



lifecoursecentre

ARC Centre of Excellence for Children  
and Families over the Life Course

ANNUAL REPORT 2019

# IMPACT AND REACH

# Our Partners



**Australian Government**

**Australian Research Council**

## **Australian Universities**

The University of Queensland

The University of Western Australia

The University of Melbourne

The University of Sydney

## **National Partners**

Australian Government Department of Social Services

Brotherhood of St Laurence

Australian Government Department of Education and Training

Australian Government Department of Employment

Australian Institute of Health and Welfare

Queensland Government Department of Communities, Child Safety and Disability Services

Victorian Government Department of Education and Training

Wesley Mission Queensland

## **International Partners**

University of California, Irvine

University of Ottawa

National University of Singapore

Boston College

University of Pennsylvania

University College London

Hebrew University of Jerusalem

Royal Holloway, University of London

University College Dublin

University of Essex

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# Our Centre



**The Australian Research Council Centre of Excellence for Children and Families over the Life Course (the Life Course Centre) is investigating the critical factors underlying social and economic disadvantage to provide life-changing solutions for policy and service delivery.**

Established in 2014, the Life Course Centre is administered by the Institute for Social Science Research at The University of Queensland and is a collaboration with The University of Western Australia, the University of Sydney, the University of Melbourne and a network of international academic partners and experts.

The Centre is supported by key government agencies that have responsibility for developing and implementing Australia's social and economic welfare programs, and by non-government organisations that work at the front line dealing with real-world problems of disadvantage experienced by Australian children and families.

**OUR VISION** is to leverage evidence-based research to develop new knowledge, technology and practices to benefit people living in disadvantage.

**OUR MISSION** is to identify the mechanisms underlying the transmission of disadvantage across generations and within families over the life course, and to translate our findings to enable public and private industry organisations to deliver evidence-based policies and programs.

To achieve this, the Life Course Centre aims to:

- identify the drivers of deep and persistent disadvantage
- develop and trial new solutions in policy and practice
- train the next generation of research leaders
- build capacity across government, researchers and non-government organisations.



#### Image

Professor Bronwyn Harch Deputy Vice-Chancellor (Research) The University of Queensland; Member for Ryan Julian Simmonds MP; Professor Janeen Baxter, Director of the Life Course Centre, at the October 2019 announcement of the Centre's refunding by the Australian Research Council.



# Director's Report

Looking forward and looking back. This neatly encapsulates 2019 for the Life Course Centre, as it was a year in which we were both closely examining our achievements to date and looking forward beyond the term of our current funding.

Of course, any review of 2019 is not surprisingly highlighted by the announcement in October from the Education Minister, the Hon. Dan Tehan MP, that the Life Course Centre had been awarded a new round of Centre of Excellence funding from the Australian Research Council (ARC). This was wonderful news that secured the future of the Centre for a further seven-year term, and bolstered our research focus on breaking the cycle of deep and persistent disadvantage for Australian children and families.

We are very grateful to the ARC and our partners for their ongoing support. When the Life Course Centre was established in 2014, we were only the second social science Centre of Excellence to be funded by the ARC. We are now the only ARC Centre of Excellence from the 2014 round of funding to be awarded new funding for a further seven-year period in the 2020 round. This is a great achievement in a highly competitive funding environment, and the result of a dedicated, sustained team effort.

We have been looking forward in all senses to ensure we have the right research, people and partners to take the Life Course Centre forward. The result is an ambitious new program that will progress a science of disadvantage by bringing together new disciplines, methods, technologies and enhanced data to keep pace with societal change. This will 'shift the dial' by moving beyond averages to a more detailed understanding of why disadvantage takes hold in particular places, at particular times, for particular people, and the personalised responses and community-based solutions that can make a real difference.

The process of looking forward also provided an opportunity for us to reflect on our achievements. Looking back, it has been a busy and rewarding journey from the establishment of the Life Course Centre in 2014, our ARC mid-term review in 2017, to now being on the cusp of an exciting new era with secured funding moving forward.

Two major achievements stand out that I believe highlight the progression of the Life Course Centre and our research in tackling the problem of disadvantage. One is seeing the life course approach advanced by us now firmly embedded into public policy discourse in Australia. Our research has demonstrated high levels of impact in informing and influencing policy debate and development relating to socioeconomic disadvantage. This has been achieved by bringing our research findings to the attention of policy makers, including through our Working Paper Series, website, targeting of key communication channels, and regularly making submissions to reviews and inquiries.

Our policy impact has never been more clearly illustrated than in the final report from the Australian Government's Inquiry into Intergenerational Welfare Dependence, tabled to the House of Representatives in March 2019. Our research informed the Discussion Paper accompanying the launch of the inquiry in 2018, and we co-ordinated a comprehensive submission addressing all terms of reference and drawing on research from all our Australian university nodes. We were then invited to appear before the inquiry's hearings to provide additional evidence. Our research was cited throughout the final report, *Living on the Edge*, and was closely aligned with its recommendations. On top of this, an entire chapter of the report was titled *Life Course*. To see this in a major report from a high-profile, multi-party Australian Government inquiry was very pleasing and shows how our research framework and findings are influencing government approaches to addressing social disadvantage.

A second major achievement has been our leading role in helping to build a new data landscape in Australia. When we formed the Life Course Centre, we sought to access and link administrative data to increase understanding of the complex circumstances of those in disadvantage by studying their repeated interactions with social institutions such as welfare, education and employment. However, most of the required data was in tightly-held government records and not utilised for research. There was also limited capacity in Australia's social science community about how to access and analyse such data. We have helped to change this with our efforts over the past five years.



**Looking forward and looking back...**  
the process of looking forward also provided an opportunity for us to reflect on our achievements.

The Life Course Centre has hosted four Data for Policy workshops since 2014, bringing together key data custodians to explore how they may benefit from each other's data. Our most recent workshop, held in Canberra in August 2019, was the most successful yet and showed just how much change has taken place, and the even greater possibilities ahead. Government departments are cooperating in sharing and linking their records, and linked national data sources such as the Multi-Agency Data Integration Project have been created. A dedicated Office of the National Data Commissioner has been established within the Department of Prime Minister and Cabinet and is consulting on new Data Sharing and Release Legislative Reforms. We welcome these major data sharing developments and we will continue to provide active leadership in this space.

I believe the evolution and reach of our Data for Policy workshops—the 2019 event attracted more than 50 senior representatives from 12 Australian Government agencies—reflects the maturing of the Life Course Centre as a whole over the past five years. We helped to bring people together, have built the required evidence-base and undertaken proof-of-concept projects on the insights to be gained from deep examination of linked administrative data. We now have a situation where there is significant momentum within government on this issue, including interest from government agencies in co-hosting future workshops. Just like the *Living on the Edge* report, it is very rewarding to see our sustained efforts bearing fruit at the highest levels of government in Australia.

The *Living on the Edge* report and the Data for Policy workshops are two showcase examples of our Impact and Reach, the dual themes of our 2019 Annual Report. You will find more details on the breadth of activities undertaken by the Centre, and how they achieve demonstrated impact and reach targeted audiences, in the following pages. We also celebrate the successes of our researchers and students, outline plans for 2020, and profile our Centre-wide research output.

Another highlight of 2019 for me was our Research Retreat in Perth in May. Our findings are always stronger when we work together and the retreat was an important opportunity to hear about research at early stages, and provide constructive feedback and suggestions. It was also a valuable opportunity to plan our next steps, discuss what we have achieved so far, any gaps in our research and how we can continue to leverage our findings into outcomes.

This work continued at our annual Chief Investigators' Planning Day in Brisbane in December, which had a major translation focus on encapsulating and presenting the over-arching narratives of the Life Course Centre to date and laying the foundations for the exciting chapters ahead. Again, we were both looking forward and looking back. I hope you enjoy reading our report.

**Professor Janeen Baxter**  
Centre Director

# 2019 Highlights

## Research

**177**  
total  
research  
outputs

**131**  
journal  
articles  
84% in top  
quartile journals

**89+**  
citations




**24**  
prizes/fellowships  
for research  
excellence

**25**  
early career  
researchers  
working in  
the Centre

**8**  
new  
postdoctoral  
researchers

## Top 5 articles of 2019

The research fields of gender and family dynamics produced three of the Life Course Centre's most impactful publications in 2019. These are Top 5 articles of 2019 based on Altmetrics:

<b>1</b>	National Academies of Sciences, Engineering, and Medicine, Duncan, G. and Le Menestrel, S. (Eds) (2019). <i>A roadmap to reducing child poverty</i> . Washington, D.C: National Academies Press.		19 news outlets 9 blogs 1 policy citation over 1,000 tweets
<b>2</b>	Thébaud, S., Kornrich, S. & Ruppanner, L. (2019). Good housekeeping, great expectations: Gender and housework norms. <i>Sociological Methods &amp; Research</i> .		42 news outlets 3 blogs 204 tweets
<b>3</b>	Coley, R. L., Hawkins, S. S., Ghiani, M., Kruzik, C. & Baum, C. F. (2019). A quasi-experimental evaluation of marijuana policies and youth marijuana use. <i>American Journal of Drug and Alcohol Abuse</i> , 45(3), 292–303.		28 news outlets 1 blog 104 tweets 3 Facebook
<b>4</b>	Ruppanner, L., Moller, S. & Sayer, L. (2019). Expensive childcare and short school days = lower maternal employment and more time in childcare? Evidence from the American Time Use Survey. <i>Socius: Sociological Research for a Dynamic World</i> .		12 news outlets 1 blog 1 policy citation 172 tweets
<b>5</b>	Cano, T., Perales, F. & Baxter, J. (2019). A matter of time: Father involvement and child cognitive outcomes. <i>Journal of Marriage and Family</i> , 81(1), 164–184.		18 news outlets 2 blogs 59 tweets, 1 Facebook 1 video



2019 Highlights

## Impact

53

government  
briefings/  
presentations

25

industry and  
government  
reports

24

policies and  
programs informed

7

new interventions  
developed

3

government  
submissions

## Reach

3,000+

mentions on  
social media

157

news stories  
in 89 media  
outlets in  
17 countries

36

international  
visitors  
presenting

23

new  
collaborating  
organisations

5

Wikipedia  
citations

2019 Highlights

## Mentoring and training

10

mentoring  
programs

66

mentoring  
participants

241

training attendees  
300% above target

## Students

3

new international  
advisors for PhD  
students

10

postgraduate  
completions

14

new Life Course  
Centre students

7 PhD

7 Honours/Masters

18

journal articles  
with student  
authors

35

student  
conference  
presentations

## Leveraged funding

\$10.5M

# Strategy and Activity Plan 2020

This is a transition year for the Life Course Centre. In 2020, the Centre will finish its current contract (CE14). In 2021, it will recommence with a new contract, a new research program, and a largely new Investigator group (CE20).

For CE14 in 2020 we have two primary drivers: completing current research projects, and ensuring that the Centre's achievements are documented, publicised and celebrated. We have placed particular emphasis on ensuring that the achievements of departing researchers are recognised in full. For CE20, we will be establishing agreements, collaborations, systems, procedures and policies to ensure that the new Centre will be operationally effective from the start of 2021.

## Research Strategy

### Objectives

Ensuring completion of all current research projects within agreed timeframes.

Major research translation outputs, synthesising Centre research across a broad range of projects, and presenting the outcomes in meaningful ways for policy makers and practitioners.

Systems and processes for the new Centre to support and encourage research collaboration, innovation and gold standard research management.

### Activity Plan

1. Active management of projects with strategic funding (Partner-funded projects, Flagship projects, Social Intervention projects and Research Infrastructure projects).
2. The Big Translation Project: production of a suite of research translation materials in four identified areas, including a capstone publication for each area. The identified areas are:
  - a. Gender and Family Dynamics
  - b. Intergenerational Disadvantage and Mobility
  - c. The Starting Gate (Early Childhood)
  - d. Education Policies and Practices.
3. Governance structures, reporting and tracking systems for CE20 to be designed and delivered for Centre commencement in 2021.

## Partnerships Strategy

### Objectives

To ensure that Centre partners and stakeholders have access to Centre research in a form that is meaningful and useable for them.

To work with partners to celebrate the achievements of CE14, and to reflect on the process of collaboration.

To engage with CE20 incoming partners, to establish strong and meaningful relationships for the next seven years.

### Activity Plan

1. Life Course Futures project: through a process of wide-ranging consultation, and under the leadership of the Advisory Committee, identify the anticipated drivers of disadvantage in Australia in 2030, and the key agencies and organisations who can tackle these.
2. Annual Partnership Summit: connect partners with each other, as well as with the Centre. To include prospective and future partners and stakeholders as appropriate.
3. Through the Big Translation Project, continue to enhance the impact of Centre research for partners.
4. Continue to develop processes for capturing partner engagement activities, and report annually to each partner on how we have engaged, with particular emphasis on establishing good processes for CE20.



