The project was a direct response to the [2017 ACIL Allen Review of the HEPPP](#), which recommended that an embedded evaluation framework be developed to collect necessary data to better measure and monitor the impact of HEPPP-funded activities, and to guide universities in quality improvement and impact evaluations.

In order to ensure that the Framework expanded upon previous and current evaluation expertise in the sector and met stakeholder needs, the project was co-designed via three workshops in consultation with over 60 members of the Australian higher education sector. Other consultations were undertaken with 25 data experts and custodians from 13 organisations around data content and quality, ongoing and planned data integration projects, and privacy and ethics considerations. The ISSR team also consulted closely with the Department and academics and practitioners involved in cognate projects. Structured rapid reviews of the relevant literature and a data linkage review of existing data supplemented the strong sector consultations. The draft Framework was also road-tested using a public webinar and associated consultations, which included a targeted stakeholder survey to gauge the sector reactions to the proposed approach (see below).

Robust evaluation frameworks are built on strong foundations. For this project, a number of building blocks provided the structure to the Framework, including the categorisation of student life stages; a distinction between HEPPP-funded programs and HEPPP-funded activities; a typology of HEPPP-funded activities; a Student Pathway Map; and a HEPPP Program Logic to articulate the pathways through which HEPPP-funded projects are likely to bring about change in primary outcomes (see [full report](#)).

The Framework identified evaluation activities to be delivered at the university level and those to be considered at the level of the Australian Government – and how university and national [activities should be linked](#) and triangulated to enable a comprehensive evaluation of the HEPPP.

In terms of the university level, the Framework distinguished between **Continuous Quality Improvement** (activities aimed to improve the design, implementation and performance of activities and programs), and **Impact Evaluation**, encompassing Quantitative Impact Evaluations and Theory-based Impact Evaluations, with a set of criteria to support universities to make an informed assessment of what programs they will prioritise for impact evaluation, and why.

As part of the final consultation process, the Framework was opened for sector consultation via a webinar and post-webinar survey. The survey results showed a high (75%–96%) level of acceptance of the Framework within the sector, but concerns were raised about resources and implementation – which require effective governance and leadership.

To support implementation of the [Framework](#), ISSR additionally developed stakeholder-informed planning, reporting, and data collection tools and templates, as well as a Guidance Manual designed for university staff with responsibility for equity policy and programs, and relevant stakeholders.

ISSR will continue to support the Framework implementation and the sector to strive for improved educational outcomes for all.

# SUPPORTING A STATE-WIDE UNDERSTANDING OF EQUITY



## PROJECT

Towards a Queensland Equity Framework



## CLIENT

Health and Wellbeing Queensland



## TEAM

Tim Reddel, Matthew Curry, Shamsi Shekari  
Soleimanloo, Dave Porter, Gina Nuttall, Chiara  
Broccatelli, Michele Ferguson, Yanshu Huang,  
Nam Tran



## TERM

May 2021–September 2021



## PARTNERS

Health and Wellbeing Queensland

It takes healthy individuals to make up healthy communities and to produce strong societies and economies. In Queensland, the prevalence of people who are overweight or obese remains high, at around two in three adults, and one in four children. While poor diet and physical inactivity are important contributors to this trend, inequitable circumstances often result in people experiencing wellbeing differently, which influences other complex problems such as homelessness and unemployment – factors that are often beyond personal control and influence.

As a result, [Health and Wellbeing Queensland](#) is leading a collaboration across Queensland to co-develop a state-wide Equity Framework to drive equitable health and social outcomes for all Queenslanders. The final Queensland Equity Framework (set for release in late 2022) seeks to identify high-impact areas of influence and entry points for action that will help drive improved practice, policy changes, and remove systemic barriers that will shift the inequitable circumstances in which people grow, live, work, and age.

