



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Institute for
Social Science Research

ANNUAL REPORT 2018

ACHIEVING SDG TOGETHER



Institute for
Social Science Research

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ABOUT

ABOUT THE INSTITUTE FOR SOCIAL SCIENCE RESEARCH

The Institute for Social Science Research (ISSR) is a multidisciplinary research institute examining social issues or big challenges with social implications. It engages with government and industry to understand these issues and challenges, and to develop research, using cutting-edge methods, to come up with solutions and next steps to improve society.

As national leaders in advanced interdisciplinary social science and evidence-based policy research, ISSR researchers address key Australian and international public policy questions that span the life course and require investigation of areas including:

- Social disadvantage and inequality
- Family dynamics
- Health and wellbeing
- Early childhood development
- Education, employment and equity
- Aboriginal environments
- Development effectiveness.

The Institute leads advances in social policy and program evaluation methodology, and is expanding its capability in social data science.

A key component of ISSR's work is commercial research and training, providing high-quality learning and engagement opportunities for postgraduate and postdoctoral students. ISSR is based at The University of Queensland (UQ) Long Pocket Precinct (80 Meiers Road, Indooroopilly), a research-oriented campus just five minutes from UQ's main teaching and learning campus at St Lucia.

ISSR is the headquarters for the Australian Research Council (ARC) Centre of Excellence for Children and Families over the Life Course (the Life Course Centre), an international collaboration of more than 20 organisations working to identify the causes and consequences of deep and persistent disadvantage in Australia. The Life Course Centre aims to identify

the drivers of disadvantage in Australia and to develop innovative solutions to mitigate or reverse its impact.

INSTITUTE FOR SOCIAL SCIENCE RESEARCH STRATEGIC PLAN 2014-2019

Vision
Social science leadership for a better world.

Mission
To undertake social science for public value, and to contribute to the public interest, the advancement of knowledge, and the advancement of our fields.

- Goals**
The Institute's objectives are to:
1. Address significant social problems, questions and issues. The significance or importance of our work relates to its relevance to public and social policy, broad societal impact and scientific (that is, substantive disciplinary) concern.
 2. Create public value. We aim to contribute beyond academia and to have value, relevance and impact for stakeholders, partners, end-users and society as a whole.
 3. Produce high quality research. We aspire to develop strong theories and coherent substantive arguments, high quality evidence, high quality methods of analysis, and robust defensible interpretations of that evidence.



More information about the Institute for Social Science Research can be found at www.issr.uq.edu.au

More information about the Life Course Centre can be found at www.lifecoursecentre.org.au

MESSAGE FROM THE VICE CHANCELLOR & PRESIDENT

Since its launch in 2008, the Institute for Social Science Research has established itself as a national leader in promoting innovation and excellence in social and behavioural science research, with a growing international reputation. There is evidence that the signature "solution-oriented social science" approach advanced by ISSR has been an exemplar for comparator organisations including Manchester, Leeds, Melbourne and the Australian National University.

In the last 10 years, the Institute has almost doubled its total revenue from \$7.1 million in 2009 to \$13 million budgeted in 2019. The Institute's growth has been driven primarily by increased research income associated with major flagship projects such as the Australian Research Council Centre of Excellence for Children and Families over the Life Course and large-scale multi-million dollar evaluations of national government policies and programs. In 2018, ISSR secured more than \$5.8 million to deliver two national evaluations of significant social and health programs, confirming its reputation as a trusted source of evidence for major public policy challenges.

ISSR is a great example of demonstrating the strategic directions of The University of Queensland providing an agile and flexible organisation able to react to and drive responses to current social issues, and particularly through its powerful collaborations between researchers across the University and with government and the health and social service sector. This collaborative research approach is demonstrating real impact for people. Children, families and young people are key cohorts for ISSR's work, and improving health, educational and wellbeing outcomes are at the forefront of the research.



ISSR will continue to make strategic investments that consolidate its standing and advance its capabilities into new research frontiers. Through its partnerships, ISSR has direct line-of-sight to policy-making, service design and service delivery. Through growth in scale, emerging capabilities and new personnel, ISSR can broaden and maximise its impact in delivering social science knowledge leadership for a better world.

PROFESSOR PETER HØJ
VICE-CHANCELLOR & PRESIDENT

MARCH 2019

ABOUT

DIRECTOR'S
REPORT

ISSR set the ambitious target of **doubling our research income by 2020**, and at the close of 2018 we were on track to achieve this."

In 2018, the Institute for Social Science Research (ISSR) at The University of Queensland (UQ) confirmed its standing as one of the leading organisations informing social policy-making and program development in Australia.

ISSR secured funding for two significant evaluations of national programs in what was an exceptional year for externally focused research. The evaluation of the Try, Test and Learn Fund (\$3.4 million) for the Australian Department of Social Services is one of the largest evaluations of social policy commissioned by government in recent years, and the largest evaluation ever undertaken by ISSR. Fittingly, the Try, Test and Learn Fund is supporting novel programs to reduce the risk of long-term welfare dependency – it aligns explicitly with ISSR's commitment to improving life outcomes for the most vulnerable people in Australia.

Six months after being awarded that contract, ISSR was selected by the Australian Department of Health to deliver a \$2.6 million evaluation of the National Support Program for Child and Youth Mental Health. The program aims to build the capability of key workforces in education and health care who are well-positioned to support positive mental health in young Australians. Our researchers will evaluate the national program and design a longitudinal research plan to study the impacts of the wide-ranging interventions that are in place to support child and youth mental health across Australia. The evaluation is recognition of

ISSR's recent capabilities in health research and the contribution that our research makes to supporting children and young people to flourish.

It is testament to the quality of ISSR's collaborative partnerships that we are undertaking these evaluations with our colleagues from some of the best universities in Australia. Economists at The University of Melbourne's Institute for Applied Social and Economic Research are working with us to evaluate the Try, Test and Learn Fund, while researchers from the Telethon Kids Institute at the University of Western Australia are collaborating with ISSR for the evaluation of the National Support Program for Child and Youth Mental Health. These partnerships have been consolidated by working together in the ARC Centre of Excellence for Children and Families over the Life Course, which is hosted at ISSR, and they help us to bring together teams of the best minds in Australia to address social issues for our clients.

Social science for a better world means staying connected and, internally, we are also proud to have consolidated a team of researchers who are committed to working with external stakeholders and achieving research impact in their respective fields. From psychology, sociology, economics, statistics and many other disciplines, ISSR researchers are leading and providing opportunities for their academic peers to contribute to externally oriented social research. In late 2018, we commenced a recruitment drive and appointed

four senior research social scientists and five early career researchers. We are aiming to recruit more researchers in 2019, including exciting professorial appointments in social data analytics, health interventions and social policy.

In 2019, we will move into a new strategic planning period in which we will review our direction to make sure we are best placed to address key emerging issues facing society today and into the future. Five years ago, ISSR set the ambitious target of doubling our research income by 2020, and at the close of 2018 we were on track to achieve this. Our research income in 2018 was \$7.5 million, up from \$5.3 million in 2017 and a particularly outstanding result in a tight climate for research funding. We also achieved our highest ever revenue result of \$12.1 million in 2018, which reflects balance across our research portfolio and diversity in our engagement, higher education and industry training activities.

Our research is increasingly impact – and solution-focused. Research funding from government, industry and philanthropy is targeting big social changes that often necessitate structural system changes to make a difference – think growing social inequality, inequities in health and education, climate change and food security. The solutions often present ethical and ideological challenges, and responsible research and innovation will be an important area of opportunity for the social sciences moving forward.

We know that problems are too big for single disciplines and will require multidisciplinary and multi-sectoral teams and approaches. Social research will span the life cycle of each project from design-based problem definition and fundamental research through to testing and developing practical and scalable solutions. End-user and stakeholder engagement and involvement will be critical across the life cycle of projects. Moreover, attention will need to be given to the fact that data will be both public and private, naturalistic data will become more important, and artificial intelligence, computation and digital collaboration will be part of the standard toolkit.

At ISSR, we aim to future-proof our research to embrace these new conditions and take up the challenge to engage with the biggest issues on the social agenda. Developing stronger partnerships and co-designing social science solutions with our partners in government, academia and industry will remain important as ISSR continues to take the lead in driving solution-oriented social research in Australia.

PROFESSOR MARK WESTERN
DIRECTOR, ISSR

MARCH 2019

ABOUT

2018
SNAPSHOT

2018 has been one of our most successful to date in terms of income, partnerships, higher degree student numbers and output with impact

STAFF

89

NOT INCLUDING CASUAL STAFF



STUDENTS

40

HIGHER RESEARCH BY DEGREE



INCOME

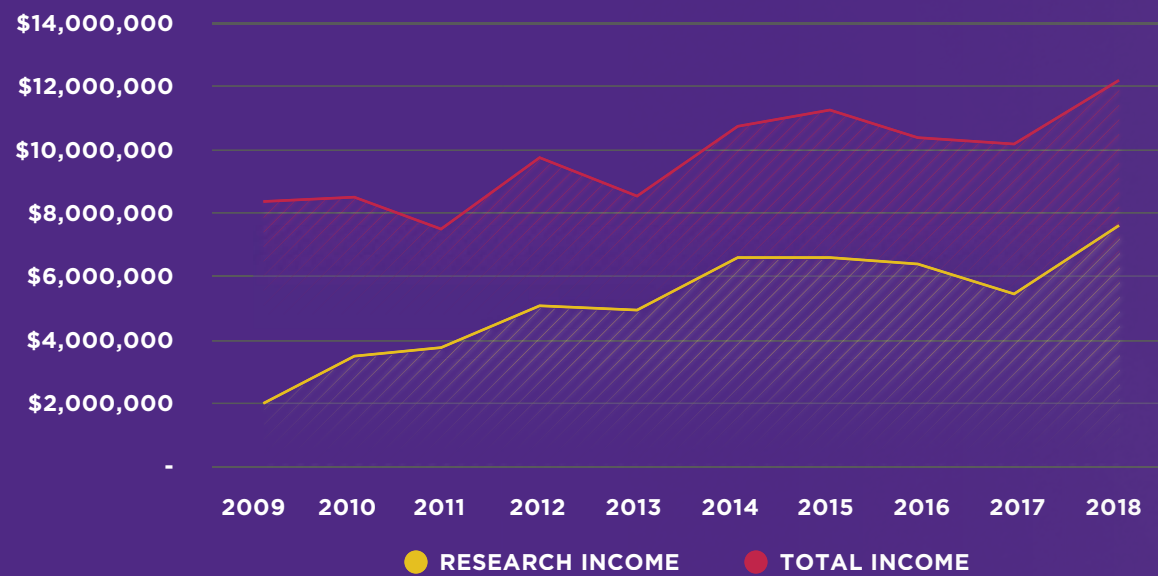
RESEARCH INCOME HAS STEADILY INCREASED OVER 10 YEARS

RESEARCH INCOME IN 2018

\$ 7.5M

TOTAL INCOME

\$12.1M



TRAINING AND DEVELOPMENT COURSES

6

TRAINING & DEVELOPMENT COURSES

100

PARTICIPANTS

(22 INTERNAL STUDENTS & STAFF, 78 EXTERNAL PARTICIPANTS FROM GOVERNMENT & NON-GOVERNMENT ORGANISATIONS)

12

MULTIDISCIPLINARY SEMINARS FOR STAFF & STUDENTS

OUTPUTS

1

BOOK

6

BOOK CHAPTERS

101

JOURNAL ARTICLES

16

REPORTS

9

WORKING PAPERS

36

CONFERENCE PAPERS

14

NON-ACADEMIC PUBLICATIONS, BLOGS & PODCASTS



IMPACT



145 CITATIONS FROM 42 COUNTRIES



TOP 10%

1/5 OF JOURNAL ARTICLES ARE IN THE TOP 10% MOST CITED WORLDWIDE (21.8%)

MEDIA

ISSR PUBLICATIONS ATTRACTED:



328

NEWS MENTIONS



4362

TWITTER MENTIONS

PARTNERS AND FUNDERS

13

PROJECTS WITH FEDERAL GOVERNMENT RESEARCH BODIES (ARC AND NHMRC)

36

PROJECTS WITH GOVERNMENT DEPARTMENTS (FEDERAL & STATE)

19

PROJECTS INVOLVING NGOS, INCLUDING UNIVERSITIES

28

DIFFERENT FUNDERS

PARTNERSHIPS

CELEBRATING PARTNERSHIPS

Working together to advance big social science for a better world



 When we look at 2018 in review, one thing is certain: **ISSR's achievements could not have been possible without working in partnership. "**

ISSR has been developing cutting-edge social science research for more than a decade. Over this time, the Institute has developed strong and enduring partnerships to progress impactful research, recognising the importance of multidisciplinary and multi-sectorial approaches. We collaborate with funding providers, policy-makers, frontline service providers, colleagues and students to achieve the objectives and aims of the Institute.

Proactive partnerships with our funding providers make our work meaningful. One of the characteristics of our ISSR approach is conscious co-design processes for developing frameworks, research protocols and project plans that best meet the needs of our partners. We have done this in large-scale projects such as our major evaluations for the Australian Departments of Social Services and Health, as well as our smaller scale projects with the Queensland Department of Education, Goodstart Early Learning, the Institute for Urban Indigenous Health and The Salvation Army Queensland, to mention a few. The result is research evidence that is best placed to achieve impact beyond academia.

ISSR also partners with other Faculties and Institutes at UQ to support a multidisciplinary approach to problem-solving and research solutions. As a research-intensive area of UQ, we are able to facilitate the involvement of other UQ experts as part of teams to address big problems. In 2018, our research involved academics from the Faculty of Health and Behavioural Sciences, the Faculty of Humanities and Social Sciences, the Faculty of Engineering, Architecture and Information Technology, and the Faculty of Medicine.

We have also collaborated proactively with university partners, nationally and internationally, to co-author publications, progress new discoveries, and build highly qualified teams for commissioned research. These partnerships include, but are not limited to, working with The University of Melbourne, the University of Western Australia, The University of Sydney, Deakin University, the University of New South Wales and Queensland University of Technology in multi-year collaborations. We have also partnered with our higher degree by research (HDR) students to engage them in real-world research with impact during their candidatures.

Within ISSR, we work together as an agile and innovative workforce seeking continuous improvement and development to maintain our position at the leading edge of research partnerships and impact. ISSR's dedicated research facilities at UQ's Long Pocket Precinct provide excellent conditions for collaboration and external engagement and, increasingly, an active laboratory space for research in new fields and disciplines.

ISSR's aims for research discovery, learning and engagement include thinking big and harnessing the power of big collaborations and big science to address major social questions. This can be seen in our 2018 achievements and remains an imperative for ISSR as we look to the future and our *2019-2023 ISSR Strategic Plan*.

PARTNERSHIPS

DISCOVERY

Social science for a better world means staying connected

ISSR uses research to tackle big challenges with social implications. We have ambitious goals to tackle issues including social inequality, human capability development, and population health in Australia and around the globe. In addressing such complex and enduring social problems, we cannot – and should not – do it alone. A signature trait of ISSR research is that our work is characterised by partnerships with multiple stakeholders working across different contexts to make a difference.