Strategy and Activity Plan 2020 *continued*

## Portfolios Strategy

Capacity Building	Flagship Research	Research Infrastructure
Objectives	Objectives	Objectives
To attract, train and retain the next generation of life course academic and industry researchers for Australia.	To position the Life Course Centre as a significant thought leader in the prevention of social and economic disadvantage.	To develop new and leverage existing research infrastructure to support the Centre's research and training goals.
To deliver professional training, mentoring and development opportunities that will bring researchers together across disciplines, nodes and sectors.	To support the achievement of high-level impact in social and academic endeavours.	To deliver enabling data and technologies to support research that aims to improve the lifetime wellbeing of Australians enduring or at risk of disadvantage.
To successfully transition early-career researchers and students out of CE14, and continue fruitful relationships with them in the next stage of their career.	To support deep engagement across the Centre, with partners, and with broader end-users and beneficiaries.	
Activity Plan	Activity Plan	Activity Plan
<ol style="list-style-type: none"> <li>1. Continue to deliver established programs: the Student Development Day, the one-on-one mentoring program and the competitive Staff and Student Travel grants. Where travel is not possible, local and online opportunities are being developed.</li> <li>2. Continue the Pathways to Research Scholarships program, including scholarships to engage undergraduates in research and Honours scholarships.</li> <li>3. Deliver targeted professional development in engagement skills, with online options.</li> <li>4. Establish a PhD post-submission award program, to enable graduating students to work on funded projects and to have time to write up their PhD work for publication.</li> </ol>	<ol style="list-style-type: none"> <li>1. Actively manage the Flagship Projects, including offering mentoring and advice, and ensuring that projects can be delivered on time.</li> <li>2. Contribute to the Big Translation Project, particularly through identifying impactful research results from Flagship Projects.</li> </ol>	<ol style="list-style-type: none"> <li>1. Actively manage the Research Infrastructure Projects, including offering mentoring and advice, and ensuring that projects can be delivered on time.</li> <li>2. Support a Life Course Centre presence at the 2020 International Population Data Linkage Conference, Data Linkage: Information to Impact.</li> <li>3. Support Data for Policy engagement in 2020, to be administered by a special committee, consulting with partners and stakeholders with a special interest in administrative data for good policy.</li> </ol>

Strategy and Activity Plan 2020 *continued*

## Portfolios Strategy

### Research Linkages

#### Objectives

The Research Linkages portfolio oversees interdisciplinary, cross-institutional and cross-sectoral collaborations.

To develop and strengthen linkages among Centre partners and stakeholders, with the aim of fostering research that furthers the Centre mission.

To reduce and overcome barriers to linkages.

#### Activity Plan

1. Establish the Organisational Affiliates scheme.
2. Be the organising committee for two Partnership Summits, using online engagement and collaboration tools where necessary
3. Organise two collaborative forums, focussed on areas of research strength for the Centre and linked to the Big Translation Plan.
4. Offer funding for the Incoming Visitors' Scheme, or promote innovative online collaboration with international academics.
5. Offer grants for the delivery of Life Course Centre sessions at national and international multidisciplinary conferences, and sponsorship of targeted conferences. Where this is not possible, promote online, virtual conferences, workshops and webinars.

### Social Interventions

#### Objectives

To identify and implement viable prospects for Life Course Centre-designed social interventions that can make a difference to the extent of deep and persistent disadvantage in Australia.

#### Activity Plan

1. Actively manage the Social Interventions Projects, including offering mentoring and advice, and ensuring that projects can be delivered on time.
2. Promulgate results of Social Interventions Projects, including through the Big Translation Project.
3. Identify broader lessons from the development and delivery of Social Interventions in CE14, and reflect on what best practice might be.

### Operations

#### Activity Plan

1. Prepare for the wind-down of CE14, including transition arrangements for Investigators, researchers and students, and the Final Report.
2. Establish CE20, including Collaborative Agreements.
3. Develop and deliver appropriate systems for CE20, including in research management and reporting.
4. Prepare an Operational Manual for CE20, including updated policies and procedures.
5. Prepare the CE20 governance system for commencement in 2021.



# Our People

**People are at the centre of the Life Course Centre. From our students, early career researchers and research leaders to our partners, professional staff and affiliates, our people are our most valuable resource. Assisting people who are experiencing deep and persistent disadvantage to realise their full life potential is also at the heart of our research focus.**



Disadvantage is a complex multi-dimensional challenge, and addressing it requires a coordinated cross-disciplinary research approach. The Life Course Centre brings together a variety of research disciplines, including sociology, psychology, criminology, economics, population science, statistics and more, into a connected critical mass of over 230 researchers and affiliates throughout Australia and the world.

We are very proud of our people, their achievements, and shared commitment to breaking the cycle of disadvantage. In the following pages, we celebrate prominent examples of Researcher Excellence and Student Success in 2019.

## Stronger together

We know that continuing to foster a culture of teamwork across the Life Course Centre and our networks is critical to our collective success. This strong collaborative focus was clearly showcased at our 2019 Research Retreat in May, when more than 50 researchers, students, staff and Centre partners gathered in Perth. This was a great opportunity to meet new Centre members, renew acquaintances and come together to progress our research.

The retreat featured a wide range of research presentations, with dominant themes including economics and education, health and mental health, and gender and family, as well as open discussion and planning sessions. We were also fortunate to welcome representatives of key centre partners—Peter Deakin and Mark Jennings of the Australian Government Department of Social Services and Julie Connolly of the Brotherhood of St Laurence—who provided valuable input on ways to translate research findings into practical outcomes.



### Image

More than 50 Life Course Centre researchers, students, professional staff and Centre partners gathered in Perth in May for our 2019 Research Retreat.

# Researcher Excellence

Life Course Centre researchers are leaders in their fields and are continually setting new standards of research excellence. Here we showcase a selection of high-profile awards and grants received by our researchers in 2019.



## Images

1. Dr Kirsten Hancock receiving her Churchill Fellowship from The Honourable Kim Beazley, Governor of Western Australia.
2. Professor Deborah Cobb-Clark led two successful ARC grants in 2019.
3. Professor David Ribar and team were awarded for their work on financial well-being.
4. Professor Lorraine Mazerolle and team were honoured at the UQ 2019 Research Week Awards.  
 Pictured from back row left to right: Mark McDonnell (Qld Department of Education), Steve Gollschewski (Qld Police Deputy Commissioner), Angela Ferguson (Qld Department of Education), Stephanie Cardwell, Elizabeth Eggins, Emma Antrobus, Lorraine Mazerolle, Becky Walsh (Qld Department of Education), and Sarah Bennett.

## Researcher Excellence

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**Dr Kirsten Hancock:** Research Fellow at Telethon Kids Institute and The University of Western Australia, was awarded a prestigious Churchill Fellowship in 2019. Kirsten will use her Churchill Fellowship to travel to the US and NZ in 2020 to further her research on school absenteeism. “I will interview researchers and professionals to understand the interventions they’re trying, which strategies do and don’t work, and the reasons that contribute to their success or failure,” she said. “My goal is to combine this information with what we already know in Australia and assemble a toolkit of strategies so that schools can have information at hand about what might help different students in different contexts.” Churchill Fellowships recognise people with passion and drive who seek to learn from world’s best practice on issues that matter to Australian communities. Kirsten was one of 115 Churchill Fellowship winners announced Australia-wide, and one of just 14 WA recipients.

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**Dr Renee Zahnow:** Research Fellow at The University of Queensland was awarded a 2019 ARC Discovery Early Career Researcher Award for Preventing Crime in Public Spaces: Everyday Guardianship and Territoriality. This project will investigate the factors that enhance guardianship and facilitate crime prevention in public spaces. It will inform strategies to reduce crime, fear of crime, and increase opportunities for pro-social use of public space.

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**Professor Deborah Cobb-Clark:** Chief Investigator at The University of Sydney, led two successful ARC grants in 2019. One, a Linkage Project, is focussed on Intergenerational Disadvantage: Causes, Pathways and Consequences and also includes Research Fellows Drs Hayley Fisher, Nicolás Salamanca and Sarah Dahmann. This project will partner with the Australian Government Department of Social Services to generate new knowledge on how social assistance dependence is linked across generations. Deborah also led a Discovery Project on Self-Control in Economic Behaviour, which will undertake an innovative program of research that studies the way people’s self-control affects their economic behaviour and life chances.

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**Professor David Ribar:** Chief Investigator at the University of Melbourne, and Research Fellows Professor John De New and Dr Nicolás Salamanca, were awarded a 2019 Dean’s Prize in Research—Engagement and Partnerships from the University’s Faculty of Business and Economics. They received the award for collaboration between the Melbourne Institute of Applied Economic and Social Research and the Commonwealth Bank of Australia on developing new measures and insights into Australian’s financial well-being. The CBA-MI Reported and Observed Financial Wellbeing Scales were created by rigorous analyses of self-reported survey and bank record measures, providing a depth of understanding of financial well-being that represents a first in its field internationally.

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**Dr Cain Polidano:** Research Fellow at the Melbourne Institute of Applied Economic and Social Research at the University of Melbourne, was involved in securing an ARC Linkage grant that aims to improve understanding of the impact of reforms intended to ease fiscal pressures associated with an ageing population. It will aim to identify impacts of key reforms on employment, re-training, income, savings, retirement income and pension receipt, and develop a new tax records-based dataset for future research on tax and welfare systems.

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**Professor Lorraine Mazerolle:** Chief Investigator at The University of Queensland, received the 2019 Jerry Lee Lifetime Achievement Award from the Division of Experimental Criminology at the American Society of Criminology. Lorraine was also awarded the 2019 Distinguished Achievement Award in Evidence-Based Crime Policy from the Center for Evidence-Based Crime Policy at George Mason University in Fairfax, Virginia. Lorraine, along with Research Fellows Drs Sarah Bennet, Emma Antrobus, Elizabeth Eggins and Stephanie Cardwell, was celebrated at the UQ 2019 Research Week Awards, receiving a Partners in Research Excellence Award in Transforming Societies for their collaboration with the Queensland Department of Education and Queensland Police Service (QPS) on the Ability School Engagement Program. Sarah Bennett was also awarded a UQ Foundation Research Excellence Award for her work on sexual assault training with QPS.

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## Researcher Excellence

**Professor Stefanie Schurer:**

from the University of Sydney received the Best Poster prize at the European Association of Labour Economists 2019 Conference in Uppsala, Sweden. Her poster presented research on the adverse effects of an Australian Government policy that restricted the use of welfare in Aboriginal communities. The research found this reform led to a worsening of birth outcomes in these communities. The judges commended the research for its empirical strategy and the poster for clearly presenting the analysis and results.

**Professor Guyonne Kalb:**

Associate Investigator at the University of Melbourne, led a successful tender submission to the NSW Department of Communities and Justice in 2019 to evaluate the state's social housing policy. Other Centre researchers from the Melbourne Institute of Applied Economic and Social Research on the evaluation are Research Fellows Drs Julie Moschion, Nicolas Herault, Ferdi Botha, and Jordy Meekes and Research Affiliates Professor Lisa Cameron and Dr Yi-Ping Tseng. Guyonne and Jordy are also involved in the evaluation of the NSW Department of Communities and Justice Permanency Support Program for young people in child protection and out-of-home care.

**Associate Professor Wojtek**

**Tomaszewski:** Research Fellow at The University of Queensland, was involved in securing two major grants from the Commonwealth Department of Education and Training in 2019 through its Higher Education Participation and Partnerships Program. One is focused on deferrals by low socio-economic status (SES) students. The second will investigate, with Research Fellow Associate Professor Francisco Perales, the cumulative effects of disadvantage on higher education. Francisco and Wojtek were also awarded a grant from the National Centre for Student Equity in Higher Education to research the higher education experiences of humanitarian migrants. With Chief Investigator Professor Mark Western, Wojtek also secured funding from the NSW Department of Education to research the higher education expectations and engagement of low SES students.

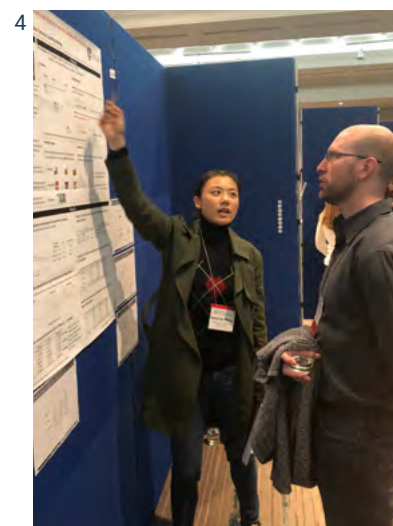
**Professor Agnieszka Tymula:**

Associate Investigator at the University of Sydney, is leading a new ARC Discovery Project on Neuroeconomic foundations of probability and value perception. This project aims to investigate well-known behavioural 'biases' in probability and value perception through the lens of neurobiology and economics. The project will focus on how and why people make their decisions, and how we could improve people's well-being by improving their choices.

**Dr Ha Nguyen:** Research Fellow at Telethon Kids Institute and The University of Western Australia, was involved in securing an ARC Discovery Project grant on Child Dental Benefit Policies and the Health of Australian Children. This project will examine government initiatives to improve children's dental health by providing essential dental services funding to disadvantaged families. It will investigate eligible children's access to benefits and the impacts of these changed health care financing arrangements on children's health and other developmental outcomes.

# Student Success

We are extremely proud of our Life Course Centre students, the next generation of life course researchers, and their achievements. Here we celebrate a selection of their major successes in 2019.