As a foundational activity to support the Queensland Equity Framework development, researchers from ISSR worked alongside Health and Wellbeing Queensland and key stakeholders to develop the *Towards a Queensland Equity Framework*. Informed by social-ecological approaches to equity, and acknowledging the contribution of multiple levels of influence on equitable outcomes, the project recognised that the determinants of health inequities are similar to the determinants of other inequitable outcomes.

Using [Fair Foundations: The VicHealth Framework for Health Equity](#) as an anchor, eight additional focus areas beyond health equity were identified in consultation with Health and Wellbeing Queensland. A scoping literature review across the eight focus areas (education; employment and work; financial vulnerability; housing; child development; child protection; engagement with the justice system; domestic and family violence) identified key drivers of inequity that were used to test expansion of the *Fair Foundations* framework to include a broader range of inequitable outcomes beyond health equity that are applicable for the Queensland context.

Based on this integrated approach, five key [drivers of inequity](#) were identified:

- **Macro Political, Social and Economic Factors:** structural trends and characteristics at the global, national and sector level.
- **Cultural Norms and Values:** structural influences embedded in communities and societies that lead to social stratification.
- **Living Conditions and Experiences:** broad range of structural social conditions which individuals encounter, interact with, and experience.
- **Family and Household Factors:** drivers of inequity in the family and household context including household socioeconomic characteristics, family/household structure and intra-familial relationships.
- **Individual Factors:** drivers of inequity at the individual level relate to an individual's knowledge, behaviours, and attitudes.

Across societies over time and place, social relations of power, status and reward are built on certain fundamental organising principles, and **Social Position** was additionally identified and conceptualised as a moderator across all the five drivers. Social Position therefore represents a group of socially organised interrelated factors, that lead to differences in power or status within a larger socioeconomic, political, and cultural context.

It is hoped that through system transformation and improved coherence of action to break cycles of inequity, that there is potential to drive both social and economic benefits for the whole of Queensland. Health and Wellbeing Queensland are using the *Towards a Queensland Equity Framework* to support additional stakeholder engagement as they continue to work towards the final Queensland Equity Framework.

# IMPLEMENTING RESPECTFUL AND SUPPORTIVE BEREAVEMENT CARE WHEN A BABY DIES



## PROJECT

Developing an implementation-ready parent version of a guideline for respectful and supportive perinatal bereavement care



## CLIENT

Stillbirth Foundation Australia



## TEAM

Fran Boyle, Julie Dean



## TERM

2020–2021



## PARTNERS

Stillbirth Foundation Australia, Stillbirth Centre of Research Excellence, Perinatal Society of Australia and New Zealand, Sydney2CAMberra

**Warning: This story contains links to sensitive information that some readers may find distressing.**

While Australia is one of the safest places in the world for a baby to be born, every day in Australia, six babies are stillborn and two die within 28 days of birth. The loss of a child who is stillborn or dies soon after birth has wide ranging, and long term psychosocial and economic consequences for families, and the care that parents receive is critically important for their future wellbeing. Around the time a baby dies, parents face many difficult decisions that can be hard to think about or discuss. Sensitive and timely information to support decision-making is vital, but often lacking.

To better support grieving parents, ISSR researchers – through their involvement in the [Stillbirth Centre of Research Excellence](#) – have developed a parent version of the Clinical Practice Guideline for Care Around Stillbirth and Neonatal Death, developed for clinicians by the Centre of Research Excellence in Stillbirth and the Perinatal Society of Australia and New Zealand in 2020.

The guide – [Guiding Conversations with your health care team when your baby dies](#) – was developed in consultation with bereaved parents, clinicians, parent support groups and others who are committed to best care following the death of a baby. Interviews and discussion groups were held with 26 parents who had recent lived experience of stillbirth or neonatal death, helping to ensure the design and content was appropriate and acceptable to newly bereaved parents. For example, recognising that parents often find it helpful to hear from others who have faced a similar loss, the guide contains quotes from parents who share some of the things they themselves found helpful.