ISSR has developed a research model that matches academic strengths to external needs. Over more than a decade, we have evolved our research foci to reflect the deep expertise of our researchers, applying their strengths to address contemporary social problems (Figure 1 shows

the diversity of topics addressed by our flagship projects over a decade). We have maintained a consistent intent to effect policy change and to support the performance of innovative programs to improve wellbeing in Australia and, to this end, our researchers have invested in priority areas including housing and homelessness, policing and security, and social policy. In 2018, we achieved a national profile in two new research strengths that provide the foundations for ISSR’s future work and collaborations: early childhood development and the social determinants of health.

FIGURE 1.
ISSR’s diverse research strengths respond to social issues – our flagship projects over a decade

FLAGSHIP PROJECTS 2009 – PRESENT (GREATER THAN \$1MILLION)

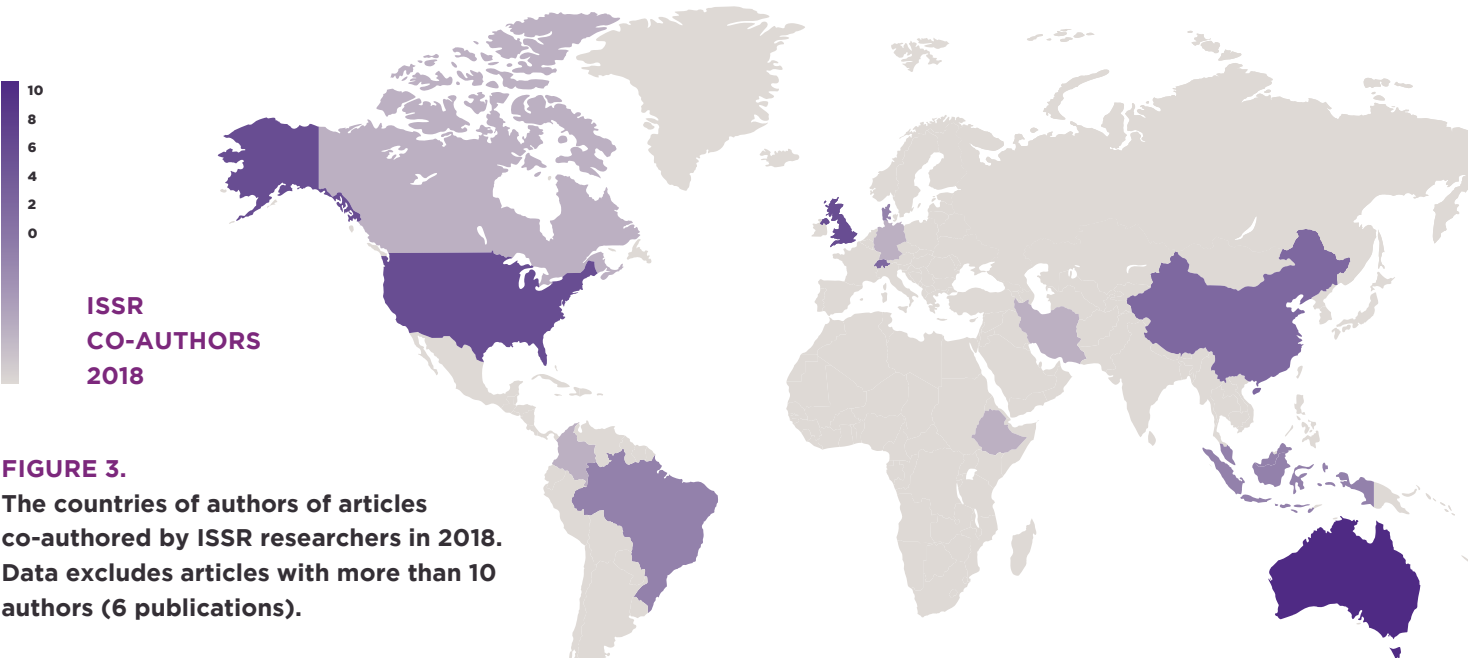
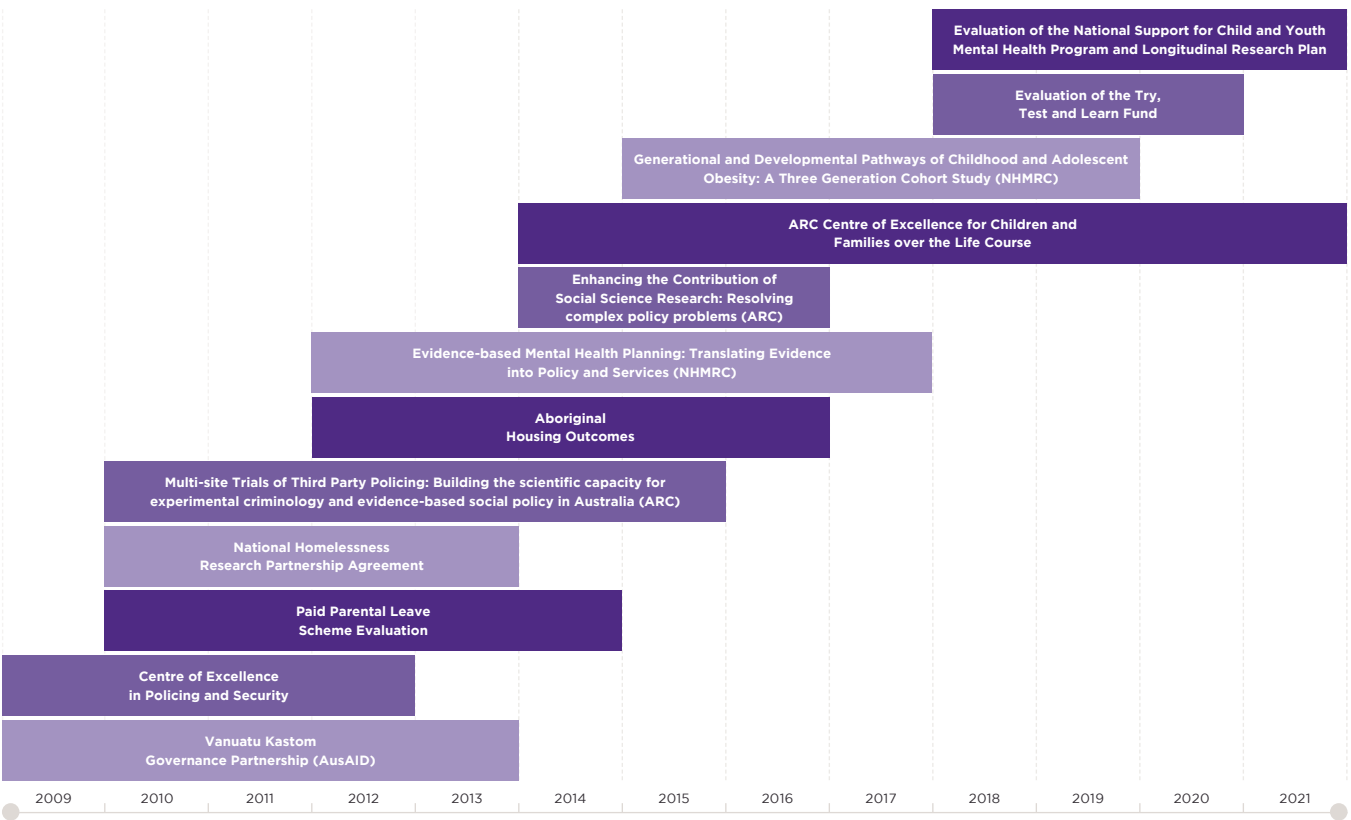


FIGURE 3.
The countries of authors of articles co-authored by ISSR researchers in 2018. Data excludes articles with more than 10 authors (6 publications).

ISSR applies a transdisciplinary strategy to all our priority research areas, with researchers from different disciplines coming together to think about social problems in new and holistic ways. In 2018, all our significant research projects applied a transdisciplinary approach to address social problems of importance to our external partners. This includes the application of theory and tools from sociology, demography, psychology, epidemiology and economics, among other disciplines, across our wide-ranging research portfolio, and can be demonstrated by our diverse journal publications (Figure 2).

Our researchers published in 77 different journals and 16 major fields of research in 2018, which is evidence of our ability to also achieve academic excellence in our collaborative endeavours. More than 80% of indexed journal articles authored by ISSR researchers were published in top ranking journals, including *The Lancet*, *Psychology Medicine*, *Nature – Scientific reports*, *Early Childhood Research Quarterly*, *Social Forces* and *Journal of Marriage and Family*. ISSR researchers published with more than 2000 authors from 387 institutions and 77 countries. Nearly all journal articles by ISSR authors (99%) were developed in collaboration with other researchers, with over one-third (34%) involving international collaborations and a further 39% involving national collaborations (Figure 2 demonstrates the spread of international collaborations). Our ability to build engaged and productive partnerships with a local and global network of thought leaders means we are able to achieve international influence, share ideas and bring the best innovations home to serve Australia.

To advance social science for a better world, ISSR also maintains a commitment to methodological excellence and innovation, and we continue to progress this through our research priority areas and partnerships. In 2018, our research portfolio included designing, reviewing and optimising data architecture for external clients; we also secured major grants to advance new longitudinal research and a randomised controlled trial that uses actigraphy. We have a five-year plan to position ISSR at the leading edge of social science research through the use of machine learning technologies for human services innovation and the translation of research evidence for public health and social service interventions.

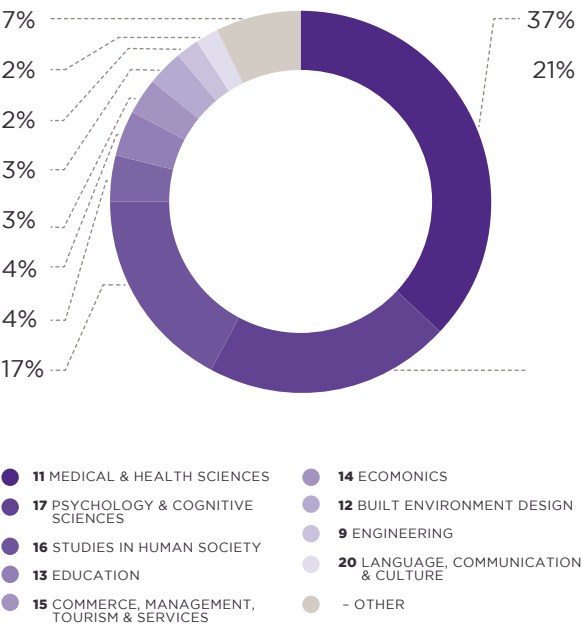


FIGURE 2.
ISSR achieves excellence across disciplines – 2018 articles by journal field of research

PARTNERSHIPS

LEARNING

Capability development is one of our core drivers

ISSR is committed to developing world-class social scientists and sharing knowledge and expertise with our partners. This includes active partnerships with students, universities, government and industry to develop expertise and to share our learnings with people who are best placed to use it.

ISSR TAKES ACADEMIC METHODS AND RIGOUR TO INDUSTRY

Since 2011, ISSR has been running its successful Methods for Social Analysis and Statistics (MFSAS) program, delivering advanced social research methods to end-users from government, industry and academia. In 2018, we refined the MFSAS suite of 18 courses to better align our training to the needs of our partners.

We consolidated some of our previous courses into a series of intensive multi-day offerings and introduced a new course in program evaluation in response to client demand. ISSR now delivers the following courses under its MFSAS program:

- Essential Social Analysis Skills (3-day course led by Dr Yangtao Huang)
- Longitudinal Data Analysis (5-day course led by Dr Francisco Perales and Dr Martin O’Flaherty)
- Program Evaluation (1-day course led by Dr Caroline Salom)
- Social Cost-Benefit Analysis (3-day course led by Associate Professor Richard Brown, UQ School of Economics).

These courses were delivered at the end of 2018 to 58 participants and generated very positive feedback.

We also facilitated a five-day Advanced Indigenous Development Approaches course for people interested in developing locally led, place-based approaches to support better life outcomes for Aboriginal and Torres Strait Islanders. This course, facilitated by Professor Mark Moran, has also been commissioned by government agencies working in Indigenous affairs and social services as an in-house program.

OUR HDR STUDENTS ARE TOMORROW’S THOUGHT LEADERS

ISSR’s student cohort is an important part of our culture and commitment to capability development. The Institute has a vision to graduate HDR students who are concerned with significant real-world questions that have relevance beyond single disciplines and academia. Where appropriate, our students are employed to work on large-scale, externally funded research projects, and they make important and ongoing contributions to the inquiring and innovative world view at ISSR.

2018 was ISSR’s fifth year as an enrolling unit for HDR students and we exceeded our enrolment targets. We have an HDR student cohort of 40 students at various stages of their candidatures, including 15 international students. Since 2014, ISSR has supervised 13 successful completions – 12 of our students have graduated with a PhD and one earned a Master of Philosophy. The Institute also participates in UQ’s Winter and Summer Scholars program, providing short-term placements for undergraduate students in their research areas of interest. Many of these students progress to HDR study, and some of our Winter and Summer Scholars program alumni are now PhD candidates at ISSR.

3MT COMPETITION 2018

HDR student Madonna Boman won the 2018 3MT (Three Minute Thesis) competition at ISSR to progress to the later rounds of UQ’s 3MT competition. Under 3MT rules, students are challenged to describe their research topics in less than three minutes and using just one presentation slide. Madonna was the judge’s pick for her presentation on *The unfinished business of child protection for young people who have left out of home care*. She also secured the People’s Choice Award. Honourable mentions went to Tuhin Biswas (Topic: *Double burden of malnutrition among the women in South and Southeast Asia*) and Laura Simpson Reeves (Topic: *The meaning of poverty*) for their participation in the local 3MT competition.

WESTERN TRAVEL SCHOLARSHIP 2018

HDR students Tuhin Biswas and Victoria Sullivan (Topic: *Pride and Prejudice: The claiming and contesting of men’s participation in ECEC*) were the winners of the Western Travel Scholarship in

2018. The Western Travel Scholarship is maintained by generous gifts from Mrs Tasnee Western in memory of her late husband, Emeritus Professor John Western AM, who was the first Professor of Sociology at UQ. The scholarship supports social science by enabling postgraduate research students at ISSR to undertake international inequality research. Tuhin and Victoria will travel in the first half of 2019 to advance their research.

ISSR SEMINAR SERIES PROFILES OUR PARTNERS AND LEARNING

ISSR’s long-running Seminar Series is a mechanism to promote new knowledge, including the latest developments and new knowledge produced by ISSR researchers and our academic and industry partners. In 2018, the Institute hosted 12 seminars for UQ staff and students. In addition, ISSR held a public event for the launch of a new book, *The homeless person in contemporary society*, authored by Associate Professor Cameron Parsell.