## Images

1. Alice Campbell presenting at the UQ Three Minute Thesis Faculty Final.
2. M Mamun Huda at the Harvard T.H. Chan School of Public Health in Boston.
3. Ruth Faleolo presenting at the University of California (Berkeley). Photo supplied by Samid Suliman.
4. Xueteng Wang presenting a poster on her research at the Society of Neuroeconomics Annual Meeting in Dublin.

## Student Success

**Alice Campbell** progressed deep into the finals of The University of Queensland's hotly-contested Three Minute Thesis (3MT) competition in 2019. Alice's 3MT presentation was on 'The Quest—an investigation of sexual identity changes in Australian women'. She was the winner of the Institute for Social Science Research heat, and people's choice winner, and was then judged as the runner-up in a high-quality field of eight competitors at the Humanities and Social Sciences faculty final. Her second placing also saw her compete in the 3MT Wildcard showdown. Alice's supervisors are Associate Professor Francisco Perales and Professor Janeen Baxter.

**Peter Rankin** was awarded his PhD thesis in 2019 without correction. This is an exceptional achievement, as it is very rare to have a PhD thesis passed with no corrections. Peter's PhD topic was: Bridging the theory to evidence gap: a systematic review and analysis of individual environment models of child development. He was advised by Chief Investigators Professors Karen Thorpe and Mark Western and Associate Investigator Professor Michele Haynes. Peter is now employed as a Postdoctoral Research Fellow at the Institute for Social Science Research at The University of Queensland, focusing on the application of statistical methods to research in early education and care, sleep, and developmental psychology.

**Leah Cave** had two academic articles published in 2019 on exposure to racial discrimination and the health and well-being of Aboriginal and Torres Strait Islander children. Leah was the lead author on both articles, co-authored with her supervisors from The University of Western Australia, Dr Matthew Cooper, Dr Carrington Shepherd and Professor Stephen Zubrick. *Caregiver-perceived racial discrimination is associated with diverse mental health outcomes in Aboriginal and Torres Strait Islander children aged 7–12 years*, was published in the International Journal for Equity in Health. *Racial discrimination and the health and wellbeing of aboriginal and Torres Strait Islander children: Does the timing of first exposure matter?*, was published in SSM-Population Health.

**Asma Zulfiqar** received a 2019 Global Change Scholars Award from The University of Queensland. She was one of 30 PhD candidates from across the University to receive the award, designed to produce future research leaders to drive change for sustainable futures. Asma's doctoral thesis examines how women experience the social construction of gender, including redefining and reshaping their identities throughout their life course. Asma is supervised by Dr Jenny Povey, Professor Janeen Baxter and Dr Linda Willis.

**Ruth (Lute) Faleolo** of The University of Queensland received a Life Course Centre Student Travel Award to participate in the Transregional Academy's Histories of Migrant Knowledges in and across the Transpacific: Agencies, Scales, Translations conference at the University of California (Berkeley) in May. The Transregional Academy sets out to study migration histories, people, materials, natures, and societies across the Transpacific. Ruth presented on her mixed-methods analysis of Pasifika Well-being, Migration and Agency, co-chaired plenary discussions, participated in working group sessions on methodological issues, and attended lectures and excursions across the six-day program. In 2019, Ruth also published a series of Life Course Centre Working Papers, as well as a book chapter, on Pasifika migrant behaviour, well-being and labour mobility experiences. A recipient of a dedicated Life Course Centre Research Higher Degree scholarship for Indigenous students provided by UQ, Ruth is supervised by Professors Paul Memmott and Mark Western, Dr Kelly Greenop and Dr Denise Clague.

## Student Success

**Xueting Wang** received a Life Course Centre Student Travel Award to travel to New York and Dublin to further her research on self-control. Xueting visited the neuroeconomics lab of Paul Glimcher, Professor of Neuroscience and Physiology at New York University, where she met with senior researchers and presented her work on Self-control for monetary and dietary rewards: evidence from Chinese adolescents. Xueting, from the School of Economics at the University of Sydney and supervised by Associate Professor Agnieszka Tymula and Dr Stephen Cheung, also attended the 2019 Society of Neuroeconomics Annual meeting in Dublin to present her research and connect with other researchers in the field of self-control.

**Ella Kuskoff** had her first academic article published in 2019. *Preventing Domestic Violence by Changing Australian Gender Relations: Issues and Considerations*, was co-authored with her supervisor Associate Professor Cameron Parsell and published in Australian Social Work. Ella also published a Life Course Centre Working Paper in 2019 *From Intentions to Implementation: Improving Alignment between Domestic and Family Violence Policy Aims and Actions*. Her other supervisors are Dr Andrew Clarke and Professor Greg Marston.

**Laetitia Coles** won the Best Student Poster Award at the Australian Fatherhood Research Symposium in Melbourne in May. The annual symposium is hosted by the Australian Fatherhood Research Consortium, representing academics, practitioners and journalists with an interest in fatherhood. Laetitia, from The University of Queensland, presented a poster titled: 21st Century Breadwinner Dads: Father involvement with infants amongst fathers who work long hours. Laetitia is supervised by Professor Belinda Hewitt, Associate Professor Wojtek Tomaszewski and Professor Lynda Cheshire.

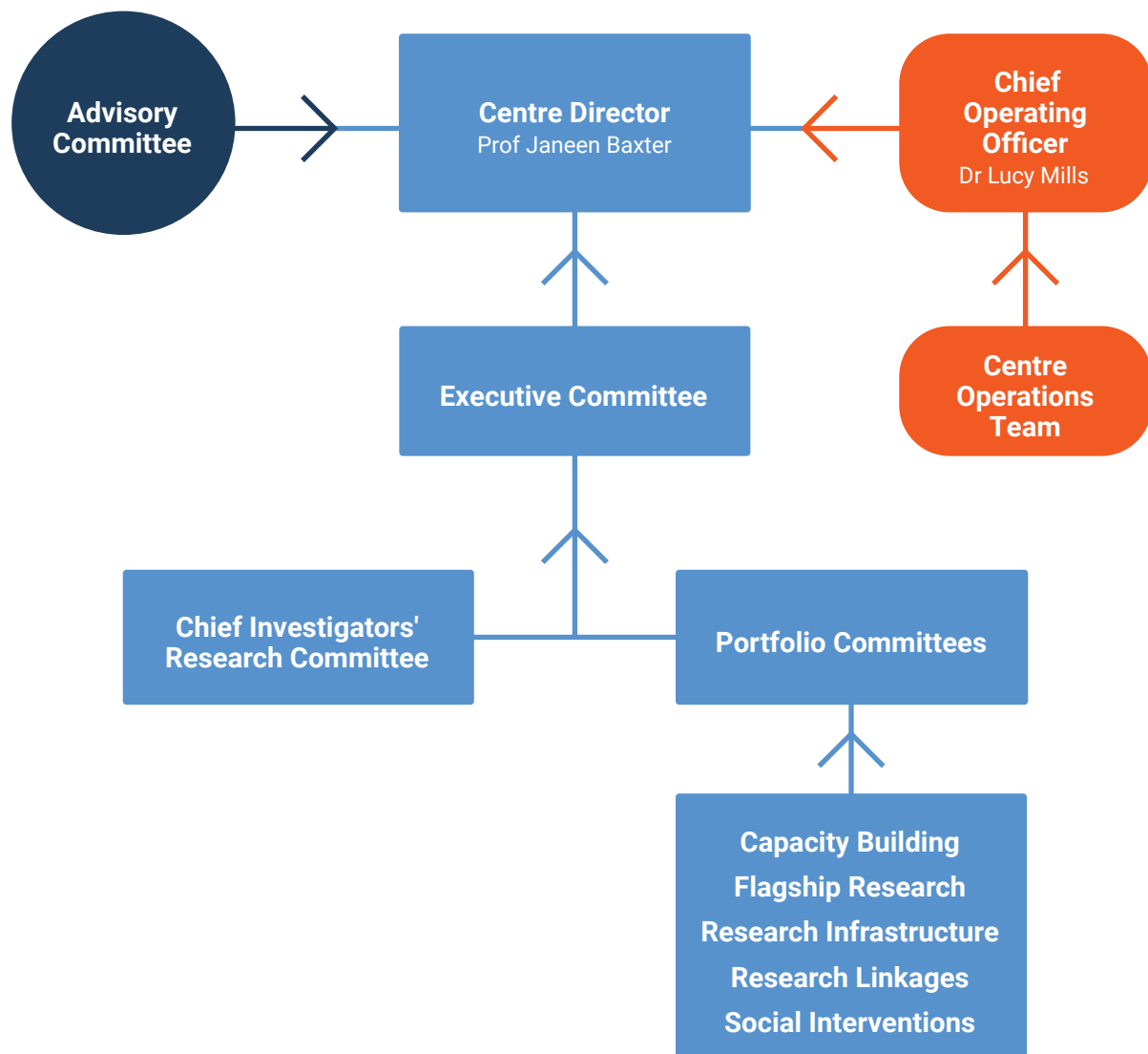
**Laura Simpson Reeves** from The University of Queensland received a Life Course Centre Student Travel Award to participate in the International Anthropology and Law Symposium at Arizona in the USA in November 2019. She also received a UQ Graduate School Candidate Development Award, to undertake an internship with Cultural Survival, a non-government organisation based near Boston focused on Indigenous research and advocacy. Laura is supervised by Associate Professors Cameron Parsell and Shuang Liu.

**M Mamun Huda** gained a new international advisor in 2019, Dr Jocelyn Finlay, Senior Research Scientist at the Department of Global Health and Population at the Harvard T.H. Chan School of Public Health (HSPH) in Boston. Mamun also received a Life Course Centre Student Travel Award to visit Dr Finlay to discuss his research on adolescent motherhood and offspring health in low and middle income countries, collaborative research opportunities, and attend a short course at the Harvard T.H. Chan School of Public Health on causal inference on observational data. Dr Finlay joins Mamun's existing advisors at The University of Queensland, Associate Professor Abdullah Mamun and Dr Martin O'Flaherty.



# Governance

## Structure



## Governance

## Lead researchers

## Chief Investigators

**Prof Janeen Baxter,**  
The University of Queensland  
– Centre Director

**Prof Deborah Cobb-Clark,**  
University of Sydney  
– Research Program Leader:  
Human Capabilities

**Prof Colm Harmon,**  
University of Sydney

**Prof Lorraine Mazerolle,**  
The University of Queensland—  
Portfolio Leader: Social  
Interventions and Research  
Program Leader: Social  
Transformations

**Prof David C. Ribar,**  
The University of Melbourne—  
Portfolio Leader: Research  
Linkages

**Prof Matt Sanders,**  
The University of Queensland

**Prof Cate Taylor,**  
University of Western Australia—  
Portfolio Leader: Research  
Infrastructure

**Prof Karen Thorpe,**  
The University of Queensland

**Prof Mark Western,**  
The University of Queensland—  
Portfolio Leader: Flagship  
Research and Research Program  
Leader: Disadvantage Systems

**Prof Stephen Zubrick,**  
University of Western Australia  
– Deputy Director (Research)

## Associate Investigators

**Prof Janet Currie,**  
Princeton University (USA)

**Prof John P. de New,**  
The University of Melbourne

**Prof Kathryn Edin,**  
Princeton University (USA)

**Prof David Farrington,**  
Cambridge University (UK)

**Prof Brendan Gleeson,**  
The University of Melbourne

**Prof Harvey Goldstein,**  
University of Bristol (UK)

**Prof Michele Haynes,**  
Australian Catholic University

**Prof Guyonne Kalb,**  
The University of Melbourne

**Prof Ariel Kalil,**  
University of Chicago (USA)

**A/Prof Abdullah Mamun,**  
The University of Queensland

**A/Prof Irma Mooi-Reci,**  
The University of Melbourne

**A/Prof Alina Morawska,**  
The University of Queensland

**A/Prof Cameron Parsell,**  
The University of Queensland

**Dr Cain Polidano,**  
The University of Melbourne

**Dr Jenny Povey,**  
The University of Queensland

**A/Prof Leah Ruppanner,**  
The University of Melbourne

**A/Prof Chris Ryan,**  
The University of Melbourne

**Prof Robert Sampson,**  
Harvard University (USA)

**Prof Larry Sherman,**  
Cambridge University (USA)

**A/Prof Simon Smith,**  
The University of Queensland

**Prof Fiona Steele,**  
London School of Economics (UK)

**A/Prof Wojtek Tomaszewski,**  
The University of Queensland

**Prof Agnieszka Tymula,**  
The University of Sydney

**Prof Barbara Wolfe,**  
University of Wisconsin (USA)

## Partner Investigators

**Dr Fadwa Al-Yaman,**  
Australian Institute of Health  
and Welfare

**Prof Arnaud Chevalier,**  
Royal Holloway, University  
of London (UK)

**Prof Rebekah Coley,**  
Boston College (USA)

**Prof Miles Corak,**  
University of Ottawa (Canada)

**Prof Orla Doyle,**  
University College Dublin (Ireland)

**Prof Greg Duncan,**  
University of California  
– Irvine (USA)

**Prof Alissa Goodman,**  
Institute of Education,  
University of London (UK)

**Prof Emily Grundy,**  
University of Essex (UK)

**Prof Adrian Raine,**  
University of Pennsylvania (USA)

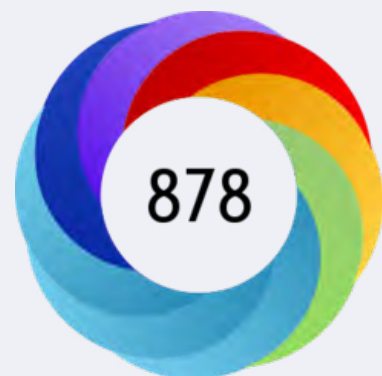
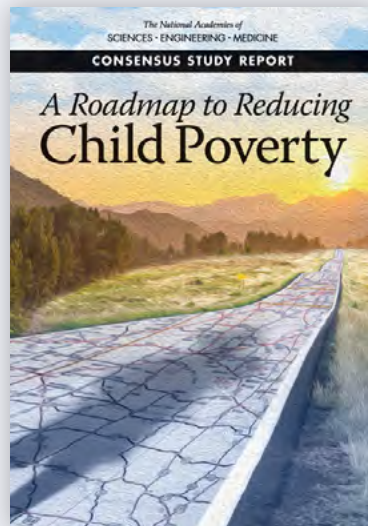
**Dr Helen Rogers,**  
Australian Government Department  
of Social Services

**Prof David Weisburd,**  
The Hebrew University  
of Jerusalem (Israel)

**Prof W Jean Yeung,**  
National University  
of Singapore (Singapore)

## Governance

## International leadership and guidance



Greg Duncan, Distinguished Professor in the Department of Education at the University of California, Irvine, has been a member of the Life Course Centre Advisory Committee and a Partner Investigator since our formation in 2014. Greg is one of the most eminent international experts in the study of poverty and programs to address it, and has provided invaluable guidance to the Centre. He is an active supporter of our life course research focus, and has been highly engaged with our research program, events and researchers over the past six years.