The guide also includes questions that may be helpful for parents to discuss with their health care team, along with links to more information and support organisations. The guide is structured to help parents think about what is important for them as a parent of their baby, help answer the questions and concerns they may have, and assist in working out what may be right for them as parents who have lost a baby.

The successful provision of the available clinical information to parents in an appropriate manner, represents yet another strong example of ISSR's ability to move research ideas and findings into policy, practice, and consumer ready information and support.

Since becoming available in February 2022, the guide has been distributed to more than 40 maternity hospitals and organisations across Australia and has been warmly received by maternity care professionals and parents.

**It is an incredibly empowering document like nothing I've seen before. I provided one to a family just yesterday, and having spoken to them this morning, they have already found it so helpful.**

Bereavement midwife

**Thank you for developing this compassionate and sensible advice.**

Bereaved parent and health care professional

# People

## OUR BOARD

### Professor Mark Western

Director Institute for Social Science Research

### Mr John McGagh

Board Chair

### Professor Alastair McEwan

Pro-Vice-Chancellor (Researcher Development)

### Professor Heather Zwicker

Executive Dean, UQ Faculty of Humanities and Social Sciences

### Ms Anne Hampshire

Head of Research and Advocacy, The Smith Family

### Dr Paul Jelfs

General Manager (Population and Social Statistics Division),  
Australian Bureau of Statistics

### Ms Christine Castley

CEO, Multicultural Australia

### Mr Troy Sloan

Group Manager (Pensions, Housing and Homelessness),  
Department of Social Services

## OUR EXECUTIVE COMMITTEE

### Professor Mark Western

Director Institute for Social Science Research

### Professor Karen Thorpe

Group Leader Early Childhood Development and Care

### Professor Janeen Baxter

Director Life Course Centre

### Professor Lisa McDaid

Deputy Director (Research) & Group Leader Social Science of Health

### Professor Tim Reddel

Group Leader Social Solutions

### Professor Simon Smith

Group Leader Sleep and Health

### Dr Tyrone Ridgway

Deputy Director (Strategy and Operations) & Board Secretary

### Ms Cassie Hughes

Operations Manager & Executive Committee Secretariat

## OUR STAFF



**50%**

of ISSR staff are from countries other than Australia

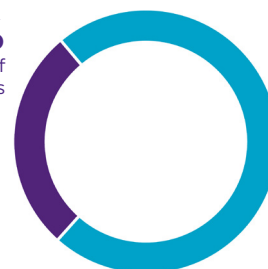
**23%**  
Professional Research staff members

**23%**  
Professional Administration staff members



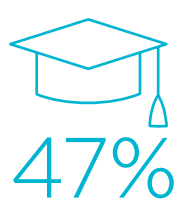
**55%**  
Academic staff members

**27%**  
Male staff members



**73%**  
Female staff members

## OUR STUDENTS

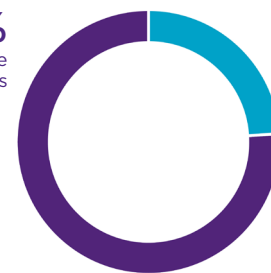


of ISSR students are from countries other than Australia

47%  
International students



76%  
Female students



53%  
Domestic students

24%  
Male students

## OUR PARTNERS



28 Different funders

### Research Council

Australian Research Council  
National Health and Medical Research Council

### Commonwealth Government

Commonwealth Department of Defence  
Commonwealth Department of Education, Skills and Employment  
Commonwealth Department of Health  
Commonwealth Office of Road Safety  
Commonwealth Department of Social Services

### State Government

Advance Queensland  
Health and Wellbeing Queensland  
New South Wales Department of Education  
Queensland Department of Communities, Housing and Digital Economy  
Queensland Department of Education  
Queensland Health  
Queensland Department of Transport and Main Roads