ISSR SEMINAR SERIES 2018

DATE	TOPIC	PRESENTER	PRESENTER DETAILS
8-May-18	The masculinity paradox and the origins of fatherhood	Dr Barnaby Dixson	School of Psychology, UQ
24-May-18	Homelessness, poverty and a developing social welfare program of research	Associate Professor Cameron Parsell	ISSR (now School of Social Science, UQ)
13-Jul-18	Policy capability and evaluation	Lyn Alderman	Chief Evaluator, Policy Capability and Evaluation Branch, Department of Social Services
20-Jul-18	The role of sex and age on pre-drinking: An international comparison of 25 countries	Assoc Prof Jason Ferris	ISSR (now Centre for Health Services Research, Faculty of Medicine, UQ)
23-Jul-18	Inequalities in mothers’ lives and disparities in children’s education in multiple countries	Professor Robert Crosnoe	Rapaport Centennial Professor at the University of Texas at Austin, where he is Chair of the Department of Sociology
	Economic uncertainty and love: Family building behaviors in young adulthood	Assoc Professor Shannon Cavanagh	Associate Professor of Sociology at The University of Texas at Austin, College of Liberal Arts
28-Sep-18	Age in cohort, school indiscipline and crime: Regression-discontinuity estimates for Queensland	Dr Matteo Sandi With Dr Tony Beaton	Centre for Economic Performance, London School of Economics Honorary Research Fellow, ISSR
9-Oct-18	Education: The panacea to poverty?	Dr Matteo Sandi With Dr Tony Beaton	Centre for Economic Performance, London School of Economics Honorary Research Fellow, ISSR
15-Oct-18	Gender attitudes: Do we know what we are measuring?	Professor Ester Rizzi	Centre for Demographic Research, Université catholique de Louvain, Belgium
25-Oct-18	The changing shape of religion in Australia: How Gen Z leads the way elsewhere	Gary D Bouma AM FAICD	Emeritus Professor of Sociology, UNESCO Chair in Interreligious and Intercultural Relations – Asia Pacific, Associate Priest, The Anglican Parish of St John and St Agnes, East Malvern
29-Nov-18	Bubble CPAP in childhood severe pneumonia: Trial in Bangladesh and post-trial implementation plan	Dr Md. Jobayer Chisti	International Centre for Diarrhoeal Disease Research, Bangladesh
5-Dec-18	Gender equality in early childhood education and care in Norway	Professor Kari Emilsen	Professor in Social Science, Queen Maud University College of Early Childhood Education, Norway
	Citizenship and immigrant anti-rumour strategies: A critical outlook from the Barcelona case	Òscar Prieto-Flores	Associate Professor of Sociology of Education, University of Girona

PARTNERSHIPS

ENGAGEMENT

ISSR is ahead on the impact agenda

As Australia’s peak research bodies take on the impact agenda, ISSR is ahead of the curve. The Australian Research Council piloted its first national Engagement and Impact Assessment in 2018. EI 2018 was an initiative to provide detailed evidence about how Australian universities are collaborating with industry, government and the not-for-profit sector. ISSR has been engaging with research stakeholders to benefit others and to enhance the quality and relevance of our own research since the Institute was established in 2009.

Government agencies continue to be the fitting next users of our research, using ISSR evidence for policies designed to tackle significant social, health and economic challenges. Over the past three years alone, ISSR has been commissioned to undertake research for more than 21 government departments.

The Australian Department of Social Services remains the predominant end-user of ISSR research and consultancy services, with the \$3.4 million evaluation of the Try, Test and Learn Fund commissioned in 2018 in addition to two existing studies for the department. With its mission “to improve the wellbeing of individuals and families in Australian communities” and a national focus, the department is a natural end-user for ISSR’s work as we endeavour to inform evidence-based policy in areas relating to vulnerable people, families and children.

Yet the major policy levers for improving life outcomes in Australia are wide-ranging, and ISSR is engaging increasingly with other agencies for impact. In 2018, this included securing more than \$3.199 million in combined new funding from eight other state and federal agencies, including the Australian Department of Health, four Queensland state government departments, the ACT Government, the Northern Territory Government, and the New Zealand Ministry of Social Development.

Over the past five years, we have focused on diversifying our engagement and building more long-term sustainable partnerships. While government agencies remain our key clientele, we are committed to engaging with non-government organisations and foundations that share our values and desire to make an impact. In 2018, we delivered projects with charitable organisations including Social Ventures Australia, St Vincent de Paul Society Queensland and Tenants Queensland Incorporated. Our researchers also secured new philanthropic funding from the global Thrasher Research Fund and the UQ Endowment Fund.

HOW DO WE PARTNER?

With ISSR’s diverse partnership base, the way we engage needs to be increasingly flexible and responsive. We engage with government, industry and non-government organisations as collaborators on academic research grants and as clients of commissioned research and services, but also in other ways depending on the partner and their purpose in working with us.

As an example, the Australian Department of Social Services has a long history of engagement with ISSR, in keeping with its evidence needs as Australia’s lead government entity for social policy outcomes. In 2018, the department entered its fifth year as a foundation partner organisation in the Life Course Centre, hosted by ISSR at UQ to 2021. The department commissioned the national evaluation of the Try, Test and Learn Fund, for which ISSR secured the \$3.4 million contract in collaboration with the Melbourne Institute of Applied Economic and Social Research. ISSR also delivered training to participants from the Department of Social Services in late 2018 through a bespoke short course to support the use of its longitudinal administrative data.

PARTNERING WITH GOVERNMENT TO IMPROVE STUDENT OUTCOMES

STUDENT ENGAGEMENT RESEARCH AND ANALYSIS

In 2018, ISSR finalised a three-year project for the New South Wales Department of Education that will equip its Centre of Education Statistics and Evaluation (CESE) with more powerful data and analytic strategies to understand student engagement.

Led by Dr Wojtek Tomaszewski, our ISSR research team partnered with CESE to improve its capacity to understand the complex relationship between student engagement and learning outcomes. Student engagement is a crucial factor that influences education and related outcomes. Importantly, such engagement can be malleable through school programs, classroom practices, and parental and peer influences, making it an appropriate target for positive intervention. Yet engagement is a complex concept that spans multiple dimensions and a single source data solution is hard to find. Used together, survey data and administrative records have significant scope to determine the role of student engagement, classroom climate and effective teaching practices in shaping student outcomes.

In this project, ISSR worked with CESE to optimise its data for use in research. We developed custom longitudinal datasets in collaboration with CESE personnel, which capitalised on the existing data holdings of the New South Wales Government. We also delivered complex statistical analyses to produce actionable insights on student engagement and determine directions for future research. One of the core challenges for CESE was establishing causality with data from administrative collections and surveys. Unlike in experimental designs, students are not randomly assigned to comparison groups or to experimental conditions before assessing their outcomes. Our team used cutting-edge statistical modelling techniques, including Structural Equation Modelling, multilevel models

and panel regression models to make sense of the longitudinal data available for understanding student engagement and outcomes in New South Wales and determine the drivers of student engagement.

By working collaboratively with CESE throughout the project, ISSR was able to co-design a responsive research agenda with value for policy development and the potential to impact on school practice. The partnership has been a productive model in which ISSR has been able to respond to emerging research needs, including providing methodological expertise on statistical weighting and qualitative research to support school improvement practices. ISSR continues to deliver research with CESE beyond the project term, commencing with new studies from 2019.

KEY FINDINGS

- Engagement matters for learning – students who are positively engaged are up to six months ahead in their learning, after socio-economic status and prior achievement are taken into account.
- Effective classroom and teaching practices matter for learning – students whose teachers use effective teaching practices and set high expectations for all can be up to seven months ahead in their learning, after socio-economic status and prior achievement are taken into account.
- Better classroom practices have broad impacts – students respond positively to better classroom practices, not only through direct improvements in their learning, but also through greater engagement with school.
- The relationship between performance and engagement goes both ways – engagement affects performance, but improvements in performance also positively affect engagement.
- Student engagement and classroom practices can change – school leaders and teachers can take practical steps to improve both.

ISSR researchers: Dr Wojtek Tomaszewski, Professor Mark Western, Dr Yangtao Huang, Dr Ning Xiang, Dr Jenny Povey

PARTNERSHIPS

ENABLERS

Corporate support is essential for non-traditional research

ISSR was established as the flagship institute for social science research at UQ.

Central to our success has been the bespoke corporate support required to run an external-facing research business in a university environment. The Institute employed more than 15 non-academic professional staff members in 2018, and they partner with our academic personnel to make great research happen. The introduction of UQ's new Strategic Plan 2018-2021 will also support the Institute to be sustainable, agile, responsive and efficient as an organisation. ISSR is committed to directing our resources towards enabling our researchers to develop and consolidate collaborative partnerships to create change.

CORE FUNCTIONS ARE CONSOLIDATED FOR END-TO-END MANAGEMENT

There were two significant staff transitions in ISSR's professional personnel in 2018. Cordelia Jackson (Deputy Director, Operations) transitioned to a role in UQ's Strategic Program Office after more than 10 years of service to ISSR. Sue McKell (Deputy Director, Innovation and Commercial Development) led ISSR through a significant period of change in the revised role of Deputy Director, Strategy and Operations before departing UQ for new ventures at the end of the year. During that time, ISSR's Operations team and Innovation and Commercial Development team were consolidated, supporting ISSR to have better end-to-end oversight over its research development, engagement and operational activities. In December 2018, Bronwyn Diffey commenced as ISSR's new Deputy Director, Strategy and Operations.

From 2018, ISSR's Strategy and Operations team provides leadership for the Institute in:

- strategic partnership development
- research development – facilitating proposal management, contracting, and performance reporting and analysis for the Institute
- operations management – providing support for ISSR appointments, facilities and other infrastructure, as well as coordinating ISSR events
- training and commercial activities – coordinating ISSR's commercial training and learning programs.

ISSR also receives central UQ support for key enabling functions, including human resource management, financial services and student support.

LONG POCKET PRECINCT PROVIDES DEDICATED INFRASTRUCTURE

ISSR is located at UQ's Long Pocket Precinct in Brisbane, with two buildings purpose-designed for research and training, including a 24-seat training laboratory to facilitate teaching in social research methods and statistics, and a secure data facility for access to protected information. Since 2015, ISSR has enjoyed this dedicated space and infrastructure for research, just five minutes from UQ's main St Lucia campus.



RESEARCH PROJECTS

ISSR RESEARCH IN 2018

In 2018, ISSR staff worked on over 33 research projects. Of these, 17 were new projects commencing in 2018. The strength of ISSR’s strong social science expertise and depth and breadth of partnerships are demonstrated in this significant output of work. Our research leaders in the Institute bring deep individual expertise to our research areas and facilitate our approach of co-design and collaboration

ISSR RESEARCH LEADERS

Applying cross-disciplinary approaches to contemporary social issues

ISSR research leaders are recognised nationally and internationally for their thought leadership. They work across the Institute and beyond their disciplines to deliver research that matters in areas of contemporary importance and in ways that are solution-focused.

PROFESSOR MARK WESTERN
DIRECTOR, INSTITUTE FOR SOCIAL SCIENCE RESEARCH

Professor Mark Western is Director of the Institute for Social Science Research and a Chief Investigator in the Australian Research Council Centre for Excellence for Children and Families Over the Life Course.

Mark is a sociologist whose research examines how systems of inequality and disadvantage arise and can be addressed, what matters for economic and social wellbeing, and how institutions like schools, families, networks and labour markets are involved in these processes. Mark also carries out research in social science methods. He is interested in how to improve quantitative methods to generate more valid and reliable conclusions from these kinds of data, and in how to use new computational methods like machine learning on very large social science datasets to identify patterns, classify observations and make better predictions.



PROFESSOR KAREN THORPE
GROUP LEADER, EARLY CHILDHOOD DEVELOPMENT AND CARE AND
DEPUTY DIRECTOR (RESEARCH), INSTITUTE FOR SOCIAL SCIENCE
RESEARCH

Professor Karen Thorpe is a developmental psychologist and former early childhood educator who was named by the *Australian Financial Review* as one of Australia’s 100 Women of Influence (2013) for her research on child and family policy. She has a strong track record of leadership on scientifically rigorous independent studies and program evaluations relating to early childhood development, including longitudinal research and randomised controlled trials. Her particular interest is early childcare and education environments, including parent work, quality of care and education, and the early years workforce.

In late 2018, she was awarded \$705,000 in research funding from the Australian Research Council to study the developmental significance of sleep transitions in early childhood in what was one of the largest Discovery Project awards to UQ that year.



RESEARCH PROJECTS

ISSR RESEARCH LEADERS CONTINUED

PROFESSOR JANEEN BAXTER

GROUP LEADER, GENDER AND FAMILY DYNAMICS AND DIRECTOR, ARC CENTRE OF EXCELLENCE FOR CHILDREN AND FAMILIES OVER THE LIFE COURSE

Professor Janeen Baxter is Director of the Life Course Centre.

Janeen is at the forefront of scholarship on families, households and life course research. She is known for her leadership in developing life course and longitudinal studies through Australia's first national longitudinal study, Negotiating the Life Course, her leadership of the ARC Centre of Excellence for Children and Families over the Life Course and involvement in several other national flagship longitudinal studies. Baxter has contributed innovative analyses of large-scale quantitative data with a focus on family dynamics, gender equity and work-life balance. Her research impact is reflected in her influence on data investments and policy decisions by the Australian Government as well as a strong publication record in leading social science journals. She has developed and led several large-scale, multidisciplinary and multi-institutional research projects and has an exceptional track record in attracting competitive funding and building collaborations with industry and government.



PROFESSOR PAUL MEMMOTT

GROUP LEADER, ABORIGINAL ENVIRONMENTS

Professor Paul Memmott is an anthropologist, architect and social planner who has dedicated more than 40 years to establishing a research and teaching field centred on the topic of Aboriginal people-environments relations. He is the Director of UQ's Aboriginal Environments Research Centre, which is dedicated to the discipline of people-environment relations and the use of space and place by Aboriginal people. Paul is a recognised leader in the architectural anthropology and social anthropology of Aboriginal Australia.

Paul is recognised as one of Australia's most experienced practitioners in culturally appropriate design, and his work is characterised by its diversity and practical focus. It includes being engaged by the Myuma Group as an educator in cultural identity training for pre-vocational trainees, designing novel uses for Spinifex grass based on traditional Indigenous knowledge, and developing community-based plans to address family violence and housing issues in diverse communities.



PROFESSOR MARK MORAN

GROUP LEADER, DEVELOPMENT EFFECTIVENESS

Professor Mark Moran's work examines the impact of development programs and practices for vulnerable populations. In his research, he draws on a career that features academic research, employment in the not-for-profit sector, and consultancy services for government. This cross-sectoral career has allowed Mark to significantly contribute to the science of development effectiveness, toward forging new collaborations between academia and development practice. Mark has evaluated and examined Australian public policy and practice and its impacts on Aboriginal and Torres Strait Islander people and communities, and developed frameworks to address problems and maximise strengths in these areas.



Mark delivers the Advanced Place-Based Development Approaches Training Course, and is the academic lead of Australia's first MicroMasters credential, the Leadership in Global Development MicroMasters.