Building on this, we are delighted that Greg will take on the new role of Life Course Centre Chief Scientific Advisor from the start of 2021. This will enable us to further leverage his international leadership, expertise and proven impact in influencing public policy relating to poverty, child development, and economic mobility. As Chief Scientific Advisor, he will advise on our programs of research, partnerships, and opportunities to influence policy.

The powerful impact of Greg's research was showcased in 2019 with the publication of a high-profile report he led on cutting the child poverty rate in the US. Greg was Chair of the Committee on Building an Agenda to Reduce the Number of Children in Poverty by Half in 10 Years at the National Academies of Sciences, Engineering and Medicine, Washington DC.

The report, *A Roadmap to Reducing Child Poverty*, outlines evidence-based policies and programs to halve the rate of child poverty in the US, and was the top Life Course Centre publication in 2019 based on Altmetrics. It recorded an Altmetric Attention Score of 878, including exposure in 19 media outlets and over 1,000 tweets, and was cited by the Congressional Research Service (Library of the US Congress) which provides policy analysis to committees and members of both the US House and Senate.

# Partners and Visitors

Our people also include our partners and visitors, who hail from a range of Australian government, community and industry organisations and from academic institutions throughout the world. In 2019, the Life Course Centre collaborated with partners across a number of events and welcomed academic visitors from a diverse collection of countries. Here is a snapshot, taken from many highlights, of our visitor and partner engagement in 2019. You can read more about our visitors and events in Our Reach (page 52).



## Images

1. Bryn Spielvogel and Claudia Kruzik, PhD students supervised by Professor Rebekah Levine Coley at Boston College, who joined Rebekah as visitors at the Life Course Centre Student Development Week in October 2019.
2. Associate Professor Francisco Perales of The University of Queensland and Dr Mahalia Jackman of the University of the West Indies in Barbados on her visit to Australia, where she worked on a collaborative study of the global divide in attitudes towards homosexuality.
3. Peter Deakin and Mark Jennings (centre) of the Australian Government Department of Social Services and Julie Connolly of the Brotherhood of St Laurence all provided valuable partner input into the 2019 Life Course Centre Research Retreat.



# Our Research

The Life Course Centre undertakes research to describe and understand the causes and consequences of deep and persistent disadvantage over the life course. Our research also seeks to develop the data, tools and real-world solutions that can be implemented at critical life course stages and transitions to address and prevent entrenched disadvantage.

These research goals are pursued via three major, interconnected programs of research and translation: Disadvantage Systems, Human Capabilities, and Social Transformations.

OUR PARTNERS

## 2019 Research

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**131**  
journal  
articles

---

**266**  
collaborating  
authors  
98 institutions  
19 countries

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**3,251+**  
online mentions  
63 countries

---

**89+**  
citations

---

**13**  
field of research  
subject areas

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**157**  
news mentions

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**84%**  
in top quartile  
journals

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**25**  
reports

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**6**  
policy mentions

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**882**  
total Life Course Centre  
research outputs 2014–2019  
target 564

# Deputy Director (Research) Report

The Life Course Centre has once again exceeded its research output targets in 2019. Throughout the year, our researchers published a total of 131 journal articles, 23 non-academic articles, 25 reports, 12 book chapters, seven conference publications, two books, and three submissions to government reviews. A particular highlight of 2019 was the high number of reports to industry and government, the largest volume of reports produced by the Centre in a year to date.



Our research achieved significant academic impact in 2019. The 114 articles indexed in SciVal have already attracted over 89 citations from 27 countries, with 18.4 per cent in the top 10 per cent most cited articles worldwide (for papers published in 2019). Over 80 per cent of our articles were published in top quartile journals, with over 40 per cent in the top 10 per cent ranked journals by SCImago Journal Rank, including the likes of *Annals of Applied Statistics*, *The Economic Journal*, *Journal of Marriage and Family*, *Journal of the Royal Statistical Society*, *Research in Higher Education*, and *Work Employment and Society*, to name just a few. This continues the steady increase in the quality of journals in which Life Course Centre researchers have been published since the Centre's formation in 2014.

Highlighting the Centre's multi-disciplinary approach to tackling social and economic disadvantage, our indexed articles in 2019 spanned journals covering 13 two-digit Field of Research subject areas. The Centre also continues to collaborate extensively on the publication of journal articles, with a total of 266 authors from 98 academic institutions in 19 countries contributing to our indexed journal articles in 2019. In addition to academic collaborators, we also had co-authors from government, corporate and medical institutions.

Of our research outputs in 2019 with a Digital Object Identifier (DOI), 122 were tracked by Altmetric, and 102 of these were mentioned online. These received more than 3,251 mentions online from 63 countries, including over 3,000 mentions on social media, 157 news stories, six policy mentions and one Wikipedia citation. Our research was mentioned by 89 different news outlets in 17 countries, including by *The New York Times*, *The Los Angeles Times*, *The Atlantic*, *The Guardian*, *Channel News Asia*, *The Indian Express*, *The New Zealand Herald* and *The Australian Financial Review*.

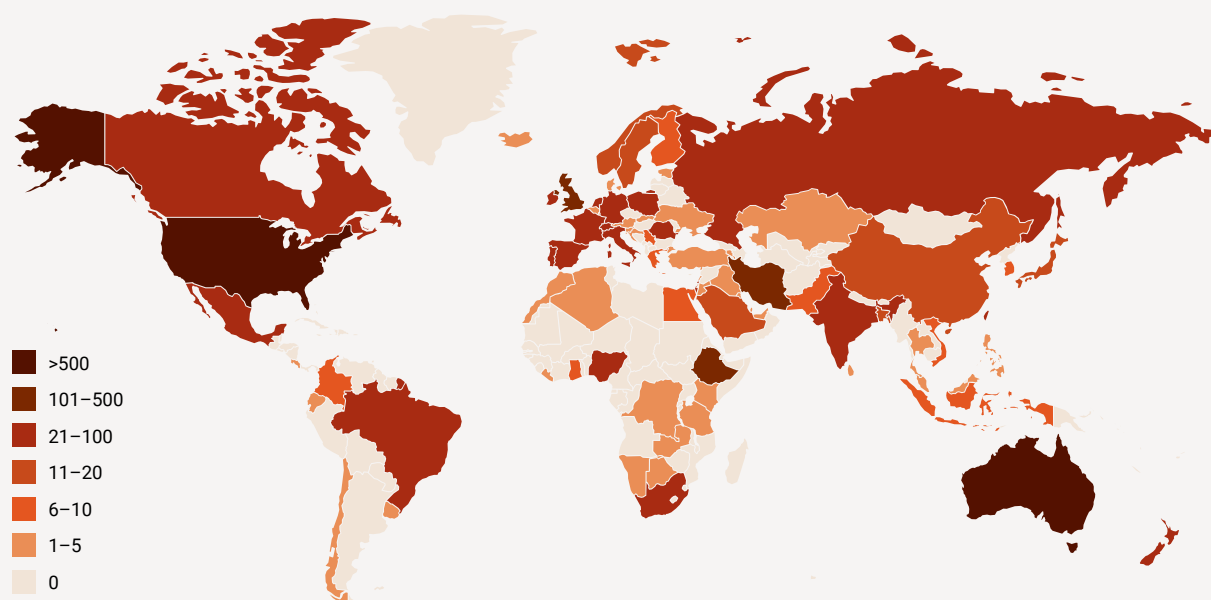
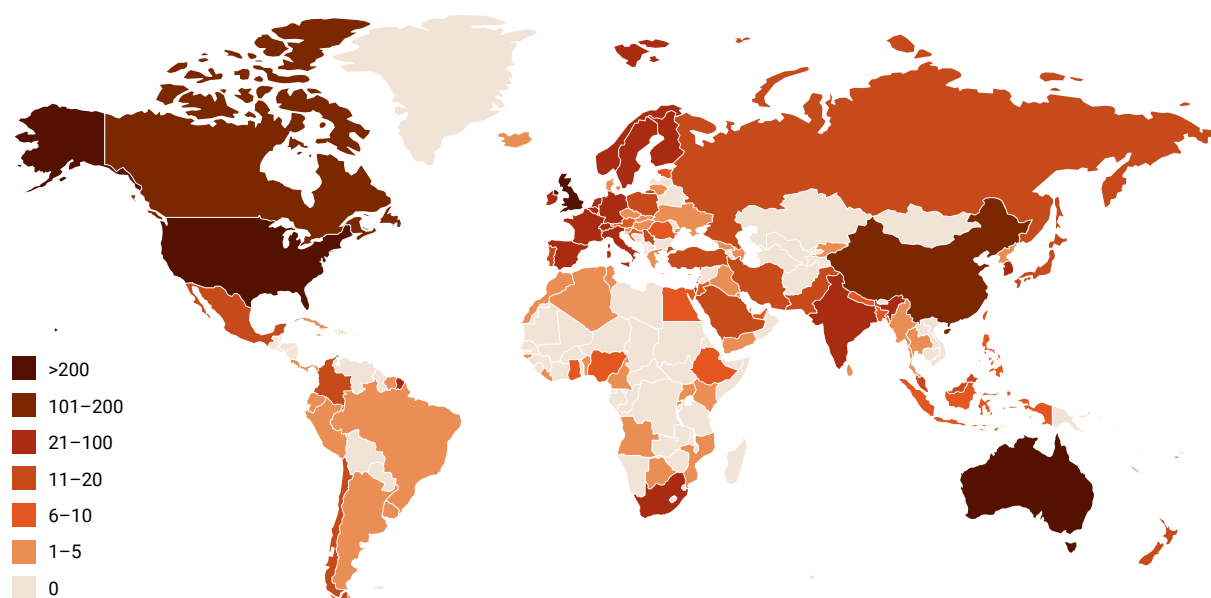
Reflecting the maturing of the Centre's research outputs and the lasting relevance of research published in previous years, our indexed journal articles from 2014 onwards are creating a critical mass of collective impact. Indexed articles published 2014–2018 have been cited 3,971 times by authors from 136 countries, including 113 citations for previous years' articles in 2019. Life Course Centre indexed articles have now attracted a total of more than 4,040 citations to date (2014–2019). Our articles tracked by Altmetric from 2014–2018 have received 96 policy citations, 1,033 news mentions, 9,625 social media mentions, and 11 Wikipedia citations. In 2019, articles from previous years attracted 25 policy citations, including in reports by the World Bank, International Labour Organisation, the UK Chief Medical Officer, and the Brookings Institute.

**Professor Stephen Zubrick**  
Deputy Director (Research)

Note: all figures based on data retrieved from Scopus/SciVal/Altmetric on 6/2/2020. Supporting information can be found in the Appendix.



## Deputy Director (Research) Report

**Figure 1: Countries in which co-authors of Life Course Centre articles were based (2014–19)****Figure 2: Countries citing Centre research in 2019**

**Figure 1:** Global heat map displaying countries in which co-authors of Life Course Centre research articles were based (using data from articles indexed in SciVal, 2014–19, retrieved 6/2/20).