### Other

Brisbane Youth Service Inc  
Bundaberg Regional Council  
Developmental Leadership Program  
New Zealand Ministry of Social Development  
Paul Ramsay Foundation Limited  
Red Nose Limited  
School Business Managers' Association Queensland Inc  
Social Ventures Australia  
Stillbirth Foundation Australia Trust

### University

Queensland University of Technology  
University of Auckland  
University of Newcastle  
University of New South Wales  
University of Queensland

# Training

ISSR provides a range of continuous learning and development opportunities for partners, staff and students, to ensure that researchers and industry professionals are equipped to operate at the forefront of their field. ISSR also develops close relationships with partners to create customised training and relevant knowledge pathways.

See our latest [MFSAS course offerings](#) for 2022.



83 External 30 Internal  
MFSAS participants



247 UQ HDR student  
Career Development Framework Participants



12  
Summer Research Internship Scholars

# Financials

## CONSOLIDATED INCOME AND EXPENDITURE STATEMENT

	2019 (\$)	2020 (\$)	2021 (\$)
<b>REVENUE</b>			
<b>Grants (Research Income)</b>			
ARC Research	2,771,674	3,033,718	8,953,251
NHMRC Research	436,287	848,660	512,954
Cooperative Research Centres	0	0	0
Australian Government Research	3,697,288	1,554,188	1,732,268
State Government Research: Queensland	416,714	709,295	2,432,477
State Government Research: Other	315,847	76,495	271,301
Third Party Collaborations	1,210,180	2,137,690	2,044,442
<b>Operating</b>			
Research Block Grants	1,510,189	1,534,663	1,667,138
Other Research Income and Recoveries	189,528	28,992	42,168
Internal allocations	2,138,511	1,484,657	1,995,662
Sales and Services	295,034	579,773	685,967
<b>Other</b>			
Sponsorships	0	0	0
<b>Total Revenue</b>	<b>12,981,251</b>	<b>11,988,132</b>	<b>20,337,628</b>
<b>EXPENDITURE</b>			
<b>Projects</b>			
Salaries	3,587,428	5,370,879	5,351,261
Research Services	682,376	350,940	467,497
Scholarships	89,090	92,479	85,376
Collaborative Projects	1,859,861	2,668,715	3,121,629
Other Expenses	171,878	96,544	139,305
<b>Operating</b>			
Salaries	4,640,083	5,343,936	5,217,105
Equipment	169,058	73,730	70,537
Infrastructure	146,750	45,222	105,395
Scholarships	151,819	76,876	28,538
Collaborative Projects	0	10,452	0
Other Expenses	484,806	374,712	468,435
<b>Total Expenditure</b>	<b>11,983,149</b>	<b>14,504,485</b>	<b>15,055,078</b>
<b>END OF YEAR POSITION</b>	<b>998,102</b>	<b>-2,516,353</b>	<b>5,282,550</b>

ISSR is able to support a deficit due to the carry forward of funds from previous years. As a result, income received in lump sum payments in previous years are often mostly expended in the subsequent year due to the project delivery and milestone requirements.

In 2020, several projects with funds received prior to 2020 were closed out in 2020, resulting in an increase in expenditure accrued in 2020. A large contributor to this was the Life Course Centre, which was successful in securing another

seven-year term of funding to start in January 2021. As a result, all the remaining Life Course Centre initial funds had to be expended by December 2020 (not June 2021 as originally mandated) to facilitate the start of the new Life Course Centre in 2021.

In 2021, ISSR received the 2020 funds associated with the new Life Course Centre in a single payment, which resulted in a significant increase in ARC Research income compared to 2019 and 2020.



Institute for  
**Social Science Research**

The University of Queensland  
80 Meiers Road, Indooroopilly  
Queensland 4068 Australia

**T** +61 7 3346 7471

**E** [issr@uq.edu.au](mailto:issr@uq.edu.au)

**[issr.uq.edu.au](http://issr.uq.edu.au)**