DR WOJTEK TOMASZEWSKI

GROUP LEADER, EDUCATION AND INEQUALITY

Dr Wojtek Tomaszewski is a national leader in education equity research who uses advanced quantitative research to support students to succeed in education, regardless of their backgrounds. Wojtek's track record delivering successful government-funded grants includes leading a review of equity groups in higher education and scoping a longitudinal study of interventions to support education equity. He has managed a multi-year partnership with the New South Wales Government to develop new systems and end-user support for longitudinal data on student engagement, and he is undertaking research for the Queensland Government on the socio-economic costs of poor education transitions for young people.

Wojtek also investigates intergenerational educational disadvantage as a Senior Research Fellow in the ARC Centre of Excellence for Children and Families over the Life Course and is an appointed member of the Equity Research and Innovation Panel for the Australian Government.



ASSOCIATE PROFESSOR CAMERON PARSELL

GROUP LEADER, HOUSING AND HOMELESSNESS

Associate Professor Cameron Parsell is a qualitative researcher who has won an Australian Research Council Discovery Early Career Researcher Award and a UQ Foundation Research Excellence Award in recognition of his significant body of work in the areas of homelessness, social housing and service integration. He is committed to building an evidence base for how people who are disadvantaged use social services, the types of social services they use, and what impact specific services have on their lives.

Cameron was awarded an Australian Research Council Future Fellowship, which he is now undertaking in the UQ School of Social Science. Cameron remains an ISSR affiliate.



PROFESSOR ROSA ALATI

GROUP LEADER, SOCIAL SCIENCE AND HEALTH

Professor Rosa Alati is a recognised research leader in the life-course epidemiology of health, with specialist skills in mental health, alcohol and substance use research. Rosa has won grants of up to \$16 million to pursue research in these areas, based on her admirable track record. She is widely regarded for her project management skills and has led research projects of national and international significance. This includes the Mater-University of Queensland Study of Pregnancy, which investigates causal pathways to substance abuse and mental health outcomes, and the \$1.5 million Passport to Advantage randomised controlled study of prisoner health in Queensland.

Rosa departed ISSR in late 2018 to take up the role of Head of School for Public Health at Curtin University. She maintains an Honorary Professor role at ISSR.



RESEARCH PROJECTS

SOCIAL DISADVANTAGE & INEQUALITY

ISSR research has been characterised by a consistent commitment to reducing social inequality and improving social cohesion for more than a decade

Our achievements culminated in UQ securing funding for the establishment of the ARC Centre of Excellence in Children and Families over the Life Course (the Life Course Centre, led by Professor Janeen Baxter), which is dedicated to addressing social and economic disadvantage (2014–21). In 2018, ISSR was commissioned by the Australian Government to evaluate the Try, Test and Learn Fund, an innovative policy to trial new interventions for people at risk of long-term welfare dependence. We also continued to research evidence on how inequality operates and undermines Australian ideals of a “fair go”, with new outputs based on qualitative and quantitative studies. Moving forward, the Institute is looking at the use of new technologies and methods for measuring the lived experience of inequality.

EVALUATION OF THE TRY, TEST AND LEARN FUND

EVALUATING POLICY INNOVATIONS TO ADDRESS DISADVANTAGE



ISSR is evaluating a \$96 million Australian Government fund designed to assist people at risk of long-term welfare dependence. The Try, Test and Learn (TTL) Fund was established in 2016 to design, implement and test new ideas or policy responses to improve workforce participation or work capacity for at-risk groups. Drawing on insights from the Australian Priority Investment Approach to Welfare, the TTL Fund supports projects that advance new and innovative ways to create pathways out of the welfare system.

“There is considerable evidence to suggest that some groups are deeply and persistently disadvantaged, despite overall economic growth in Australia,” says evaluation lead, Professor Janeen Baxter.

“Early interventions such as those proposed through the Try, Test and Learn Fund are key to preventing and reducing lifelong disadvantage.”

The evaluation is ISSR’s largest commissioned research project to date, and builds on the success of the Institute in evaluating major social policy initiatives in Australia, including Paid Parental Leave, subsidised in-home care for families, and Respectful Relationships education in schools.

Our researchers brought a rich understanding of the evolution and implementation of the TTL Fund from the outset. Professors Janeen Baxter and Mark Western were among the national experts the Commonwealth Government consulted in developing the Australian Priority Investment Approach to Welfare, and ISSR was commissioned to validate the actuarial analyses that underpin the identification of target groups.

The TTL Fund has granted funds for more than 50 new interventions across Australia, and service providers are already using resources developed by the evaluation team to improve their practice. The evaluation will run until mid-2020 and involves stakeholder interviews, participant surveys and extensive data analysis. The project is being

delivered through a partnership between ISSR and The University of Melbourne’s Institute of Applied Economic and Social Research. The team drew on their experience as colleagues and collaborators in the Life Course Centre for the evaluation.

ISSR researchers: Professor Janeen Baxter, Dr Jenny Povey, Dr Martin O’Flaherty and researchers from Melbourne University

THE LIFE COURSE CENTRE

INVESTING ACROSS AUSTRALIA IN RESEARCH ON INTERGENERATIONAL DISADVANTAGE



The ARC Centre of Excellence for Children and Families over the Life Course (the Life Course Centre) has established a network of mature research partnerships over its first five years. Life Course Centre researchers from across more than 22 organisations produced 216 research publications in 2018 alone, attracting more than 213 citations and 296 news articles by the end of the year. The Centre is progressing new strategies to take its research evidence to translation, including by applying its learnings to public submissions and providing strategic policy guidance to its non-university partners in government and the not-for-profit sector.

The Centre is led by Professor Janeen Baxter, who has consolidated an international reputation for advanced life-course and longitudinal research on disadvantage through the success of the Centre. In 2018, Professor Baxter championed the Life Course Centre’s approach to understanding disadvantage for diverse stakeholders, including at the Society for Longitudinal and Life Course Studies International Conference in Italy, as a panellist for the 2018 Brisbane Feminist Festival and to Anglicare Southern Queensland. A key achievement for the Life Course Centre under her leadership was the inclusion of the findings of researchers from the Centre in the Productivity Commission’s 2018 report *Rising Inequality? A Stocktake of the Evidence* and an invitation to appear before the House of Representatives Select Committee Inquiry into Intergenerational Welfare Dependence.

In 2018, ISSR’s Professor Karen Thorpe also joined the Life Course Centre as a Chief Investigator. Professor Thorpe’s expertise in early childhood development and the role of the early childhood education and care (ECEC) workforce has valuable synergies with the

Life Course Centre’s mission to address disadvantage. Professor Thorpe is well placed to investigate early childhood as a critical window for intervention to address disadvantage, with a focus on the role of ECEC as an institution that can support capability building.

The centre’s 2018 Annual Report can be accessed here: <https://www.lifecoursecentre.org.au/wp-content/uploads/2019/04/LifeCourseCentreAnnualReport-2018.pdf>

ISSR PRODUCES INSIGHTS INTO DEVELOPMENTAL GRADIENTS FOR AUSTRALIAN CHILDREN

A 2018 paper by ISSR’s Dr Martin O’Flaherty and Professor Janeen Baxter finds that time spent by mothers with children is often tailored to meet their changing developmental needs over time. The research built on a recent study in the United States which shows that mothers who have attained higher levels of education are more likely to tailor their time with their children in favour of activities that best suit their stage of development. Dr O’Flaherty and Professor Baxter found similar evidence in Australia, and identified time use by parents as a mechanism in the transmission of disadvantage and an area for intervention to improve children’s outcomes.

ISSR MARKS ANTI-POVERTY WEEK WITH A FOCUS ON EDUCATION

ISSR researchers emphasised the importance of education to ameliorate disadvantage in a workshop hosted by the Life Course Centre as part of Anti-Poverty Week 2018. Presented by ISSR’s Dr Tony Beaton with Dr Matteo Sandi of the London School of Economics. The seminar highlighted the power of education to help children and families in socio-economic disadvantage, and the value of using linked administrative data on school disciplinary actions and youth crime to better understand the effects.

“Education inoculates against poverty,” Dr Beaton said. “Staying on at school increases wages, gives choices and helps reduce poverty. It is not a panacea to everything, but keeping kids at school longer has positive effects after they leave school.”

RESEARCH PROJECTS

FAMILY DYNAMICS

ISSR views families as being at the heart of shaping life outcomes for individuals and the wellbeing and economic health of society

Family dynamics in Australia and internationally have changed dramatically over the past decades, with important trends in the timing of parenthood, delays in cohabitation, de facto and same sex parenting, and a strengthened response to sexual harassment and domestic and family violence. ISSR examines the impact on broader social outcomes, including effects on gender roles, sexuality and health, education and wellbeing. Our research on family dynamics is diverse, spanning multiple disciplines and focusing on the role of the family in a range of important social outcomes, as well as the tools and capabilities we need to understand and influence family dynamics over time.

INDEPENDENT REVIEW OF GROWING UP IN NEW ZEALAND

REVITALISING DATA FOR SOCIAL POLICY-MAKING

A team of ISSR researchers and PhD students crossed national boundaries to investigate New Zealand's flagship longitudinal birth-cohort study. Led by Dr Francisco (Paco) Perales, the team worked with the New Zealand Ministry of Social Development to discover the best way to ensure the Growing Up in New Zealand (GUiNZ) study can respond effectively to changing policy contexts and data needs. The review considered the strengths and limitations of various design options to inform the future data collection of the study.

Longitudinal birth-cohort studies collect data on individuals across time, tracking how their lives unfold within multiple interconnected domains. As such, they provide the opportunity to help make sense of the complex relationships that characterise human lives, and produce findings that can significantly contribute to policy-making.

Based at the University of Auckland's Centre for Longitudinal Research – He Ara ki Mua, the GUiNZ study tracks the development of almost 7000 New Zealand children from pre-birth until they turn 21 years old. The data provides invaluable information about children's development in their early years, and how policy interventions can intervene and give each child the best possible start in life.

However, the ability of GuiNZ to generate the data necessary to inform policy is dependent on how well data are collected, and how study designers respond to emerging challenges. This required rethinking the study design to cater for changing environments, needs and preferences as they get older. ISSR's Paco Perales and his team used a life-course approach to identify ways to maximise the capacity of the study to generate findings that can inform policy and practice.

To ensure that forthcoming GuiNZ data-collection waves could be designed to align with the contemporary policy environment in New Zealand, a Policy Forum was held in Wellington. Representatives of Paco's ISSR team, the GuiNZ survey team, the New Zealand Government and various stakeholder organisations came together to discuss the key policy priorities that relate to adolescents and young people in New Zealand, and the strengths and limitations of various study design options. In doing so, they discussed evidence needs and knowledge gaps; "big" policy questions anticipated to become salient over the next 10 to 15 years; the value of GuiNZ in addressing those questions; and examples of longitudinal birth-cohort data being used to generate policy-relevant knowledge.

The review was intended to ensure that the GUiNZ study has the ability to influence policy and practice, and in doing so, improve the lives of all New Zealanders.

ISSR researchers: Dr Francisco Perales, Ms Alice Campbell, Ms Christina Ablaza, Professor Mark Western, Professor Janeen Baxter, Professor Karen Thorpe

DOMESTIC AND FAMILY VIOLENCE PREVENTION EVALUATION CAPABILITY PROGRAM

ENHANCING EVALUATION CAPACITY FOR BETTER OUTCOMES IN QUEENSLAND

In 2018, ISSR partnered with the Queensland Department of the Premier and Cabinet (DPC) to design, deliver and support the Queensland Government Domestic and Family Violence Prevention Evaluation Capability Program 2017-18 (the Capability Program). The Capability Program was an initiative to support a whole-of-government approach to achieving better outcomes for Queensland families.

Led by Professor Rosa Alati and Dr Caroline Salom, ISSR worked with DPC to develop the program with a focus on deep collaboration across 12 agencies responsible for implementing domestic and family violence reforms in Queensland. This collaborative planning and engagement with DPC enabled the ISSR team to design and deliver a sustainable program that supports the Queensland Government's ongoing capability across a wide range of evaluation activities.

The ISSR team had previously developed the evaluation framework for the *Queensland Government's Domestic and Family Violence Prevention Strategy 2016-2026* (the Strategy). In line with ISSR's recommendations within the framework, the Capability Program was designed to enhance the evaluation capacity of agencies and personnel involved in the implementation of the strategy.

ISSR used experts previously engaged in the evaluation framework development, as well as personnel with rich expertise in training development and the measurement of gender-based violence. The team worked closely with DPC, using a collaborative and co-design approach in developing and delivering the Capability Program to ensure the outcomes remained responsive to the needs of implementation agencies.

The team used an online skills audit and training needs analysis to gain valuable insight to the skills needs and existing capabilities of program end-users, which informed their training and resource

design. Training was delivered to government personnel in face-to-face sessions, and was complemented with support from online learning modules and resources developed to offset the challenges of time and distance for broader ongoing delivery.

This collaboration was deepened by embedding an Evaluation Consultancy Team into DPC across the term of the project. These embedded experts supported evaluation capacity in a range of areas across government, consulting on current and prospective evaluations, and providing coaching to key government personnel involved in planning and conducting evaluation activities.

To further DPC's aim of continued sharing of learning and ideas over time, and to continue to inform future training offerings, ISSR also designed and launched an Evaluation Capability Development Network as part of the program. This innovative initiative supported staff across government agencies to come together for collaborative learning activities specific to evaluation and data gathering relevant to domestic and family violence responses and the Strategy.

By the conclusion of the Capability Program, the ISSR team had presented DPC with a succinct summary report and recommendations for future training and capability-building, in addition to an evaluation toolkit and online training tools for ongoing use by DPC and the implementation agencies.

Through partnerships with online learning developers Level Up Learning and the UQ Media and Production Support team, ISSR ensured the tools they developed were effectively communicated and engaging, to smooth the way for implementation agencies to continue to grow their evaluation capacity. The inclusion of interactive features, expert interviews and assessment tools will help to bolster learning and development outcomes for DPC for years to come.

Elements of the Capability Program were adapted for a broader audience as part of ISSR's open short course of Program Evaluation, which commenced in late 2018 and is delivered by Dr Caroline Salom.

ISSR researchers: Professor Rosa Alati, Dr Caroline Salom, Dr Jenny Povey, Joemer Maravilla, Sean Mitchell, Shelby Marrington, Catherine Daly

RESEARCH PROJECTS

HEALTH & WELLBEING

ISSR is committed to improving population health and wellbeing

Since 2017, we have deepened our capacity for the study of health and wellbeing across the life course, focusing on how the conditions in which people are born and live shape their health, and how the environment, settings and institutions they interact with affect their wellbeing and life outcomes. The Institute has a growing body of expertise that includes substance use, mental health, population health and sleep science. Researchers are contributing methodological and statistical expertise to investigate how early life events, social and environmental effects and policy decisions can influence social and health outcomes. Going forward, we will complement this with qualitative research on the lived experience of health and wellbeing and work with the most disadvantaged in our society to co-produce and evaluate new and innovative ways of improving health.