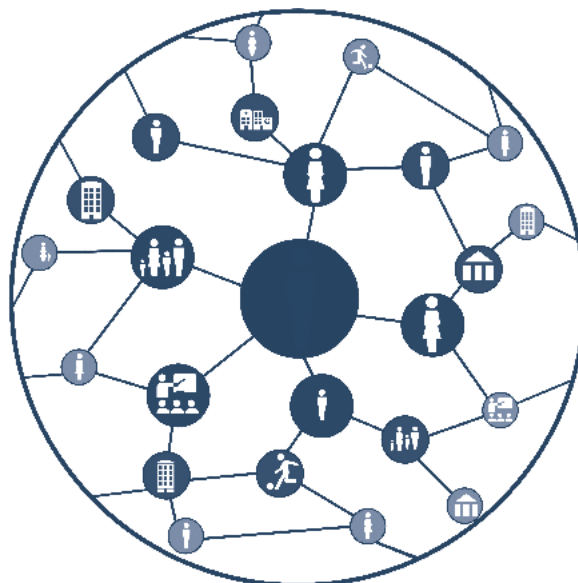
**Figure 2:** Global heat map displaying countries in which authors of research citing Life Course Centre articles in 2019 were based. This includes articles published since the centre began in 2014, but only captures citations that occurred in 2019 (538 articles indexed in Scopus published 2014–19, cited 1583 times in 2019, data retrieved from Scopus, 2/3/20).

## RESEARCH PROGRAM 1:

# Disadvantage Systems

This research program focuses on understanding how social, economic and political institutions, including families, education systems and other government services, contribute to, and can mitigate, the transmission of disadvantage from one generation to the next. It also examines the data systems required to identify pathways into and out of disadvantage.

Here are some highlights of our Disadvantage Systems research in 2019.



## *The interplay of time pressure, gender and family dynamics*

Time pressure exerts strong influence on the functioning of modern families, and has been the focus of a number of our studies in 2019. This includes research that has shown the 'time squeeze' of parenthood is greater for mothers than fathers, and the increased time pressure of a second child can worsen mothers' mental health. Our research has also highlighted the importance of tailoring time with children at different developmental stages. Importantly, this research not only covers mothers' time with children but also time investments provided by fathers and other adult caregivers. Further research has examined the gendered nature of time spent on housework and child raising, and how children, education and age can impact the time that females spend in paid employment. Specific research has also been undertaken on young mothers, which finds they generally experience poorer family relationships, fewer personal resources, a lack of education, dependency on welfare, and greater physical and mental health issues.

Ruppner, L., Perales, F., & Baxter, J. (2019). Harried and unhealthy? Parenthood, time pressure, and mental health. *Journal of Marriage and Family*, 81(2): 308-326.

O'Flaherty, M. & Baxter, J. (2019). The 'developmental gradient' revisited: Australian children's time with adult caregivers from infancy to middle childhood. *Social Science Research*, 86, 102397.

Kler, P., Potia, A., & Shankar, S. (2019). Nappies, books and wrinkles: *How children, qualifications and age affect female underemployment in Australia*. Life Course Centre Working Paper: 2019-24.

Hoffmann, H., Olson, R.E., Perales, F., & Baxter, J. (2019). "Everyone my age doesn't know what it's like": A mixed-method study of young mothers and social support in Australia. Life Course Centre Working Paper: 2019-14.

## RESEARCH PROGRAM 1: Disadvantage Systems

# 5 years:

the experience of lower job and financial security post-graduation for university graduates from low socio-economic backgrounds.



## Higher education can overcome social inequality, but it takes time

Our research continues to highlight the positive role of education, particularly at the university level, in mitigating intergenerational disadvantage. New research in 2019 shows that higher education can overcome social inequity in time, but post-graduation outcomes can often lag. This research was funded and published by the National Centre for Student Equity in Higher Education in 2019 and was also published academically. It is among the first research of its kind in Australia to look beyond employment outcomes to broader measures of health and well-being in examining the post-university trajectories of graduates from different socio-economic backgrounds. The findings provide a more rounded view of the benefits of higher education, highlight that disadvantage is not easily alleviated by a degree alone, and point to the need for a sustained policy effort within and beyond the higher education sector, with a significant focus on graduates' physical and mental health and well-being. Separate research has explored the role of intergenerational forces in education, including the impact of parental unemployment on children's educational attainment, and the role of social origin in university graduates' career trajectories.

Tomaszewski, W., Perales, F., Xiang, N., & Kubler, M. (2019). Beyond graduation: Socio-economic background and post-university outcomes of Australian graduates. *Research in Higher Education*.

Mooi-Reci, I., Bakker, B., Curry, M., & Wooden, M. (2019). Why parental unemployment matters for children's educational attainment: Empirical evidence from The Netherlands. *European Sociological Review*, 35(3): 394-408.

Klein, M. (2019). *When and for whom does it pay to attend a prestigious university? Social origin, elite education and graduates' career trajectories*. Life Course Centre Working Paper: 2019-12.

**Image:** Research published in 2019 by Associate Professor Wojtek Tomaszewski of The University of Queensland had a strong focus on the role of higher education in addressing disadvantage.



## RESEARCH PROGRAM 1: Disadvantage Systems

*Defining poverty from the perspective of those who experience it*

How poverty is defined is critical to understanding its causes and developing solutions to address it. Yet current definitions are typically provided by the 'non-poor'. What we lack is knowledge of whether these definitions are similar to, or different from, those understood and conceptualised by those in poverty. Our research has sought to address this by proposing the embrace of phenomenology as a way of highlighting the voices of those experiencing poverty. Separate research has analysed the current methods and trends for measuring income poverty in Australia. In terms of the determining factors and intergenerational forces that influence poverty, our research has shown that disability and single parenthood still loom large. From an international perspective, our research has examined why many US households that are eligible for food stamps are not receiving them.

Simpson Reeves, L., Parsell, C., & Liu, S. (2019). Towards a phenomenology of poverty: Defining poverty through the lived experiences of the 'poor'. *Journal of Sociology*.

Cobb-Clark, D.A. (2019). *Intergenerational transmission of disadvantage in Australia*. Life Course Centre Working Paper: 2019: 19.

Azpitarte, F. and Kalb, G. (2019). Measuring income poverty in Australia: A review of methods and recent trends. In Saunders, P. (Ed), *Revisiting Henderson: Poverty, Social Security and Basic Income*. Melbourne University Press.

Mueser, P. R., Ribar, D.C., & Tekin, E. (2019). *Food Stamps and the Working Poor*. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research.

## Other research highlights

## Racial Discrimination

Cave, L., Shepherd, C. S., Cooper, M., & Zubrick, S. (2019). Racial discrimination and the health and wellbeing of Aboriginal and Torres Strait Islander children: Does the timing of first exposure matter? *SSM-Population Health*, 9, 100492.

Cave, L., Cooper, M. N., Zubrick, S. R., & Shepherd, C. C. (2019). Caregiver-perceived racial discrimination is associated with diverse mental health outcomes in Aboriginal and Torres Strait Islander children aged 7–12 years. *International Journal for Equity in Health*, 18, 142.

## Relationships and Finances

Fisher, H., Zhu, A. (2019). The effect of changing financial incentives on repartnering? *Economic Journal*, 129(623): 2833–2866.

Kapelle, N. & Baxter, J. (2019). *Marital dissolution and personal wealth: Examining gendered trends across the dissolution process*. Life Course Centre Working Paper 2019: 22.

Huang, Y., Perales, F., & Western, M. (2019). To pool or not to pool? Trends and predictors of banking arrangements within Australian couples. *PLoS One*, 14(4), e0214019.

## Migration Experiences

Jarallah, Y., & Baxter, J. (2019). Gender disparities and psychological distress among humanitarian migrants in Australia: a moderating role of migration pathway? *Conflict and Health*, 13(1), 13.

Faleolo, R. (2019). *Well-being and labour mobility experiences of Pasifika Trans-Tasman migrants in Auckland and Brisbane*. Life Course Centre Working Paper: 2019-11.

## Homelessness

Moschion, J., & Johnson, G. (2019). Homelessness and incarceration: A reciprocal relationship? *Journal of Quantitative Criminology*, 35(4), 835–887.

Moschion, J., & van Ours, J. C. (2019). Do childhood experiences of parental separation lead to homelessness? *European Economic Review*, 111: 211–236.

Parsell, C. (2019). Growing wealth, increasing homelessness, and more opportunities to exercise our care to the homeless. *European Journal of Homelessness*, 13(2): 13–26.



## Image

Research published in 2019 by student Leah Cave of The University of Western Australia focussed on the impact of racial discrimination of Aboriginal and Torres Strait Islander children.

## RESEARCH PROGRAM 1: Disadvantage Systems

***LGB disadvantage in health and well-being an early starter***

While we already know that sexual minority adults experience poorer health and well-being than their heterosexual counterparts, our research has now demonstrated that these differences start early in the life course—during or before adolescence. This research, which includes work from Associate Professor Francisco Perales' ARC Discovery Early Career Researcher Award to provide Australian evidence on social disadvantage by sexual orientation, highlights the deep disadvantage experienced by LGB youth. It shows the risks of self-harm, suicidal thoughts and behaviours, and peer and emotional problems, are particularly heightened for LGB youth. The unique pressures they can face, including homophobic school bullying and family rejection, are identified as key sources of these health problems and requiring priority intervention. Our research has also examined associations between adolescents' sexual orientation and time use, which shows that LGB adolescents may withdraw or be excluded from critical developmental and social activities. The family experiences of Australian LGB populations and whether parents treat adult LGB children differently than heterosexual children in relation to parental financial transfers are other issues that have been explored.

Perales, F., & Campbell, A. (2019). Early roots of sexual-orientation health disparities: associations between sexual attraction, health and well-being in a national sample of Australian adolescents. *Journal of Epidemiology & Community Health*, 73, 954–962.

Perales, F., Campbell, A., & O'Flaherty, M. (2019). Sexual orientation and adolescent time use: How sexual minority youth spend their time. *Child Development*.

Perales, F., & Huang, Y. (2019). Parental financial transfers: Do they vary by children's sexual orientation? *Social Forces*.

Perales, F., Reeves, L. S., Plage, S., & Baxter, J. (2019). The family lives of Australian Lesbian, Gay and Bisexual people: A review of the literature and a research agenda. *Sexuality Research and Social Policy*, 17, 43–60.

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**The first evidence of associations between sexual orientation and adolescent health and well-being in Australia.**

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A sample study of more than 3,000 14–15 year olds examined associations between sexual attraction and 30 outcomes spanning multiple domains of health and well-being.

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LGBQ adolescents displayed significantly worse health and well-being than their heterosexual peers in all 30 outcomes.

## RESEARCH PROGRAM 2:

## Human Capabilities

This research program explores the development of cognitive and non-cognitive skills over the life course, and the capacity of families and communities to build and support human capabilities. It takes a broad, multi-disciplinary approach to tackling the complex challenges of disadvantage, and identifying the capabilities that can make a difference to people's lives.

Here are some highlights of our Human Capabilities research in 2019.



### Risk taking, depression and life events

Risk has been at the centre of a number of new studies undertaken by our researchers in 2019. This includes examining the relationship between depression and risk taking, which finds those at risk of a depressive episode are more willing to take risks with their health, including smoking, poor diet and sedentary lifestyle, than those not at risk. While the analysis is not causal, it does identify behavioural tendencies that may be helpful in screening for depression. Separate research has investigated the relationship between common life events and risk, and finds that changes in financial circumstances, parenthood and family loss predict changes in risk preferences. Our research has also looked at the role of peer observation in adolescent risk taking, and the reciprocal relationship between depressive symptoms and employment status. The latter highlights that depressive symptoms contribute to men's and women's employment problems, but there is no evidence that employment problems contribute to men's depressive symptoms and only limited evidence for women.

Cobb-Clark, D. A., Dahmann, S. C., & Kettlewell, N. (2019). *Depression, risk preferences and risk-taking behavior*. Life Course Centre Working Paper: 2019-06.

Kettlewell, N. (2019). Risk preference dynamics around life events. *Journal of Economic Behavior & Organization*, 162: 66–84.

Tymula, A. (2019). An experimental study of adolescent behavior under peer observation: Adolescents are more impatient and inconsistent, not more risk-taking, when observed by peers. *Journal of Economic Behavior & Organization*, 166: 735–750.

Bubonya, M., Cobb-Clark, D. A., & Ribar, D. C. (2019). The reciprocal relationship between depressive symptoms and employment status. *Economics & Human Biology*, 35: 96–106.

## RESEARCH PROGRAM 2: Human Capabilities

## Increased self-control linked to:

<b>10%</b> increase in high school or college graduation	<b>10%</b> increase sports participation	<b>8%</b> increase home ownership
<b>5%</b> increase hourly wages	<b>15%</b> decrease oversleeping	<b>25%</b> decrease obesity

**Defining the developmental circumstances of early childhood**

Literacy is championed as a pathway out of poverty, yet it is vulnerable to the risk circumstances it seeks to mitigate. Our researchers continue to progress a body of work investigating how risks cluster across different domains of childhood to define developmental circumstances. The latest research explores the developmental circumstances that produce stark inequalities in reading achievement in Australian children across six years of schooling. It identifies four distinct risk profiles for reading achievement: developmentally enabled (62 per cent of children); sociodemographic (25 per cent); child development (11 per cent); and sociodemographic and child development or double disadvantage (2 per cent). While the developmentally enabled children achieve the expected rate of growth, children with sociodemographic, child development or double disadvantage profiles start behind their peers and lose ground over time. These results demonstrate the complex contexts of educational disadvantage and the need for cross-cutting social, health and education policies and coordinated multiagency intervention.

Taylor, C. L., Zubrick, S. R., Christensen, D. (2019). Multiple risk exposures for reading achievement in childhood and adolescence. *Journal of Epidemiology and Community Health*, 73: 427–434.