EVALUATION OF THE NATIONAL SUPPORT FOR CHILD AND YOUTH MENTAL HEALTH PROGRAM

SUPPORTING POSITIVE MENTAL HEALTH AND RESPONSIVE SUPPORT IN AUSTRALIA



A team of mixed-method researchers from ISSR is evaluating the National Support for Child and Youth Mental Health Program, an initiative to build the capability of key workforces to support positive mental health in young Australians. In a three-year \$2.6 million evaluation, ISSR is looking at the role of educators, health workers and others working with children in supporting child and youth mental health, how they can be best assisted, and how these benefits might be tracked over time.

“We want healthy, happy and supported kids into the future, and it’s exciting for our team to be working on a project that will focus on that outcome for the federal government,” Associate Professor Simon Smith, project lead, says.

The program targets workforces well placed to make a difference. It funds beyondblue to deliver its school-based National Education Initiative, supporting teachers and early childhood educators to promote mental health and wellness in children and young people. Emerging Minds also receives funding for its National Workforce Support in Child Mental Health initiative to provide resources and support for professionals and services that work with young people at risk of mental health difficulties and their families.

The linked, but distinct, activities of beyondblue and Emerging Minds are conducted across different organisations and in a range of communities, so ISSR is advancing an evaluation approach that is informed by life-course theory and built upon deep stakeholder engagement with end-users, service providers, communities and the Australian Department of Health.

To best facilitate this important collaboration, the ISSR team is producing work that is easily accessible and usable by the department for decision-making. Associate Professor Smith and his team understand that, while the work itself may be complex, communicating that work doesn’t have to be; and our partners appreciate the effort we take to ease the research translation process.

From conception to delivery, the goal of this project is to produce insights and recommendations that are meaningful and practical. ISSR is collaborating with colleagues at the Telethon Kids Institute in Western Australia in the comprehensive evaluation that involves a national survey, community case studies and complex statistical analysis.

“Our aim is to produce results that show clearly what the Commonwealth Government is doing to build the capability of community-level supports. We will deliver a plan for the government to keep tracking these effects over time,” Associate Professor Smith says.

ISSR researchers: Associate Professor Simon Smith, Shannon Edmed, Professor Karen Thorpe, Dr Caroline Salom, Shelby Marrington, Dr Azhar Pohtia, supported by researchers from the Telethon Kids Institute

SERVICE USER EXPERIENCES OF INTEGRATION AND REFERRALS

CONSUMER PERCEPTIONS OF SERVICE INTEGRATION IMPACTS IN FAR WEST QUEENSLAND



Life in far west Queensland provides a very different context around engaging with human services than in urban regions – scarcity of services and challenges inherent in living in more isolated areas can compound usual barriers to service access and integration, particularly for those experiencing problems with mental health or substance use. With funding from the Queensland Mental Health Commission (QMHC), ISSR investigated how to improve the ability of people with a lived experience of mental health difficulties in far west Queensland to take up referrals to the services they need.

ISSR researchers engaged directly with service users’ lived experience, travelling to 10 regional towns to speak with people experiencing mental health difficulties, mental illness or problematic substance use about their experiences of engaging with – and trying to engage with – local human services. Respondents provided diverse insights into their experience of service integration: hailing from larger regional centres as well as smaller, isolated towns, their ages ranged from 19 to 72 years, and significant proportions identified as Aboriginal or LGBTIQ.

Drawing together findings from the qualitative interviews with a systematic review of the literature and analysis of the policy landscape, the ISSR team identified a range of factors that affect consumers’ ability to take up referrals and be provided with integrated care. While barriers and facilitators such as physical infrastructure, information sharing and cultural appropriateness are common across the service provision landscape, this project provided unique insight into the shape that these take in western Queensland.

Based on the findings, ISSR provided three core recommendations for human service provision in far west Queensland:

1. fully consider consumers’ needs and circumstances in choosing a referral that is appropriate and practicably accessible
2. engage the consumer as an active participant in his or her care and referral
3. overtly connect the consumer with the service or practitioner, with follow up to ensure the referral is acted upon and the consumer is appropriately supported.

The report also notes the importance of recognising that service integration can take many forms and implementation needs to be context specific. The findings will be used by the QMHC to inform and support the development of options for improved service integration and referral practices throughout Queensland. The full report, *One person, many stories: Consumer experiences of service integration and referrals in far western Queensland*, is available on the QMHC website at qmhc.qld.gov.au.

The success of this project builds on the high-profile 2015 collaboration between QMHC and ISSR, formed in response to the controversial “three strikes” *Anti-Social Behaviour Management Policy*. Having identified the policy as problematic for tenants with complex needs, the QMHC partnered with ISSR to build a powerful evidence base that formed the basis of an ordinary report that was tabled by the Minister for Health in the Queensland Parliament, *Social housing: Systemic issues for tenants with complex needs*. The report provided contemporary evidence and significantly influenced the development of a fairer policy response that supports the needs of tenants with mental illness and other complex needs.

The research translation outcomes resulting from ISSR and QMHC’s work together is an excellent example of the potential for research partnerships to create social change that positively impacts on the day-to-day lives of real Australians.

ISSR researchers: Professor Rosa Alati, Dr Caroline Salom, Dr Fairlie McIlwraith, Joemer Maravilla, Associate Professor Cameron Parsell

RESEARCH PROJECTS

EARLY CHILDHOOD DEVELOPMENT

In recognition of the vital importance of early childhood development for future life outcomes and national economic wellbeing, ISSR undertakes significant work to understand and improve quality, practice and access in the early childhood education and care (ECEC) sector. Using social science approaches along with cognitive and developmental science, ISSR research is influencing policy, workforce and funding models relating to childcare service provision. Since 2017 and the appointment of Professor Karen Thorpe and her team to the Institute, ISSR researchers have been advancing new knowledge about how ECEC contexts and the practice of educators can impact on sleep in the early stages of life, with consequent effects on relationships, behaviours, learning and health. Our research also targets sleep as a social issue and an influencing factor in early childhood development. Karen Thorpe was a commissioned panellist for the Gonski review and report – *Lifting our Game* (February, 2018) and keynote speaker for a parliamentary roundtable in Canberra.

OBSERVING AND ASSESSING PRACTICE IN ECEC

TOWARDS AN OBSERVATIONAL FRAMEWORK FOR QUEENSLAND'S AUTHORISED OFFICERS



Following a highly competitive Education Horizon grant round, ISSR secured funding from the Queensland Department of Education to inform the development of new observational tools to support authorised officers to monitor quality in ECEC.

Authorised officers may be referred to as early childhood managers or early childhood officers. In Queensland, they are employed by the state government to monitor ECEC services, conduct assessment and rating visits, and provide guidance to support quality. Assessment and monitoring are integral to ensuring that the public investment in ECEC – more than \$10 billion per annum – is well directed. ISSR researchers have found discrepancies between intended, reported and actual practices in quality assurance for the ECEC sector. We know that observations provide an independent assessment tool but are labour intensive and limited to selected times or events, so understanding when, what and how to observe is vital.

New ISSR research from 2018 will determine how the accuracy and meaning of observations undertaken as part of assessment and monitoring visits by authorised officers can be improved. Using the significant knowledge of the research team in observational methods, we will consider the role of barometer events – periods of the ECEC day which the research evidence shows present the greatest challenges for educators and the most variation in their responses. These events are informative in delineating educator practices and benchmarking quality. The team will develop recommendations about barometer events that should be observed during visits by authorised officers to ECEC services, including case studies that illustrate the range of events and their suggested ratings.

The research is consistent with feedback from ECEC stakeholders, including the Australian Children's Education and Care Quality Authority, which have partnered in this study with ISSR.

ISSR researchers: Dr Sally Staton, Professor Karen Thorpe, Dr Sandy Houen

SLEEP LEARNING FOR EARLY EDUCATION PROFESSIONALS

TRIALLING AN INNOVATIVE INTERVENTION TO IMPROVE CHILD SLEEP PATTERNS



In 2018, ISSR researchers conducted the first randomised controlled trial looking at the effectiveness of a Sleep Learning for Early Education Professionals (SLEEP) program in improving sleep practices and child sleep patterns in long day care and family day care services. This work was funded by the Queensland Department of Education and the Thrasher Research Fund in the United States.

Sleep problems in early childhood have a high human and financial cost. In Australia, 30% of children aged birth to seven years experience mild to severe sleep problems, with an estimated cost of US\$27.5 million per annum in primary healthcare costs alone. The human cost is higher, with disruption to sleep having a range of adverse developmental and health consequences for children, including raised risk for obesity, poor neurocognitive functioning, impeded learning and increased incidence of behavioural problems. Early childhood sleep problems are also associated with ongoing – and sometimes lifelong – health costs, such as a twofold increase in maternal depression.

The majority of preschool children aged three to seven years no longer habitually nap, but daily mandated naptimes in childcare settings remain common practice. Mandated naptimes require children to lie down without alternative activity, and they are associated with observed reductions in emotional climate and increased incidence of distress. While intended to be restful, mandatory naptimes may induce stress in those children unable to sleep. To assess this, the ISSR research team applied an experimental design to test the impact of sleep practices in ECEC settings on the stress responses of children.

The results showed that childcare services that had received the professional development program had more positive emotional quality of interactions between educators and children at rest-times, and following rest-times children showed more positive interactions with their peers.

In 2019, Associate Professor Simon Smith and Dr Sally Staton will deliver a public presentation on sleep science as part of UQ's Global Leadership Series and host a national workshop titled *Sleep and Society: Continuity and chaos across the life course*, with funding from the Academy of the Social Sciences in Australia.

ISSR researchers: Dr Sally Staton, Professor Karen Thorpe, Associate Professor Simon Smith, Dr Sandy Houen, Emma Cooke, Candice Oakes, Peter Rankin

RESEARCH PROJECTS

EDUCATION, EMPLOYMENT AND EQUITY

ISSR’s focus on education and employment is oriented towards supporting the conditions for people to achieve their life potential. This includes developing new knowledge about aspirations, participation and attainment in secondary school and higher education, and identifying the enablers and barriers to effective engagement and educational success. Our work is distinctive for our expert use of complex quantitative data on education on a wide range of related outcomes, and these strengths underpin the significant impact ISSR had on higher education equity policy in 2018. The Australian Department of Education and Training also announced a new Equity Research and Innovation Panel to advise on Australian Government-funded research and trials on higher education student equity, and ISSR’s Dr Wojtek Tomaszewski was announced as an appointed panel member along with ISSR Advisory Board member Anne Hampshire (The Smith Family).

REVIEW OF IDENTIFIED EQUITY GROUPS

IMPROVING POLICIES TO ADDRESS DISADVANTAGE IN HIGHER EDUCATION

There are many barriers that prevent participation and success in higher education. Equity groups have long been used as a tool to define and target disadvantaged groups in the Australian higher education system, but are the current equity groups adequately capturing those most in need of support? Dr Wojtek Tomaszewski led a team of ISSR researchers who, in close collaboration with the Australian Department of Education and Training, attempted to find answers to this question.

For over 25 years, successive Australian Governments have identified six equity groups as experiencing disadvantage and under-representation in Australia’s higher education system:

- Aboriginal and Torres Strait Islander peoples
- people from low socio-economic status backgrounds
- people from non-English speaking backgrounds
- people from regional and remote (formerly rural and isolated) areas
- people with disability
- women, especially in non-traditional subject areas.

In identifying and assisting these groups, the government aims to promote the career choices and employment outcomes of disadvantaged individuals, and ultimately produce economic benefits for Australian communities.

Importantly, however, considerable social, economic and demographic changes have shifted the landscape in which disadvantage in higher education now occurs. In response to these important changes, the Australian Department of Education and Training commissioned ISSR to review whether the current equity groups were the most effective and efficient means of identifying people who face barriers to participation and success in higher education in Australia.

To achieve this, Wojtek’s team conducted a survey of the relevant literature, a quantitative analysis of Australian data, and a road-testing of the results. The road-testing was a particularly novel approach to conducting a review, as it involved engaging 25 external stakeholders to provide their opinions on the findings of the data analysis. The feedback that resulted was pivotal in canvassing a wide range of expert views, informing the analyses and identifying areas where additional work was needed. Stakeholder feedback triggered additional data analyses and influenced the final recommendations of the review.

Based on their analyses, the team sought to recommend ways to more accurately capture and monitor different degrees of higher education disadvantage in Australia, which in turn would create a strong foundation on which to base policies and support aiming to improve this disadvantage. This is particularly true for groups that currently have the lowest chances of accessing and succeeding in higher education. Indeed, capturing higher education disadvantage more accurately, including making distinctions between different levels of disadvantage, will lead to more effective monitoring of disadvantage in higher education, and provide a better basis for more efficiently targeting those in need through subsequent policy interventions.

ISSR researchers: Dr Wojtek Tomaszewski, Matthias Kubler, Dr Francisco Perales, Professor Mark Western, Christina Rampino, Dr Ning Xiang

In this study, ISSR analysed large-scale data from the Australian Census and the Household Income and Labour Dynamics in Australia (HILDA) Survey to benchmark outcomes for disadvantaged students against their peers. The research found that, while graduates from low socio-economic backgrounds earn similar wages to graduates with advantaged backgrounds, they are less likely to work in managerial or professional occupations. They also report lower satisfaction with job security and financial prosperity. These differences, however, fade over time and are no longer visible five years after graduation.

Overall, the relative returns for achieving a university degree are greater for individuals from low socio-economic backgrounds. The improvement across a range of outcomes is larger and it has the most evident positive impact on their mental health.

These findings have important implications for policy and practice. They confirm that participation in higher education in Australia continues to have a levelling or equalising function by diminishing the socio-economic inequalities into which people are born. Nonetheless, recent studies show that people from low socio-economic backgrounds are less likely to choose to attend higher education, face greater challenges in attending, and are more likely to drop out if they enrol. While our research findings underscore the value of higher education in reducing disadvantage, there are barriers to access and achievement that need to be addressed if universities are to make a difference in addressing inequality.