**The intergenerational benefits of higher levels of self-control**

Higher levels of self-control can deliver broad benefits for individuals, their offspring, and society and should be a target for intervention policies, particularly for children. This is a key finding from our new research on self-control (the ability to override impulses, resist temptation, and as a result achieve long-term goals). This research provides the first comprehensive empirical understanding of self-control using nationally representative data from Germany. The richness of this data, which includes a well-established measure of self-control, allows the authors to produce evidence on: the determinants of adult self-control; the role of self-control in predicting key life outcomes, and the intergenerational implications of self-control. It finds that a higher degree of self-control is associated with better health, educational and labour market outcomes as well as greater financial and overall well-being. Parents' self-control is also linked to reduced behavioural problems in children, making it a clear target for strategic interventions.

Cobb-Clark, D.A., Dahmann, S.C., Kamhöfer, D.A., & Schildberg-Hörisch, H. (2019). *Self-control: Determinants, life outcomes and intergenerational implications*. Life Course Centre Working Paper: 2019-17.

**Image**

Research published in 2019 by Dr Sarah Dahmann and Dr Nathan Kettlewell of the University of Sydney covered self-control, depression and risk preferences.



## RESEARCH PROGRAM 2: Human Capabilities

**How self-regulation can improve the well-being of children and families**

Our researchers contributed to a special issue of *Clinical Child and Family Psychology Review* in 2019 focussed on the concept of self-regulation, and how it can be applied to improve the well-being of children and families. The issue was jointly produced by The University of Queensland's Parenting and Family Support Centre (PFSC) and Harvard University's Center on the Developing Child. Our Chief Investigator and PFSC Director Professor Matthew Sanders said self-regulation develops in early childhood and is related to a person's ability to manage their emotions, thinking and behaviour throughout life. "This issue explores how interventions can strengthen parenting to promote child self-regulation, and how to provide parents with self-regulation skills to further empower and support parenting growth. It also explores how self-regulation can be applied in different roles, including parents, teachers, caregivers and trainers, and in different contexts such as homes, schools, early childhood education, training and through organisations."

Sanders, M. R., Turner, K. M., & Metzler, C. W. (2019). Applying self-regulation principles in the delivery of parenting interventions. *Clinical Child and Family Psychology Review*, 22(1), 24–42.

Morawska, A., Dittman, C.K. & Rusby, J.C. (2019). Promoting self-regulation in young children: The role of parenting interventions. *Clinical Child and Family Psychology Review*, 22(1), 43–51.

Baker, S., Morawska, A., & Mitchell, A. (2019). Promoting children's healthy habits through self-regulation via parenting. *Clinical Child and Family Psychology Review*, 22(1), 52–62.

**Other research highlights****School Starting Age**

Page, L., Sarkar, D., & Silva-Goncalves, J. (2019). *Long-lasting effects of relative age at school*. Life Course Centre Working Paper: 2019-04.

Kassenboehmer, S.C., Schurer, S., & Sulzmaier, D. (2019). *Gender differences in the lifecycle benefits of compulsory schooling policies*. Life Course Centre Working Paper: 2019-16.

**Non-Cognitive Development**

Nguyen, H., Connelly, L.B., Le, H., Mitrou, F., Taylor, C.L., & Zubrick, S.R. (2019). *Sources of ethnicity differences in non-cognitive development in children and adolescents*. Life Course Centre Working Paper: 2019-21.

**Mental Health**

Bubonya, M.; Cobb-Clark, D.A.; Christensen, D.; Johnson, S.E.; Zubrick, S.R. (2019). The great recession and children's mental health in Australia. *International Journal of Environmental Research and Public Health*, 16(4), 537.

Dahmann, S. C., & Schnitzlein, D. D. (2019). No evidence for a protective effect of education on mental health. *Social Science & Medicine*, 241, 112584.

Hu, N., Taylor, C. L., Glauert, R. A., & Li, J. (2019). The pervasive effects of timing of parental mental health disorders on adolescent deliberate self-harm risk. *PloS One*, 14(8): e0220704.

**Ageing and Well-being**

Lam, J., & Garcia, J. (2019). Solitary days, solitary activities and associations with well-being among older adults. *The Journals of Gerontology: Series B*, gbz036.

Lam, J. (2019). Actor-partner effects of childhood disadvantage on later life subjective well-being among individuals in coresidential unions. *The Journals of Gerontology: Series B*, gbz150.

Lam, J., O'Flaherty, M., & Baxter, J. (2019). The scars of the past? Childhood health and health differentials in later life. *SSM-Population Health*, 7, 100354.

**Labour Markets**

Meekes, J., & Hassink, W. (2019). *Endogenous local labour markets, regional aggregation and agglomeration economies*. Life Course Centre Working Paper: 2019-23.

**Image**

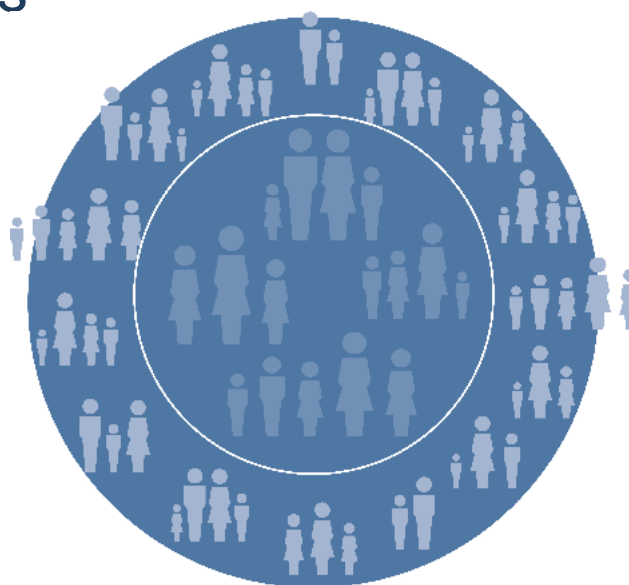
Research published in 2019 by Dr Jordy Meekes (left) of the University of Melbourne examined disadvantage through the lens of local labour markets, education and wages.

## RESEARCH PROGRAM 3:

## Social Transformations

This research program investigates approaches to building the evidence-base for new social policies and practices that can directly address the causes, correlates and consequences of disadvantage in context. It focuses on working closely with partners to better understand, develop and trial the interventions that can transform individuals, families and communities.

Here are some highlights of our Social Transformations research in 2019.



### *Wide-ranging benefits flow from school truancy intervention*

Our funding of follow-up research of the Ability School Engagement Program (ASEP) continues to deliver detailed findings on the project's outcomes, impact and potential for upscaling to larger populations. ASEP brings together communities, schools and police in a third party policing partnership to tackle the problem of school truancy, which is highly correlated with delinquency, contact with the criminal justice system and negative life outcomes. New research finds that ASEP weakens the effects of some of the risk factors for violent offending over time. Participation in the consensus-based program also impacts self-reported antisocial behavior over time through changes in perceptions of police legitimacy. Further research has examined parental attachment in truanting students' rationalisation of their anti-social behaviour. It has also explored truanting students' and their parents' perceptions of the legitimacy of authorities in the ASEP context, with results showing that parents participating in the program improve their perceptions of police.

Cardwell, S. M., Mazerolle, L., & Piquero, A. R. (2019). Truancy intervention and violent offending: Evidence from a randomized controlled trial. *Aggression and Violent Behavior*, 49, 101308.

Mazerolle, L., Antrobus, E., Cardwell, S., Piquero, A. R., & Bennett, S. (2019). Harmonizing legal socialization to reduce antisocial behavior: Results from a randomized field trial of truanting young people. *Justice Quarterly*.

Cardwell, S. M., Mazerolle, L., & Piquero, A. R. (2019). Parental attachment and truant rationalizations of antisocial behavior: Findings from a randomized controlled trial. *Journal of Crime and Justice*.

Antrobus, E., Bennett, S., Mazerolle, L., & Eggs, E. (2019). Parental and student perceptions of procedural justice and legitimacy in the context of truancy: results from a randomized field trial. *Australian and New Zealand Journal of Criminology*, 52(4): 534–557.

## RESEARCH PROGRAM 3: Social Transformations

*Why fussy eating can be a big problem in low-income households*

Our researchers have commenced a new study examining the impact of fussy child eating behaviours in low-income households. It finds that providing fussy eaters with a narrow range of foods that they will like and accept in order to avoid waste can inadvertently limit children's exposure to a variety of healthy foods. This 'risk aversion' among low-income mothers to food rejection by their fussy children is strongest in food-insecure households, where finances and resources are strained. This study represents Stage 1 of the Mealtimes Matter research project focussed on structuring early healthy eating habits in young children. It surveyed mothers of pre-school children residing in a low-income community, with 11 per cent reporting as food insecure. This group was less likely to have fruit available in their homes, compared to low-income families that were nevertheless food secure. The latter group were also more likely to prepare alternative meals for fussy children, also narrowing their exposure to a variety of healthy foods.

Harris, H. A., Staton, S., Morawska, A., Gallegos, D., Oakes, C., & Thorpe, K. (2019). A comparison of maternal feeding responses to child fussy eating in low-income food secure and food insecure households. *Appetite*, 137: 259–266.

From a survey of 260 mothers of pre-school children aged 2 to 5 years old residing in a low-income community in South East Queensland,

**11%**

**reported as food insecure,**  
meaning they ran out of food and were unable to buy more in the last 12 months.

**Image**

Research published in 2019 by Dr Sally Staton and Professor Karen Thorpe, pictured here at the launch of The State of Early Learning in Australia report in November, examined the impact of fussy eating in low-income households.

## RESEARCH PROGRAM 3: Social Transformations

*Parenting support in the criminal justice system*

The intergenerational cycle of crime is well-documented and there is strong evidence that children of offenders are more likely to be involved in the criminal justice system than children of non-offenders. However, little attention has been paid to the programs available to parents in the criminal justice system to try to break this cycle. Our researchers have begun to fill this knowledge gap by investigating the accessibility, uptake and effectiveness of parenting interventions, particularly in the community corrections context. This includes parents who are ex-prisoners, are serving community-based orders or whose partner is involved in the criminal justice system. It finds that interventions are currently reaching too few parents in the community context. Further research has provided recommendations on addressing barriers to access, improving engagement and the implementation of evidence-based community programs. Research has also been undertaken that shows the need for increased support for female offenders in the first two years after release from custody.

Prguda, E., Burke, K., Antrobus, E., & Bennett, S. (2019). Accessibility of evidence-based parenting programs in the community: Parents who are involved in the Criminal Justice System encounter barriers to program access. *Australian Psychologist*, 1–13.

Prguda, E., & Burke, K. (2020). All eyes on me as a parent: Professionals' and offenders' views on parenting challenges and barriers to accessing parenting services. *Child Abuse & Neglect*, 99, 104226.

De Rooy, K., Bennett, S., & Sydes, M. (2019). Women released from custody: Investigating risk factors and reoffending. *International Journal of Offender Therapy and Comparative Criminology*, 63(13): 2239–2263.

**Image**

Research published in 2019 by student Emina Prguda of The University of Queensland focussed on delivering evidence-based interventions to criminal justice system involved parents in the community.



## RESEARCH PROGRAM 3: Social Transformations

*Promises and rewards to tackle Indigenous students' school absenteeism*

Rewarding an effort commitment is a novel approach to addressing school absenteeism, and this concept was put to the test in research examining the effectiveness of an innovative 'promise program' for Indigenous students. This study divided students into two groups. Students in the 'standard program' group received a reward only once they achieved a minimum school attendance rate of 90 per cent. Students in the 'promise program' group were given the option at the outset to commit to put their best effort to achieve a minimum 90 per cent attendance rate, and they were rewarded upfront for this commitment. The results showed there were fewer unexplained absences among students in the promise program, and no difference between the promise and standard programs in reducing overall school absences. This research is a collaboration with Former Origin Greats (FOGS), a non-government group that runs incentive-based programs for Indigenous students. The study is believed to be the first of its kind to use promises and upfront rewards to address school absenteeism and, while the findings are encouraging, there is substantial scope for further research.

Potia, A., Silva-Goncalves, J., Torgler, B., & Dulleck, U. (2019). *Rewarding commitment to attend school: A field study with Indigenous Australian high school students*. Life Course Centre Working Paper: 2019-27.

The 'promise program' was successful in decreasing unexplained absences among Indigenous students by 3% on average.



## Images

1. Research published in 2019 by Dr Azhar Potia of The University of Queensland examined an innovative approach to addressing school absenteeism among indigenous students.
2. Both supplied by FOGS/ARTIE and Chern'ee Sutton Art.

## RESEARCH PROGRAM 3: Social Transformations

## New interventions funded by Social Interventions Portfolio

**Pilot parent engagement:** a pilot on the effectiveness of a parent engagement toolkit and training course for school staff from socially disadvantaged schools. The parent engagement toolkit and training course builds on previous research, and aims to improve schools' parent engagement culture and the support parents receive to engage in their child's learning.

**Interventions to increase perseverance:** investigating interventions to increase perseverance among socioeconomically disadvantaged adolescents, drawing on the growth mindset and non-binding voluntary commitments. The project will be a proof-of-concept Randomised Controlled Trial (RCT) to inform a future intervention at scale.

**The Walk of Life program:** designed to be used in schools in partnership with police to provide a cost-effective means of targeting and reengaging youth at risk of entering the young justice system or dropping out of school. The program incorporates principles of Bush Adventure therapy and identified risk and protective factors for youth deviance.

**Effects of prosocial incentives:** an intervention aimed at improving Indigenous school attendance and engagement using prosocial incentives. These incentives encourage individuals to invest optimum effort in return for a reward they know can benefit someone else via charitable contribution, similar to the concept of 'paying it forward'.

**The Alliance of Parents and Teachers:** the focus of this project is to develop video resources to accompany the Alliance of Parents and Teachers seminar. The seminar aims to assist parents to foster a positive home-school partnership with both their child's teacher and school, ultimately benefitting their child's learning and wellbeing.

**Parenting programs to support mental health:** aims to assess the efficacy and scalability of parenting interventions that seek to support parents of adolescents with mental health problems. This project will further the development and validation of a suite of four measures suitable for assessing adolescent outcomes and family-based risk and protective factors.

**Supporting young mothers:** this project has two broad aims: to understand the barriers and challenges that young parents face, and to design and implement a pilot intervention to positively impact the life chances of young parents.

## Other research highlights

## Neighbourhoods

Sydes, M. (2019). Immigration, ethnicity, and neighborhood violence: Considering both concentration and diversity effects. *Race and Justice*.

Aiyer, S. M., Zahnow, R., & Mazerolle, L. A. (2019). Developmental transitions during adulthood and neighborliness: A multilevel cluster analysis. *Journal of Community Psychology*, 48, 7257.

## Real World Impact

Western, M. (2019). How to increase the relevance and use of social and behavioral science: Lessons for policy-makers, researchers and others. *Justice Evaluation Journal*, 2(1): 18–34.

## Domestic Violence Policy

Kuskoff, E., & Parsell, C. (2019). Preventing domestic violence by changing Australian gender relations: Issues and considerations. *Australian Social Work*.

Kuskoff, E. (2019). *From intentions to implementation: Improving alignment between domestic and family violence policy aims and actions*. Life Course Centre Working Paper: 2019-25.

Yeong, S. & Poynton, S. (2019). *Can pre-recorded evidence raise conviction rates in cases of domestic violence?* Life Course Centre Working Paper: 2019-18.

## Parenting

Sanders, M. R. (2019). Harnessing the power of positive parenting to promote wellbeing of children, parents and communities over a lifetime. *Behaviour Change*, 36(2): 56–74.

Raine, K. H., Cockshaw, W., Boyce, P., & Thorpe, K. (2019). Prenatal maternal personality as an early predictor of vulnerable parenting style. *Archives of Women's Mental Health*, 22(6): 799–807.

## Policing

Zahnow, R., Mazerolle, L., & Pang, A. (2019). Do individual differences matter in the way people view police legitimacy? A partial replication and extension of invariance thesis. *Policing: A Journal of Policy and Practice*, paz066.

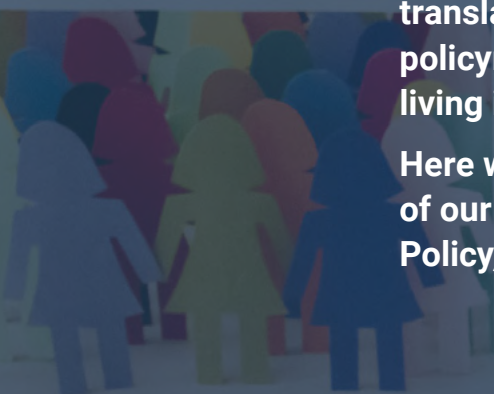




# Our Impact

The Life Course Centre has a strong outcomes focus that extends beyond academic outputs to demonstrated impact across a range of issues, sectors and stakeholders. We are committed to close collaboration and accessible research translation with partners, practitioners and policymakers to make a real difference to people living in disadvantage.

Here we showcase some prominent examples of our impact in 2019 in the areas of Informing Policy, Gender Leadership, and Capacity Building.



Connecting and supporting women in economics

Promoting the contributions of female economists

Increasing the representation of women in economics

Encouraging young women to study economics

[esawen.org.au](http://esawen.org.au)



# Informing Policy

We are successfully establishing a policy discourse that looks at long-term impacts, over multiple interactions, and in specific circumstances and stages of life—that is, a life course approach. The ability of our research to inform and influence policy debate and development validates the strength of our life course research framework, findings and collaborations.

## *Embedding the life course approach in policy*

The Living on the Edge report was tabled in March 2019 by the Australian Government House of Representatives Select Committee on Intergenerational Welfare Dependence. The Life Course Centre was heavily involved across all stages of this high-profile, multi-party inquiry. We made a centre-wide submission, our researchers were invited to appear before the inquiry hearings, and our research was extensively cited throughout the final report.

## IMPACT

The report makes more than 20 references to our submission, research and evidence provided. Significantly, it includes an entire chapter titled *Life Course* that focuses on the importance of key life transitions and the need for targeted interventions to interrupt disadvantage. Its recommendations reflect both the current and future focus of our research.

Specifically, we provided research to the inquiry that demonstrates a correlation between parental and youth welfare receipt. This research shows young people aged 18–26 with a parental history of receiving welfare are almost twice as likely as more advantaged peers to also require welfare. However, the extent to which welfare is linked across generations depends on the

nature of the benefits received, with the link strongest for single-parent, disability and carer payments.

The inquiry report corroborates our research by concluding that entrenched disadvantage is complex, multifaceted and the result of many correlated factors, not just welfare receipt. It also emphasises the importance of services such as housing, healthcare and financial literacy in addressing disadvantage, and pinpoints the pre-natal period, parenthood, schooling years and entry to employment as crucial life course transitions that should be the target of early intervention.

Our research on intergenerational welfare links was also featured in the Productivity Commission's draft report on Mental Health, released in October 2019.

**Recommendation One:** The Committee recommends that the Australian Government continue to prioritise funding for place-based and wrap-around services that can demonstrate evidence of successful programs for people living with entrenched disadvantage.

*Living on the Edge: Inquiry into Intergenerational Welfare Dependence*, House of Representatives Select Committee on Intergenerational Welfare Dependence, Canberra 2019.



## Informing Policy

## Wake-up call on early childhood learning answered

The *State of Early Learning in Australia* report, written by Life Course Centre researchers Professor Karen Thorpe and Dr Sally Staton, was launched at Parliament House in Canberra in November 2019. It highlighted uneven access to quality early learning in Australia, with many children missing out based on where they live, as well as problems with affordability and work conditions of early educators.

### IMPACT

Just weeks after the release of the report, the Australian Government announced \$46 million in funding to support the delivery of nationally-consistent and high-quality early childhood education and care under the National Quality Framework through the Australian Children's Education and Care Quality Authority from 1 July 2020.

Karen and Sally were lead writers of the report published by Early Learning: Everyone Benefits, a national campaign by a coalition of early childhood and parent peak bodies, providers, community organisations and individuals. The launch was attended by the Education Minister The Hon Dan Tehan MP, Shadow Minister Amanda Rushworth and numerous other MPs and early childhood sector representatives.

Groups identified in the report as being under-represented in early education and care include Aboriginal and Torres Strait Islander, disabled, non-English-speaking background and low-income area children. The cost of such care is disproportionately high for low-income families, and the quality of care is also lower. Karen said the focus for the next decade should be on growing and sustaining a professional, well-supported early education and care workforce, and ensuring that high-quality provision reaches those who most benefit—those who are marginalised and in circumstances of disadvantage.

Karen's research was also cited in the 2019 report, *Good Practice for Good Jobs in Early Childhood Education and Care*, from the Organisation for Economic Co-operation and Development (OECD).



### Images

The Australian Government Minister for Education, The Hon Dan Tehan MP at the launch of The State of Early Learning in Australia report at Parliament House in Canberra in November 2019.

## Informing Policy

### *Disrupting the cycle of chronic homelessness*

Life Course Centre researchers Associate Professor Cameron Parsell and Dr Andrew Clarke are helping to end rough sleeping in our nation's capital. Thanks to their research and recommendations to the Australian Capital Territory (ACT) Government, a new policy is being implemented to decrease chronic homelessness in Canberra by moving people into permanent housing.

#### IMPACT

Cameron and Andrew undertook a cohort study for the ACT Government in 2018 that provided a picture of the homeless and at-risk population, and an evidence base to underpin tailored responses. In November 2019, the ACT Government announced the launch of the 'Housing First' pilot, a direct response to the study's recommendations.

Their study highlighted that the current model of homelessness services in the ACT did not work for people with high and complex needs, who were unable to navigate the system to move into and sustain long-term housing. It also warned that forcing people with complex needs to prove their housing readiness could trap them in homelessness for longer. The two-year 'Housing First' pilot will support 20 people who are

sleeping rough in Canberra to transition into permanent housing, with long-term wrap-around supports provided by CatholicCare and St Vincent de Paul.

'Housing First' differs from traditional models as it offers homeless people permanent housing and social supports without preconditions, such as employment, no criminal history and sobriety. This approach has worked in other countries, including the US, as a more effective and less expensive intervention than emergency accommodation and transitional housing. "Homelessness isn't free, the cost turns up somewhere and it's always more in places such as emergency departments and police watch houses," Cameron said. "The research shows that if you want to end homelessness, you have to give people homes."



**Homelessness comes down to a failure of policy not money."**

Associate Professor  
Cameron Parsell



#### Image

From left: Lisa Higginson, Deputy CEO CatholicCare; Yvette Berry, Minister for Housing and Suburban Development; Anne Kirwan, CEO CatholicCare; Patrick McKenna, St Vincent de Paul; Louise Gilding, Executive Group Manager Housing ACT at the launch of Housing First, guided by the research of Associate Professor Cameron Parsell and Dr Andrew Clarke.

# Gender Leadership

The Life Course Centre is proud to lead the way in gender equity and we share the ARC's commitment to advancing gender equality in Australian research. More than half of our Chief Investigators are women and across all senior researchers—Chief Investigators, Associate Investigators and Partner Investigators—we are also more than 50 per cent female.

## Showcasing women in research

Our Centre Director Janeen Baxter and Chief Investigator Lorraine Mazerolle were featured in the new [www.womeninresearch.org.au](http://www.womeninresearch.org.au) website launched at the ARC Major Investments Forum in Canberra in June 2019. The website profiles 25 female research leaders in Australia via an online profile, video and podcast, supported by a social media campaign. The ARC-funded Women in Research project aims to inspire and support female researchers by sharing stories, guidance and mentoring through the website and online community, and promoting gender diversity in Australia's educational and research institutions. In her profile, Janeen discusses the importance of collaboration, networking and innovation in order to create new opportunities, while Lorraine describes the centrality of creativity and innovation to her research and her approach to negotiation.



I really encourage young men and women to join up with others, to work on collaborative projects and to step outside of your comfort zone. This helps you to build a whole range of skills, and to become more innovative."

Janeen Baxter

What I love about my work is the creative side. If you're going to move knowledge and science forward, you've got to be creative, you've got to be innovative."

Lorraine Mazerolle



## Gender Leadership



## Gender economics workshop

Life Course Centre researchers were well represented at the Australian Gender Economics Workshop in Melbourne in February 2019. We have been closely involved with this event since it was launched in 2018. The three-day 2019 workshop covered a wide range of gender issues from cultural and social norms and women's empowerment to gender differentials in income, assets and education. Research Affiliate Dr Leonora Risse was Chair of the Organising Committee, which also included Research Affiliate Dr Tina Rampino and Research Fellows Dr Julie Moschion and Associate Professor Marian Vidal-Fernandez. Other Life Course Centre researchers on the program were Associate Investigator Professor Guyonne Kalb, Research Fellows Dr Hayley Fisher, Dr Jan Kabátek and Dr Tony Beatton, and Research Affiliates Lisa Cameron and Lyn Craig. Leonora said the workshop enabled participants to exchange research findings and draw common threads to identify the underlying factors that drive gender differentials and the policies that do or do not work. "Our wealth of research insights is growing but we still need better ways to pool together this knowledge and to communicate it to policy-makers, business leaders and the wider public, who can help turn talk into action," Leonora said.

## A woman of influence

Chief Investigator Professor Karen Thorpe was named as a finalist in The Australian Financial Review's 100 Women of Influence Awards for 2019. Karen's research is in developmental science with particular interest in the effects of early childhood parental and non-parental care experiences on trajectories of health, education and social inclusion across the life course. This includes extensive research on early childhood education and care as a mechanism for social equity. This is the second year that Karen has been named in Australia's 100 Women of Influence, after she previously featured in the 2013 awards. These awards recognise Australia's most influential, inspirational and visionary women, with finalists selected on a number of criteria including helping and encouraging other women, confronting unfairness, and using their skills to help change the status quo to a more equal, diverse and vibrant society.

## Images

1. Professor Guyonne Kalb at the Australian Gender Economics Workshop in Melbourne in February 2019.
2. Professor Karen Thorpe.



# Capacity Building

The impact of the Life Course Centre extends to developing the next generation of life course researchers to take the centre and our research focus on multi-dimensional disadvantage forward. Our Capacity Building portfolio delivers a range of training, professional development, mentoring and travel award programs to grow the capacity of the centre, and leverage our national and international network of research leaders.