ISSR researchers: Dr Wojtek Tomaszewski, Matthias Kubler, Dr Francisco Perales, Dr Ning Xiang

BEYOND GRADUATION

ADDRESSING SOCIO-ECONOMIC INEQUALITIES IN EMPLOYMENT AND OPPORTUNITY

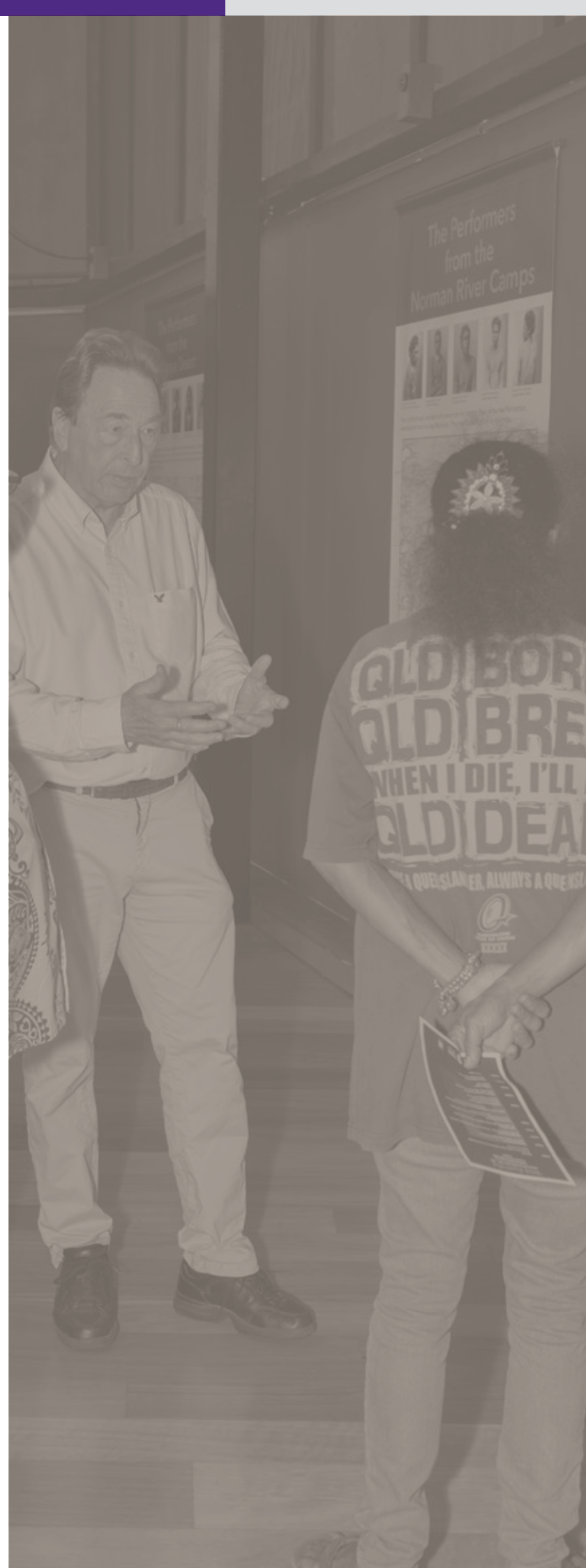
University completion is recognised for its positive impacts on people’s socio-economic outcomes, but the benefits are not evenly distributed for graduates. ISSR has examined post-university trajectories in Australia to determine the differences between the most advantaged and most disadvantaged graduates. The research extended beyond income measures to consider how non-labour outcomes such as mental health and subjective wellbeing may also be affected.

RESEARCH PROJECTS

ABORIGINAL ENVIRONMENTS

Place is a fundamental principle in closing the gap between life outcomes for Indigenous and non-Indigenous people in Australia

Loss of place is central to the spiritual disconnectedness suffered by Aboriginal and Torres Strait Islander Australians, leading to a range of adverse social and economic outcomes that see many of our Indigenous people vulnerable to poor wellbeing, loss of identity and mental health issues. ISSR, in collaboration with UQ's Aboriginal Environments Research Centre (led by Professor Paul Memmott), explores how place can also be part of the solution, focusing on how culturally appropriate policies, programs and spaces can positively influence Indigenous behaviour in a range of settings for residential use and service delivery.



WILD AUSTRALIA EXHIBITION

HISTORY AND HEALING THROUGH NEW UNDERSTANDING

New research by an ISSR-led team is contributing updated perspectives on Aboriginal history and how it has had flow-on effects for Indigenous Australians. In a study of the *Wild Australia Show* that toured in the late 1800s, ISSR has shown how public perceptions of Aboriginal people have been shaped adversely by influential colonial figures, with effects that reverberate through generations.

In research funded by the Australian Research Council, we have studied the complex intersections of Aboriginal agency, performance and material culture with the politics and history of race in the *Wild Australia Show* and its aftermath. Archibald Meston toured the *Wild Australia Show* in 1892 in what was one of the first examples of manipulating and marketing Aboriginal people for a broad audience. Journalist, explorer and entrepreneur, Meston's views on race directly influenced government policy and the state-based Aboriginal Protection Acts.

Meston was an early advocate for Aboriginal reserves in Queensland and a lead author of the *Aboriginal Protection Act 1897*. He also commodified Aboriginal people and culture for public display in photographs and performances, reinforcing racial stereotypes under the guise of popular entertainment and ethnic instruction. Meston conscripted 27 Indigenous people from the Queensland frontier for choreographed performances on stages in Brisbane, Sydney and Melbourne. While Meston was paid, he ultimately abandoned the tour in Melbourne, leaving the group to fend for themselves. The troupe gained support through charity and performances to return to Sydney, and the Colonial Secretary of Queensland ultimately paid their boat fares home, seeing them arrive back in Queensland some 11 months later.

The *Wild Australia Show* is a small but significant part of Queensland's history. It provides a unique lens into Meston's thinking behind the subsequent Aboriginal Protection Act that negatively impacted on Aboriginal people in Queensland for decades and caused intergenerational trauma. ISSR has developed a photographic banner exhibition that represents the true history of the *Wild Australia*

Show, with the intention to support healing in the communities that the *Wild Australia Show* participants came from 125 years ago. The Wild Australia Exhibition opened in Mt Isa in May 2018 and has continued to Tennant Creek, Thursday Island, Normanton, Karumba and Croydon where it has a resounding impact on local communities. The forum at Thursday Island created an opportunity for emotionally airing discussion on the traumatic Kaurareg people's history and the need for healing and reconciliation.

"We have brought the *Wild Australia Show* history back to Thursday Island [...] This one tonight, it's a different history. This exhibition gives us a great opportunity for how to go forward," Merriam Traditional Owner and Adjunct Professor Charles Passi said.

Milton Savage, Chairman of the Kaurareg Native Title Corporation, said: "Things happen for a reason - we come to be at the right place at the right time for a reason ... Why are we here? We must stand up and accept the truth. The truth can set you on fire. This *Wild Australia Show* tells us of intergenerational trauma. It has an effect for Kaurareg people today."

This project was undertaken with the support of key partners: the Queensland Museum Network, Museums Victoria, the State Library of New South Wales and the Australian National University. The exhibition continues into 2019 with a further touring schedule that includes Cairns and Cherbourg.

ISSR researchers: Led by Professor Paul Memmott



DEVELOPMENT EFFECTIVENESS

ISSR works to support better policy and practice in global and Indigenous community development



We have partnered with government, industry and non-government organisations since 2013 to define problems and co-design solutions for development effectiveness.

A key collaboration established in 2018 was with the Centre for Global Development (the Centre) in Washington DC, USA. Professor Mark Moran undertook an on-site fellowship at the Centre to explore opportunities for Australia (and UQ) to contribute to international thinking in important areas such as limited statehood, private sector development, energy poverty, female peacekeepers and geopolitical dynamics.

A key project for ISSR in development effectiveness is the ARC Discovery project, Australia–Papua New Guinea Borderlands. Into the last year of this project, the team is using the data they have gathered from their analysis and cross-border interviews to develop recommendations for how and where to disburse Australian aid in a way that will meaningfully build capacity and improve the health, wellbeing and financial outcomes of borderland communities. Some of the project's interim findings in relation to the use of Mobile Money were published in an article in *The Conversation*.

ISSR also provides development training and educational products for frontline workers across Australia and internationally. The Leadership in Global Development MicroMasters has had more than 50,000 enrolments, from more than 180 countries, across the four courses since it was launched in 2017. The Advanced Indigenous Development Approaches short course also runs each year, with three courses delivered in 2018 in Brisbane, Alice Springs, and in Darwin as a bespoke program for the NT Government.

ADVANCED INDIGENOUS DEVELOPMENT APPROACHES NT

SUPPORTING STATE GOVERNMENT TO IMPLEMENT AND EVALUATE INDIGENOUS POLICIES



ISSR's Advanced Indigenous Development Approaches (AIDA) course is supporting policy-makers and frontline practitioners to formulate place-based approaches to local issues for Indigenous communities.

In 2018, Professor Mark Moran delivered a bespoke version of the five-day course to the Northern Territory Department of the Chief Minister. The course was tailored to support the implementation of the Local Decision Making policy initiative, a Northern Territory Government commitment to transfer government service delivery into the hands of Aboriginal people and organisations wherever possible.

Participants in the course in Alice Springs described how it provided practical assistance that could help them to support self-determination in local Aboriginal communities.

"The approaches have helped me realise that no problem is too big to break down and work through," said one course participant. "This course has provided clear strategies and approaches that I can apply in an everyday working environment."

An open AIDA intensive was also run in Brisbane in December 2018, facilitated by Professor Mark Moran, Geoff Richardson, Pauline Peel and Michael Limerick. Attended by 20 students from Indigenous organisations and from across multiple government sectors, the course received very positive reviews.

EMERGING RESEARCH STRENGTH IN ISSR

THE SCIENCE OF SLEEP

Why is ISSR interested in sleep research?

Sleep is an everyday (or every night) human activity. Sleep is part of everyone's life – it dictates work schedules, the dynamics of family life, and the way we plan and build cities. Sleep is clearly a social issue. ISSR researchers Professor Karen Thorpe, Associate Professor Simon Smith and Dr Sally Staton are investigating the impact of sleep to provide the foundation for wellbeing, behaviour and learning right across the life course, and how poor sleep significantly impairs function in each of these dimensions. The researchers at ISSR see a new opportunity to look at the key roles of sleep in the context of other social, economic, policy, infrastructure and cultural factors.

SLEEP AND DISADVANTAGE

Disrupted sleep contributes to the cycle of disadvantage, and may act to sustain deep and persistent disadvantage. Environmental conditions and circumstances disrupt children's sleep and limit their capacity to learn and regulate behaviour, and new solutions to improve this aspect of children's lives in disadvantaged groups could significantly change their life trajectories. For those experiencing greater disadvantage and chaos, sleep insecurity may strongly amplify and reinforce health and social risks. For some experiencing homelessness or "sleeping rough", sleep insecurity may be a key component of stigma, inaccessibility and disengagement.

WHAT CHANGE WE HOPE TO AFFECT AND HOW

We've defined sleep security as unimpeded access to sufficient sleep to maintain a satisfying, healthy and active life. Sleep security is vital for social wellbeing, learning and productivity. Sleep security and sleep health have important impacts right across the life course, particularly at critical life transitions such as transition to school, from school to work, and from work to retirement and participatory later life. We aim for translation and implementation of current sleep science into community benefit, but also aim to create a new focus, including fundamental research, on sleep as a social issue.

METHODOLOGY

Our approach to new knowledge is grounded in principles of highest quality evidence, potential for translation and direct testing of impact.

We take a genuinely mixed-methods and interdisciplinary approach to research. This includes direct observation, behavioural assessment with wearables, very focused testing via home-based polysomnography (overnight sleep studies), and even measures of hormones from saliva, alongside qualitative interviews, surveys, and formal developmental and neurocognitive assessment. Some of these methods are rare or unusual in social science research, but help us to triangulate evidence and bridge the gaps between social and biological sciences.

We have pioneered methods of high-quality measurement in naturalistic experiments in complex "real-life" settings. This includes studies of young children in early childhood education settings, children in schools, families in their homes, and adults in hospital and aged care environments.

PROJECTS AND OUPUTS

In 2018, the ISSR group conducted the first randomised controlled trial looking at the effectiveness of the Sleep Learning for Early Education Professionals (SLEEP) program in improving sleep practices and child sleep patterns in long day care and family day care services. This project was funded by the Queensland Department of Education, Education Horizon Program and the US-based Thrasher Research Fund. In 2018, the research team also secured major equipment and infrastructure funding from the University to support its research.

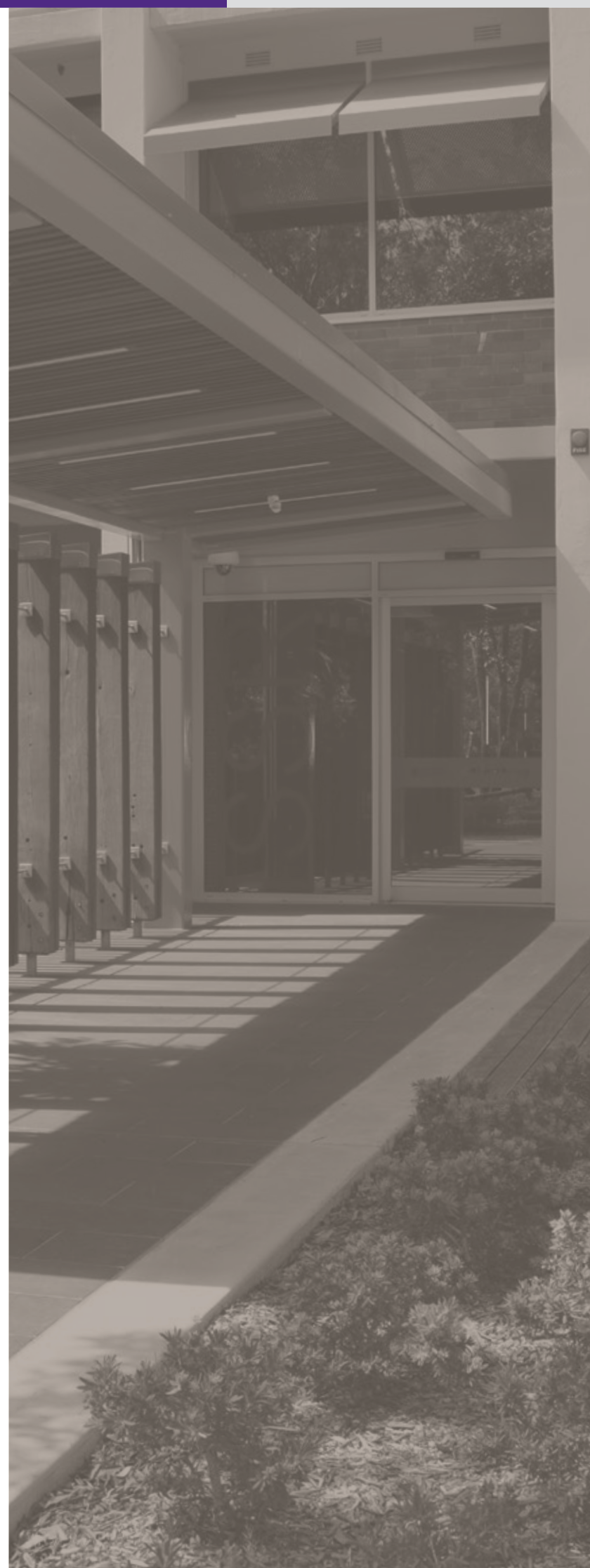
The team has successfully secured ARC Discovery and NHMRC funding for multiyear programs in 2018, including the first randomised controlled trial of an intervention to improve sleep in young adults to prevent road accidents, and the first longitudinal study of sleep development in young children. In 2019, the team, with funding from the Academy of the Social Sciences in Australia, will deliver a national peak workshop – *Sleep and Society: Continuity and chaos across the life course*.

ISSR has published multiple papers in the area of sleep science, and researchers delivered a submission to the parliamentary Inquiry into Sleep Health Awareness in Australia. This inquiry has already reported that: "Increasingly, Australians are balancing their work, family, and social commitments by cutting back on sleep. We know as many as 40% of Australian adults are not regularly getting enough sleep." In 2018, the team presented a keynote presentation of its sleep work as part of the Queensland Department of Education research showcase focused on transforming service delivery.

FINANCIALS

FINANCIAL STATEMENT 2018

Consolidated income and expenditure statement 2016–2018



	2016 \$	2017 \$	2018 \$
REVENUE			
Grants (Research income)			
ARC research	3,537,226	3,316,561	3,073,794
NHMRC research	79,693	276,052	300,861
Cooperative Research Centres	71,855	7,000	0
Australian Government research	1,293,497	362,662	331,818
State government research: Queensland	436,819	526,279	285,507
State government research: other	202,544	431,779	2,656,711
Third party collaborations	[^] 1,316,387	1,041,592	1,572,229
Operating			
Research block grants	1,573,402	1,751,165	1,746,405
Other research income and recoveries	64,643	164,791	104,597
Internal allocations	1,177,392	1,909,450	1,619,038
Sales and services	[^] 623,846	583,939	397,565
Other			
Sponsorships	0	0	0
Total revenue	10,377,303	10,371,271	12,088,524
EXPENDITURE			
Projects			
Salaries	3,689,566	3,628,591	3,440,365
Research services	782,861	489,254	544,390
Scholarships	114,504	113,541	104,056
Collaborative projects	1,608,444	1,623,376	1,786,904
Other expenses	65,607	74,651	59,299
Operating			
Salaries	3,579,996	4,100,493	4,001,221
Equipment	84,934	97,759	249,294
Infrastructure	114,998	113,648	162,530
Scholarships	70,828	51,795	61,111
Collaborative projects	12,195	12,195	-12,195
Other expenses	113,625	683,057	589,778
Total expenditure	10,237,558	10,988,361	10,986,753
END OF YEAR POSITION	139,745	-617,090	1,101,771

[^] 2016 adjustment to Third Party Collaborations and Sales and Services to record income in correct income category

OUR PEOPLE

PEOPLE

ISSR is all about our people – from our Advisory Board to our staff and students, all play a key role in ensuring ISSR is delivering on our mission and delivering impactful research



OUR ADVISORY BOARD

JOHN MCGAGH
CHAIR

John McGagh is an experienced executive with a proven track record in driving business change delivering superior outcomes. He has worked and lived in a range of global locations, and his most recent work has been in driving step-change business improvement through the implementation of end-to-end digitally enabled systems. He has experience in the fields of autonomous vehicles, remote monitoring and operations, and advanced analytics.

PROFESSOR ALASTAIR MCEWAN
DEAN, UQ GRADUATE SCHOOL

Alastair McEwan holds a BSc (Hons) in Biochemistry from the University of Leeds and a PhD in Biochemistry from the University of Birmingham. Following periods as a research fellow at the University of Illinois at Urbana-Champaign (SERC NATO Postdoctoral Fellowship) and the University of Oxford (Royal Society 1983 University Research Fellowship), he was appointed to a lectureship at the University of East Anglia, Norwich. He joined The University of Queensland in 1993 and was appointed Professor of Microbiology in 2003.

PROFESSOR HEATHER ZWICKER
EXECUTIVE DEAN, UQ FACULTY OF HUMANITIES
AND SOCIAL SCIENCES

Professor Zwicker came to UQ in October 2018 from the University of Alberta, a top 5 Canadian university, where she served in a variety of leadership roles including Vice-Provost and Dean of the Faculty of Graduate Studies and Research (2015–18), and Vice Dean for the Faculty of Arts (2011–14). Professor Zwicker holds a PhD from Stanford University and is the winner of several awards, including the 3M National Teaching Fellowship.

DR TIM REDDEL
GROUP MANAGER, POLICY OFFICE,
AUSTRALIAN DEPARTMENT OF SOCIAL SERVICES

Tim Reddel led the Department of Social Services' Policy Office in 2018, which is responsible for evidence-based policy, research and evaluation strategies, including implementing the Priority Investment Approach to Welfare initiative. He has extensive experience in public policy at both national

and state levels, across areas such as Indigenous affairs, community planning and social policy development. Tim has a PhD from UQ, and is a current Adjunct Professor, Cities Research Centre at Griffith University in recognition of his leadership and standing in the field of public policy.

ANNE HAMPSHIRE
HEAD OF RESEARCH AND ADVOCACY,
THE SMITH FAMILY

Anne is Head of Research and Advocacy at The Smith Family, which supports disadvantaged children and young people to stay engaged in education, and is Australia's largest non-government provider of educational support programs. Anne has a background in education, research, social policy, service innovation and advocacy. She has many years experience working across the community and government sectors, including at national, state, regional and local levels.

MICHAEL HOGAN
DIRECTOR-GENERAL, DEPARTMENT OF
CHILD SAFETY, YOUTH AND WOMEN

Michael was appointed as Director-General, Department of Child Safety, Youth and Women in 2017. Michael has held various senior executive roles in the department and its predecessors, as well as in Premiers departments in both Queensland and New South Wales. Michael also spent 10 years in the non-government sector.

DR PAUL JELFS
GENERAL MANAGER (POPULATION AND
SOCIAL STATISTICS DIVISION),
AUSTRALIAN BUREAU OF STATISTICS

Paul Jelfs is the General Manager of the Population and Social Statistics Division at the Australian Bureau of Statistics. Paul seeks to drive new and innovative information developments across a range of social issues, working collaboratively with a range of stakeholders and partners. Paul has extensive experience in Commonwealth and state government agencies in both information management and service delivery.

OUR PEOPLE

OUR STAFF IN 2018

Ablaza, Christine
Research Assistant

Alati, Rosa
Professor and UQ Development Fellow

Ambrey, Christopher
Senior Research Fellow

Baldwin, Elizabeth
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Ball, Sarah
Senior Research Assistant

Baxter, Janeen
Life Course Centre Director

Beatton, Douglas
Honorary Research Fellow

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Bellotti, Melindy
Research Assistant

Belton, Emma
Research Technician

Benfer, Emily
Research Assistant

Benfer, Isabella
Research Assistant

Betros, Georgia
Research Technician

Betts, Kim
UQ Development Fellow

Bolano, Danilo
Research Fellow

Boreham, Paul
Emeritus Professor

Boyle, Fran
Research Social Scientist

Bryce, Lucy
Advisor

Burgess, Meredith
Senior Research Assistant

Campbell, Alice
Research Assistant

Cassimaty, Suzanne
Casual Executive Coordinator

Chaine, Carys
Casual Research & Development Assistant

Chaudhry, Peter
Teaching and Research Fellow

Clague, Denise
Senior Research Officer

Clarke, Andrew
Postdoctoral Research Fellow

Clarke, Elliott
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Coles, Laetitia
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Considine, Gillian
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Conway, Therese
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Cook, Steffi
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Cooke, Emma
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Cote, Rochelle
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Cowans, Scott
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Creagh, Susan
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Curth-Bibb, Jodie
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Dachew, Berihun
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Daly, Catherine
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Das, Sumon
Research Assistant

De Vaus, David
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Diffey, Bronwyn
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Dunn, Mel
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Dunphy, Jessica
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Duthie, Tsarie
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Earl, Emma
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Edmed, Shannon
Senior Research Officer

Ferris, Jason
Principal Research Fellow

Garrett, Meghan
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Godwin-Thompson, Jenine
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Gonzalez, Monica
Engagement Manager

Go-Sam, Carroll
Research Fellow, AERC

Gramotnev, Alex
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Harding, Mollie
Research Assistant

Hart, Natalie
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Healy, Gerard
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Herington, Cara
Education Program Coordinator

Hitchcock, Garrick
Research Officer

Ho, Ariel
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Hoffmann, Heidi
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Houen, Sandy
Postdoctoral Research Fellow

Huang, Yangtao
Postdoctoral Research Fellow

Huda, Mamun
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Hughes, Cassandra
Operations Manager

Jackson, Cordelia
Deputy Director (Operations)

Jarallah, Yara
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Jones, Andrew
Emeritus Professor

Juckel, Jenny
Research Development Assistant

Kalucza, Sara
Postdoctoral Research Fellow

Keith, Louise
Finance Manager (Maternity Leave)

Kennedy, Elizabeth
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Keys, Catherine
Research Fellow

Kidd, Michael
Honorary Professor

Kubler, Matthias
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Kuskoff, Ella
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Lam, Jack
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Limerick, Michael
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Listo, Romy
Online Moderator

Liu, Yan
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Mantovani, Susanna
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Maravilla, Joemer
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Marrington, Shelby
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McEwen Smith, Rebecca
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Mcilwraith, Fairlie
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McKay, Russell
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McKell, Sue
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Memcott, Paul
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Miller, Geoffrey
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Mills, Lucy
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Mitchell, Sean
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Moore, Joelle
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Moran, Mark
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Morgan, Denise
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Morris, Leith
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Mount, David
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Mulder, Vivianne
Research Group Coordinator

Murphy, Kevin
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Oakes, Candice
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O'Flaherty, Martin
Research Fellow

Parsell, Cameron
ARC DECRA Principal Research Fellow

Parsonage, Katherine
Project and Reporting Analyst

Pedde, Charley
Research Assistant

Peel, Pauline
Facilitator

Pennay, Darren
Adjunct Professor

Perales Perez, Francisco
ARC DECRA Research Fellow

Phillips, Rhonda
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Pope, Lisa
Reporting and Analysis Coordinator, Life Course Centre

Povey, Jenny
Senior Research Fellow

Prior, Susan
Media and Communications Officer, Life Course Centre

Puljevic, Cheneal
Research Officer

Rampino, Tina
Research Fellow

Rankin, Peter
Postdoctoral Research Fellow

Recchi-Bannah, Loren
Research Assistant

Richards, Jonathan
Research Fellow (Historian)

Richardson, Geoff
Facilitator

Salmon, Emma
Research Interviewer

Salom, Caroline
Research Social Scientist

Searle, Bonnie-Ria
Research Assistant

Simpson Reeves, Laura
Research Assistant

Smith, Simon
Principal Research Fellow

Spallek, Melanie
Research Fellow

Staton, Sally
NHMRC Research Fellow

Steele, Fiona
Honorary Professor

Sullivan, Victoria
Research Group Coordinator

Szablewska, Jadwiga
Project and Reporting Analyst

Taylor, Monique
Lecturer

Ten Have, Charlotte
Research Assistant

Thorpe, Karen
Professor and Deputy Director Research

Todd, Abram
Research Assistant

Tomaszewski, Wojtek
Group Leader

Tran, Nam
Postdoctoral Research Fellow

Vorsina, Margarita
Postdoctoral Research Fellow

Walter, Zoe
Postdoctoral Research Fellow

Waters, Ryan
Research Assistant

Western, Mark
Director

White, Gentry
Honorary Senior Fellow

Willis, Jennifer
Senior Research Assistant

Wood, Barbara
Research Assistant

Wu, Lin
Postdoctoral Research Fellow

Xiang, Ning
Research Assistant

York, Sue
Research Services Manager

Zahnow, Renee
Research Fellow

OUR PEOPLE

OUR STUDENTS IN 2018

STUDENT	PROGRAM	ADVISORS	THESIS TOPIC
GRADUATED IN 2018			
AMANDA ACUTT	PhD	Lorraine Mazerolle Emma Antrobus Sarah Bennett	Encouraging school re-engagement: Exploring the operation of the legal mechanisms of a third party policing school engagement intervention
EDUARDO LUCIO	PhD	Michele Haynes Bernard Baffour	Extending imputation methods for non- normal hierarchical data: An application to a longitudinal survey in the Philippines
AMIR SALIMIHA	MPhil	Janeen Baxter Francisco Perales	Poverty of ambition or poverty of opportunity? An enquiry into the social components of child poverty in contemporary Australia

STUDENT	PROGRAM	ADVISORS	THESIS TOPIC
NEW TO ISSR IN 2018			
TAHMINA BEGUM	PhD	Abdullah Mamun Satyamurthy Anuradha	Testing the diagnostic accuracy and feasibility of using high resolution fundus camera for DR screening in public health facilities in Bangladesh
MEREDITH BURGESS	PhD	Francisco Perales Janeen Baxter	Sexual orientation and life chances in contemporary Australia
MARIA FRANCISCA DONOSO RIVAS	PhD	Jenny Povey Wojtek Tomaszewski Yangtao Huang	The impact of the School Inclusion Law and its new school admission system on parent engagement and student achievement
KAREN FAGAN	PhD	Cameron Parsell Andrew Clarke	Social identity in Aotearoa NZ today
LILAC FLORENTINO	PhD	Wojtek Tomaszewski Jenny Povey	Managing odds: Addressing educational disadvantage through school accountability and better HRM practices
RILEY FORBES	MPhil	Susanna Mantovani Simon Smith David Paterson John O'Sullivan	Study of sleep and circadian patterns in Huntington's disease and Friedreich's ataxia
SONIA PERVIN	PhD	Abdullah Mamun Harold McIntyre	Understanding the development and resemblance of parent-offspring dietary patterns and future impact on cardio- metabolic health using a life-course approach
VICTORIA SULLIVAN	PhD	Karen Thorpe Francisco Perales	Pride and prejudice: The claiming and contesting of men's participation in the early childhood workforce
GETINET AYANO YAYA	PhD	Rosa Alati Kim Steven Betts	Adverse mental health and educational outcomes in offspring of parents with mental disorders
ASMA ZULFIQAR	PhD	Jenny Povey Linda-Dianne Willis	Moving mountains: Using a narrative inquiry approach in understanding the life course of successful Pakistani women in transcending patriarchal structures

OUR PEOPLE

OUR STUDENTS IN 2018 CONTINUED

STUDENT	PROGRAM	ADVISORS	THESIS TOPIC
CONTINUING STUDENTS			
CHRISTINA ABLAZA	PhD	Mark Western Wojtek Tomaszewski Christopher Manning	Do temporary contracts help or hurt workers: Evidence from the Philippines
ADELEKE ADEWUMI	PhD	Rosa Alati Samantha Hollingworth Jason Connor	Determination of threshold dose for unintentional prescription opioid overdose, and identification of individuals at risk of prescription opioid overdose in Queensland, including trends and distribution
SARAH BALL	PhD	Cameron Parsell Brian Head Sarah Bennett Emma Antrobus	Behaviour change, rigorous evidence and public policy: An ethnography of the use of “behavioural insights” in policy development by the Australian federal government
TUHIN BISWAS	PhD	Abdullah Mamun Ricardo Jorge Soares Magalhaes	Double burden of malnutrition among the women in South and Southeast Asia: Geographical variation, health inequality and health achievement.
MADONNA BOMAN	PhD	Cameron Parsell Jack Lam	Risky transitions: Young people moving from out-of-home care in Queensland, Australia
ALICE CAMPBELL	PhD	Francisco Perales Janeen Baxter	Sexual identity fluidity: The prevalence, predictors and outcomes of sexual identity change in two cohorts of Australian women
LAETITIA COLES	PhD	Wojtek Tomaszewski Belinda Hewitt Lynda Cheshire	Highly involved breadwinner dads: Determinants of father involvement with children amongst fathers who work very long hours
CAMILA COUTO E CRUZ	PhD	Rosa Alati Caroline Salom Cameron Parsell	Discrimination against people who inject drugs: Investigating health, wellbeing and coping strategies in a mixed-methods approach
BERIHUN DACHEW	PhD	Rosa Alati Abdullah Mamun James Scott	Hypertension disorders of pregnancy and the risk of mental and behavioural disorders in offspring
ZOE ELLERMAN	PhD	Mark Moran Brian Head	Doing Indigenous development differently
MICHELE FERGUSON	PhD	Brian Head Paul Boreham	The possibilities and perils of the research impact agenda: Understanding and mapping the impacts of the social sciences in policy-making in Australia
DAGNACHEW FETENE	PhD	Rosa Alati Kim Steven Betts	Maternal thyroid function during pregnancy and offspring behavioural and psychiatric disorders

STUDENT	PROGRAM	ADVISORS	THESIS TOPIC
CONTINUING STUDENTS			
MD. MEHEDI HASAN	PhD	Abdullah Mamun	Future direction of maternal and child health in low – and middle-income countries
M MAMUN HUDA	PhD	Abdullah Mamun Martin O’Flaherty Jocelyn Finlay	Adolescent motherhood and offspring health in low – and middle-income countries: Trends, determinants and vulnerabilities
NICOLE KAPELLE	PhD	Janeen Baxter Sergi Vidal Torre Philipp Lersch	Gendered impacts of life-course transitions on social disadvantage in contemporary Australia: A life-course perspective
ELLA KUSKOFF	PhD	Cameron Parsell Andrew Clarke Gregory Marston	Achieving cultural change through policy: An analysis of state intervention in cultural aspects of domestic violence
POH PING LIM	PhD	Mark Western Bernard Baffour Michele Haynes	Population synthesis for travel demand modelling in Australian cities
JOEMER MARAVILLA	PhD	Rosa Alati Kim Steven Betts	Untangling the trends, consequences and risks of repeated pregnancy among adolescents in the Philippines
IVETE MEQUE	PhD	Rosa Alati Caroline Salom Kim Steven Betts	Into the 30s: persistence and social consequences of risky drinking
PETER RANKIN	PhD	Karen Thorpe Mark Western Michele Haynes	Using Bayesian models to understand how social disadvantage impacts people throughout their life course
MACARENA SAN MARTIN PORTER	PhD	Rosa Alati Kim Steven Betts Steve Kisely	Antenatal mental health screening: Perinatal and offspring developmental outcomes
NIKITA SHARMA	PhD	Wojtek Tomaszewski Jenny Povey Janeen Baxter	Immigrants in the Australian labour market
LAURA SIMPSON REEVES	PhD	Cameron Parsell Shuang Liu	Understanding cultural perceptions of relative poverty
ROSE-MARIE STAMBE	PhD	David Fryer Ravinder Kaur Sidhu Silke Meyer	The affective-discursive practices of unemployment: Mapping embodied subjectively within the training room
SADASIVAM SURESH	PhD	Abdullah Mamun Peter Sly Michael O’Callaghan	Predictors of lung function at the age of 21 years – findings from a longitudinal cohort study (MUSP)
ANGELINA TANG	PhD	Francisco Perales Janeen Baxter Francisco Rowe	Overseas graduates in Australia: Characteristics, dynamics and change
NICOLE WATSON	PhD	Janeen Baxter John Henstridge Michele Haynes	Improvements in non-response adjustments for complex longitudinal survey data

OUR PROJECTS

PROJECTS UNDERTAKEN IN 2018

FLAGSHIP PROJECTS (>\$1 MILLION)

PRIMARY FUNDER (DURATION)	TITLE	ISSR LEAD
Australian Department of Health (2018–2021)*	Evaluation of the National Support for Child and Youth Mental Health Program and Longitudinal Research Plan	Asoc Prof Simon Smith
Australian Department of Social Services (2018–2020)*	Evaluation of the Try, Test and Learn Fund	Prof Janeen Baxter
Australian Research Council Centre of Excellence (2014–2021)	ARC Centre of Excellence for Children and Families over the Life Course	Prof Janeen Baxter
National Health and Medical Research Council Project Grant (2016–2020)	Generational and Developmental Pathways of Childhood and Adolescent Obesity: A Three Generation Cohort Study	Assoc Prof Abdullah Mamun

LARGE PROJECTS (\$500K – \$1 MILLION)

PRIMARY FUNDER (DURATION)	TITLE	ISSR LEAD
Australian Department of Social Services (2017–2020)	Evaluation of the Building Capacity in Australian Parents (BCAP) Trial and the National Community Awareness Raising (NCAR) Strategy	Prof Karen Thorpe
Australian Research Council Discovery Project (2016–2019)	Social Futures and Life Pathways of Young People in Queensland: Waves 6 & 7 of a Longitudinal Study	Assoc Prof Cameron Parsell
Australian Research Council Discovery Project (2016–2018)	Assessing the Impact of Public Finances on the PNG–Australia Borderland	Prof Mark Moran
Australian Research Council Discovery Project (2016–2019)	Architectural Design to Improve Indigenous Health Outcomes	Prof Paul Memmott
New South Wales Department of Education (2015–2018)	Student Engagement and Outcomes: Research and Analysis	Dr Wojtek Tomaszewski
The University of Queensland Strategic Funding (2016–2019)	Indigenous Design Place: People, Place, Time, Space	Prof Paul Memmott

* New in 2018

MEDIUM PROJECTS (\$100K – \$499K)

PRIMARY FUNDER (DURATION)	TITLE	ISSR LEAD
Australian Department of Education and Training (2016–2019)	Review of Identified Equity Groups	Dr Wojtek Tomaszewski
Australian Department of Social Services (2017–2018)	Financial Management Services Review	Assoc Prof Cameron Parsell
Australian Research Council Discovery Early Career Researcher Award (2015–2018)	Exiting Homelessness and Sustaining Housing	Assoc Prof Cameron Parsell
Australian Research Council Discovery Early Career Researcher Award (2017–2020)	Sexual Orientation and Life Chances in Contemporary Australia	Dr Paco Perales
Australian Research Council Linkage Project (2016–2019)	How Meston’s <i>Wild Australia Show</i> Shaped Australian Aboriginal History	Prof Paul Memmott
Australian Research Council Linkage Project (2016–2019)	Designing Healthy and Efficient Luminous Environments in Green Buildings	Assoc Prof Simon Smith
Australian Research Council Linkage Project (administered by Deakin University) (2016–2020)	An Assessment of Late Night Alcohol Restrictions in Queensland	Assoc Prof Jason Ferris
Brisbane South Public Health Network (2018–2019) *	Recognise, Respond, Refer: An Integrated Health Response to Domestic and Family Violence – Evaluation	Dr Caroline Salom
Housing ACT (2018)*	Support Requirements and Accommodation Options for People in the ACT with High and Complex Needs	Assoc Prof Cameron Parsell
National Drug and Alcohol Research Centre, University of New South Wales (2017–2019)	Drug Trends Queensland	Dr Caroline Salom
National Health and Medical Research Council Early Career Fellowship (2015–2018)	Methamphetamine Clandestine Laboratories: An Analysis of the Geo-Spatial Dynamics Between Ecological Factors, Pharmacists, Pseudo-Runners and Related Health Harms	Assoc Prof Jason Ferris
National Health and Medical Research Council Early Career Fellowship (2017–2020)	Sleep Health and Sleep Problems in Early Childhood: What Role Does Childcare Play?	Dr Sally Staton
National Health and Medical Research Council Project Grant (administered by the University of New South Wales) (2016–2020)	Drugs on the Darknet: Assessing the Global Health Risks of a Rapidly Expanding Market	Assoc Prof Jason Ferris
Queensland Department of Child Safety, Youth and Women (2018–2020)*	Evaluation of the Recovery Focused Residential Care Response	Dr Caroline Salom
Queensland Department of Education (2017–2019)	Principal Leadership for Parent–School–Community Engagement	Dr Jenny Povey

* New in 2018

OUR PROJECTS

MEDIUM PROJECTS (\$100K – \$499K) CONTINUED

PRIMARY FUNDER (DURATION)	TITLE	ISSR LEAD
Queensland Department of Education (2017–2019)	Understanding Educational Outcomes of Queensland’s Investment in Early Education Programs	Prof Karen Thorpe
Queensland Department of the Premier and Cabinet (via Deakin University) (2016–2018)	Evaluation of the Queensland Government’s Tackling Alcohol-Fuelled Violence Policy	Assoc Prof Jason Ferris
Queensland Mental Health Commission (2016–2018)	Service User Experiences of Service Integration and Referrals	Prof Rosa Alati
Queensland Treasury Corporation (2017–2018)	Use of the Public Health System by Private Patients: Motivations and Implications	Assoc Prof Abdullah Mamun
St Vincent de Paul Society Queensland (2017–2019)	St Vincent de Paul and ISSR Research Partnership	Assoc Prof Cameron Parsell
Tenants Queensland Inc (2017–2018)	Queensland Statewide Tenant Advice and Referral Services (QSTARS) Data Analysis	Assoc Prof Abdullah Mamun
The University of Queensland Development Fellowship (2017–2019)	The Basis for Wellbeing Along the Life Course: From Birth Cohorts to Big Data	Prof Rosa Alati
The University of Queensland Development Fellowship (2017–2020)	The Impact of Early Life Factors on Offspring Trajectories of Health and Educational Outcomes	Dr Kim Steven Betts
The University of Queensland Endowment Fund (2018–2019)*	Future Directions for UQ Young Achievers	Dr Wojtek Tomaszewski
The University of Queensland Major Equipment and Infrastructure (2018)*	Equipment for Naturalistic Sleep–Wake, Circadian Rhythm and Stress Measurement	Assoc Prof Simon Smith
The University of Queensland Student Strategy (2018)*	Understanding the Employability and Job Outcomes of UQ Graduates	Dr Wojtek Tomaszewski

SMALL PROJECTS (<\$100K)

PRIMARY FUNDER (DURATION)	TITLE	ISSR LEAD
Australian Department of Education and Training (administered by Queensland University of Technology) (2016–2018)	Widening Regional and Remote Participation: Interrogating Outreach Programs Across Queensland	Dr Tina Rampino
Brisbane Catholic Education (2018–2019)*	Identifying School Engagement Practices Facilitating Academic Achievement of Catholic School Students	Dr Wojtek Tomaszewski

* New in 2018

SMALL PROJECTS (<\$100K) CONTINUED

PRIMARY FUNDER (DURATION)	TITLE	ISSR LEAD
Institute for Urban Indigenous Health (2017–2018)	Evaluation Framework for Family and Wellbeing Services	Dr Caroline Salom
International Water Centre Pty Ltd (2017–2018)	International Water Centre Coordination of Module WATR7002	Prof Mark Moran
National Centre for Student Equity in Higher Education (2017–2018)	Beyond Graduation: Long-Term Socio-Economic Outcomes Amongst Equity Students	Dr Wojtek Tomaszewski
New Zealand Ministry of Social Development (2018)*	Growing Up in New Zealand Study Independent Review: Optimal Timing and Design of Future Data Collection Waves	Dr Paco Perales
Northern Territory Department of the Chief Minister (2018)*	Advanced Indigenous Development Approaches Short Course	Prof Mark Moran
Queensland Alliance for Environmental Health Sciences (2017–2018)	Mapping Methamphetamine Demand and Precursor Procurement	Assoc Prof Jason Ferris
Queensland Department of Education (2018–2019)*	Impact of Life-threatening Illness on Education Outcomes in Queensland Children	Dr Wojtek Tomaszewski
Queensland Department of Education (2017–2018)	Choosing Rest: Finding Effective Alternatives to Mandated Rest-times in ECEC Services	Dr Sally Staton
Queensland Department of Education (2017–2019)	School Improvement Unit Review Report Coding	Dr Jenny Povey
Queensland Department of Education (2017–2019)	Transition Costs: Optimising Young People’s Career Choices and Post-school Pathways	Dr Wojtek Tomaszewski
Queensland Department of the Premier and Cabinet (2018)*	Queensland Government Domestic and Family Violence Prevention Evaluation Capability Program 2017–18	Dr Caroline Salom
Queensland Department of Science, Information Technology and Innovation (2018–2019)*	Advance Queensland Sleep Science Engagement Grant	Dr Sally Staton
Social Ventures Australia (2017–2018)	Evaluation Framework for Mimi’s House	Dr Jack Lam
The Salvation Army Queensland (2016–2018)	The Impact of the Salvation Army’s Pindari Service Model	Assoc Prof Cameron Parsell
The University of Queensland (2018)*	Responses to Visible Rough Sleeping: Exploring the Nexus Between Public Place Surveillance and Social Service Support in Brisbane	Dr Andrew Clarke
Thrasher Research Fund (2018–2019)*	Improving Sleep Health in Early Childhood	Dr Sally Staton

* New in 2018

PUBLICATIONS

PUBLICATIONS

ISSR researchers had a productive year in 2018, publishing one book and six book chapters, 101 journal articles, 16 reports and nine working papers

Indexed journal articles from 2018 (90 in Scopus) have attracted more than 145 citations from 42 countries. More than one-fifth (21.8%) of the 2018 journal articles authored by ISSR researchers are among the top 10% most cited journal articles internationally, and collectively, they have had greater than twice the impact of comparable papers based on their field of research and date of publication.

ISSR continues to be active in communicating its research to the wider public, authoring 12 non-academic articles in 2018, including six in *The Conversation*. Journal articles published in 2018 have attracted 328 news mentions and 4362 twitter mentions (Altmetric, 28/2/19). They have also attracted two Wikipedia citations (Puljevic et al. 2018, *Drug and Alcohol Dependence*; Dicker et al. 2018, *The Lancet*).

BOOK LAUNCH:
THE HOMELESS PERSON IN
CONTEMPORARY SOCIETY

New book aims to change our thinking on homelessness

Associate Professor Cameron Parsell had a simple message for tackling homelessness in Australia when he launched his book, *The homeless person in contemporary society*, in 2018: “Provide more housing”.

In the book, Associate Professor Parsell argues that to be homeless is to live with an absence of housing and a proliferation of services. When they are restricted from access to housing, people use a service system that requires them to take and use resources passively as either a client or a recipient of charity; they stay temporarily in shelter provided by others, they are case managed by professionals, and they may eat and wash themselves courtesy of the goodwill of volunteers. In these roles, society’s expectations that homeless people are different and dependent are reinforced and perpetuated.

Associate Professor Parsell’s book was launched at the Holy Trinity Anglican Church in Fortitude Valley. Co-hosted by ISSR and the UQ School of Social Science, attendees from government and non-government organisations and community groups heard what Associate Professor Parsell has learned from his multi-year qualitative research with people who are homeless.

Associate Professor Parsell explained that when people live on the street and rely on charities on a day-to-day basis, they feel unable to exert control over their life. They appreciate the people they see and the services they receive, but their lived experience is characterised by a lack of control and autonomy that can only be achieved when they have housing.

“Cameron’s critique is that our response to treating homelessness is treating the symptom, not the cause, and the cause is a lack of affordable housing,” ISSR Director Professor Mark Western said.

ISSR 2018 PUBLICATION LIST

BOOKS

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