Here are some highlights of our Capacity Building activities in 2019.

## 3

### new international advisors for Life Course Centre PhD students

- Professor Saifuddin Ahmed of John Hopkins Bloomberg School of Public Health, John Hopkins University, Baltimore USA.
- Dr Jocelyn Finlay of the Department of Global Health and Population at the Harvard T.H. Chan School of Public Health in Boston, USA.
- Dr Yuwei Xu, UCL Institute of Education, University College London, UK.

## 4

### Life Course Centre HDR graduates

- Kirsten Hancock, The University of Western Australia.
- Peter Rankin, The University of Queensland.
- Christian Schmitt, University of Sydney.
- Clement Wong, University of Melbourne.

## 15

### countries represented by our students

Australia, Bangladesh, Canada, Chile, China, Ethiopia, India, Malaysia, Netherlands, New Zealand, Pakistan, Philippines, Singapore, United Kingdom, Vietnam.

## 1

### new R research tool developed by a Life Course Centre researcher

hildareadR, a R package to extract and combine variables from the Household, Income and Labour Dynamics in Australia (HILDA) Survey, by Research Fellow Dr Sara Kalucza, The University of Queensland.

## 10

### Life Course Centre Working Papers with student authors

## 14

### New Life Course Centre students

7 PhD  
7 Honours/Masters

## 18

### academic journal articles with Life Course Centre student authors

## Capacity Building

## Growing future leaders

The Life Course Centre Student Development Week was held at The University of Queensland on 15–17 October 2019. Over three days, our students from around the country participated in a variety of professional development, networking, mentoring, career advice, and academic presentation activities.

Partner Investigator Professor Rebekah Levine Coley of the Lynch School of Education and Human Development at Boston College was the special guest at the students' request. Rebekah is an international leader in her field and her work speaks to researchers, students, and community members alike. Her recent research in economic inequality builds on a career of investigating areas critical to advancing the greater good, including family and community poverty, housing, parenting, early childhood education and youth health risk behaviours. Highlighting her broad impact, Rebekah published one of the most impactful Life Course Centre journal articles of 2019, *A quasi-experimental evaluation of marijuana policies and*

*youth marijuana use*, in the American Journal of Drug and Alcohol Abuse, which was our third highest ranked article of the year based on Altmetrics.

On her visit, Rebekah presented a seminar to our students on her research, hosted a workshop on translating research to policy and practice, and provided student mentoring. We were also lucky to have hosted two of Rebekah's PhD students from Boston College, Bryn Spielvogel and Claudia Kruzik, who helped bring an international perspective to our students.

The week started with an opening session where each student presented their thesis topic in one minute—a great way for everyone to get to know each other's research and focus minds for the 'How to give a great academic presentation' workshop. Other workshop sessions included: 'How to get an industry job', and 'How to get a post-doc'. Special thanks to Life Course Centre professional staff Lisa Pope, Carla McCarthy and Dee Dearing for such a successful week.



### Image

Professor Rebekah Levine Coley (fifth from right) with Life Course Centre students, staff and researchers at our 2019 Student Development Week.

## Capacity Building

## Influencing policymakers

Navigating the complex machinery of government and identifying pathways to communicate research to policymakers was the focus of a special policy writing workshop provided to Life Course Centre researchers, students and professional staff in 2019.

The two-day workshop, 'Communicating Research to Influence Policymakers', was delivered by experienced policy experts Peter Bridgman and Nonie Malone of Policy Skills at The University of Queensland on 30-31 October. It attracted 24 attendees from all our Australian university nodes and generated high levels of engagement and positive feedback from participants. The workshop covered a range of topics, including how to plan and write for government, how to communicate research to influence policymakers, and the communications channels to achieve this.

This workshop was a valuable opportunity to boost the research translation capacity of Life Course Centre researchers and staff. It not only provided a better understanding and awareness of the policy context in Australia, but also the tools and strategies that can be used to better connect policymakers with our evidence-based research findings.

One of our PhD students, Ella Kuskoff, was inspired by the workshop to submit a policy-focussed paper, *From intentions to implementation: Improving alignment between domestic and family violence policy and actions*, to the Life Course Centre Working Paper Series. This paper was subsequently featured in Australia's leading public policy publication, *The Mandarin*, and was also one of the Centre's most viewed papers on Analysis and Policy Observatory (APO) with 183 views.



### Feedback from participants

"I think what was most important to me was the timeframes and how they can differ from the expectations of academics."

"Better understanding of the policy context in Australia and awareness of the realities of how research is received by government."

"Some great practical insights into how government works and how we can work with them."

#### Image

Student Ella Kuskoff was inspired by our policy writing workshop to submit a Life Course Centre Working Paper on domestic and family violence policy.

## Capacity Building



## New mentoring program

A new one-on-one mentoring program to enhance a culture of inclusion, support and development throughout the Life Course Centre was introduced in 2019. The 'Lighting Up Pathways' program, designed and implemented by Life Course Centre Analysis and Development Coordinator Dr Lisa Pope and Research Assistant Heidi Hoffmann, complements other professional development and group mentoring activities offered by the centre. It has a broad focus on career and network advancement by facilitating one-on-one cross-nodal mentoring relationships between senior and junior centre researchers.

The inaugural year of the 'Lighting Up Pathways' program, which covers a 12-month period from August 2019, saw 13 mentee-mentor pairs matched up across the centre. The mentees comprised nine Higher Degree Research students and four Early Career Researchers. Having established solid foundations in 2019, we look forward to further building on the program's successes with a second round commencing from mid-2020.

## Scholar pathways

The University of Queensland runs an undergraduate research internship program each summer and winter semester break. The Life Course Centre has a strong involvement with this 'scholar' program that enables many students to undertake supervised research for the first time. In 2019, 15 research internships provided students with exposure to Centre research projects. Our 2019 scholars came from a range of backgrounds, including psychology, politics, economics, criminology, sociology, public health and music.

At the University of Sydney School of Economics, our latest one-year Life Course Centre student scholarships for research addressing social and economic disadvantage were awarded to Honours students Patrick Hendry and Shumi Ruan in October 2019.


### Images

1. Professor Rebekah Levine Coley of Boston College provided mentoring to students during Student Development Week in October.
2. Life Course Centre scholarship winners Patrick Hendry and Shumi Ruan with Dr Russell Toth, Senior Lecturer in Economics at the University of Sydney.



A woman in a dark blazer is standing at a podium, presenting to an audience. Behind her is a large screen displaying a presentation slide titled 'AGE 5 LITERACY SKILLS' with a bar chart and the source 'Source: Bradbury, Waldfogel & Washbrook, 2018'. To her right is a banner for the 'lifecoursecentre' with logos for the Department of Communities and Social Services, the Department of Education and Training, and the Department of Health. The audience is seated in rows of chairs, seen from behind.

# Our Reach

A group of people are seated at round tables in a conference room, engaged in discussion. The room has large windows with curtains and several framed abstract artworks on the walls. The tables are set with water bottles, glasses, and papers. The lighting is soft and even.

The Life Course Centre has an 'outward facing' focus on strategic activities that support our research in reaching wider non-academic audiences. This is achieved through targeted communications and active engagement with our networks to raise the profile of the centre, our research findings, and solutions to benefit those living in disadvantage. Here we showcase some prominent examples of our reach in 2019 in the areas of Communications, Events and Research Linkages.

# Communications

We undertook a highly targeted approach to communications in 2019, including making our research more readily accessible as it is academically published and ensuring it reaches those with the greatest chance of achieving change. This strategy, designed and led by Life Course Centre Media and Communications Officer Matt MacDermott, included new initiatives in media targeting, newsletter production and social media profiling.

8

newsletters,  
up from 3 in 2018

157

news mentions in 89  
different media outlets  
across 17 countries

761

Twitter followers as  
at December 2019, up  
from 325 in July 2018

3,000+

mentions on  
social media

45,000

website page views in 2019, up from 22,000 in 2018

## Newsletter growth

We introduced two successful newsletter initiatives in 2019 that together more than doubled our newsletter output and achieved increased open rates.

One was a new Themed newsletter that brings together and synthesises our research on a specific area. Four Themed newsletters were distributed on the topics of: Gender and Disadvantage, Early Child Development, Anti-Poverty Week, and an End of Year Overview. The second initiative was a new Digest newsletter that summarises our latest research publications, making them more readily available and accessible. Three Digest newsletters were distributed in June, September and November. A special newsletter was also distributed in October to announce our new ARC funding.

## Twitter

Our most liked 2019 tweet was the announcement of our new ARC funding on 25 October, which attracted 92 likes and 20 retweets. We also showcased a surprise spiky visitor to Life Course Centre headquarters at The University of Queensland Long Pocket campus in May.



Life Course Centre  
@lifecourseAust

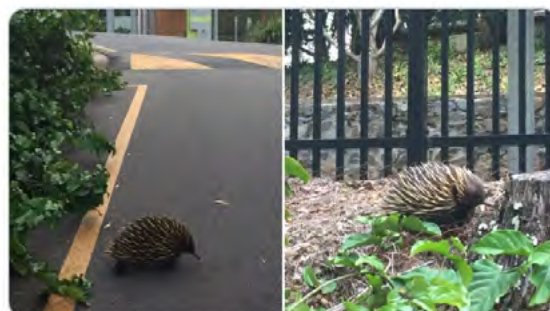
We are extremely excited that the Life Course Centre has today secured seven years of new funding from the Australian Research Council.  
[lifecoursecentre.org.au](http://lifecoursecentre.org.au)  
[@arc\\_gov\\_au](https://twitter.com/arc_gov_au) [@UQ\\_News](https://twitter.com/UQ_News) [@uwanews](https://twitter.com/uwanews)  
[@telethonkids](https://twitter.com/telethonkids) [@Sydney\\_Uni](https://twitter.com/Sydney_Uni) [@unimelb](https://twitter.com/unimelb)



2:31 PM · Oct 25, 2019

A surprise spiky visitor to @lifecourseAust at UQ Long Pocket campus yesterday!

[@UQ\\_News](https://twitter.com/UQ_News)  
[@HASSUQ](https://twitter.com/HASSUQ)  
[#UQLife](https://twitter.com/UQLife)



1:56 PM · May 17, 2019



## Communications

## Media exposure

Life Course Centre researchers were featured across a wide variety of print, electronic and online media in 2019. Some examples include our Director Professor Janeen Baxter interviewed on ABC Radio in Brisbane on our new ARC funding, and by ABC Radio in Adelaide and ABC online on issues relating to gender. Deputy Director (Research) Professor Stephen Zubrick was interviewed on ABC Radio in Perth on assisting vulnerable children and families. Chief Investigator Professor Karen Thorpe also featured on ABC news online commenting on policy reforms to prepare kids for kindergarten with group play-based experiences.

Chief Investigators Professor Matthew Sanders and Professor Lorraine Mazerolle were profiled as research leaders in their respective fields of parenting and criminology in a special Research magazine produced by The Australian, while education research from Research Fellows Francis Mitrou, Dr Ha Nguyen and Associate Professor Wojtek Tomaszewski also featured in The Australian.

A number of our PhD students also successfully secured media exposure for their research in 2019. Some examples include research by Laetitia Coles on fathers managing work and child caring responsibilities in The Sydney Morning Herald and 10 Daily (Network Ten), and research by Alice Campbell on LGBQ youth disadvantage on ABC and 4ZZZ radio in Brisbane and JOY 94.9 FM in Melbourne, Australia's only gay and lesbian radio station.

## Making headlines in the USA

The gender and family research of Associate Professor Leah Ruppanner continues to attract high-profile media interest in Australia and internationally. Her research on the gendered nature of home and childcare was featured in a wave of prominent American media in 2019, including four separate articles in The New York Times:

**Why women, but not men, are judged for a messy house.**

New York Times, 11 June 2019.

**Fighting constantly after baby? Read this.**

New York Times, 2 August 2019.

**Why the US has long resisted universal child care.**

New York Times, 15 August 2019.

**The exhaustion is real. Why more sleep isn't always the answer.**

New York Times, 6 November 2019.

The 15 August New York Times article on childcare also found its way to the Twitter account of US politician Kristine Reeves, of the Washington State House of Representatives, who retweeted and strongly endorsed its discussion on childcare accessibility and affordability. Research by Leah, a Life Course Centre Associate Investigator, was also featured in an article, *Even breadwinning wives don't get equality at home*, in The Atlantic magazine in the US on 12 May 2019.



### Images

1. Life Course Centre Deputy Director Professor Stephen Zubrick (at right) pictured at ABC Perth studio in July with host Jessica Strutt and WA Commissioner for Children and Young People Colin Pettit.
2. Associate Professor Leah Ruppanner on ABC TV in Melbourne in August.

## Communications

## Reaching policymakers

A major initiative of our communications strategy in 2019 was the successful targeting of key public policy outlets with our research, highlighted by:

**The Mandarin** Australia's No 1 publication for public sector decision makers. 26,000 newsletter subscribers, 110,000 monthly visitors, 70 per cent of readers work in government. 4 Life Course Centre publications were featured in The Mandarin in 2019.

**Analysis and Policy Observatory (APO):** Making public policy research visible, discoverable and usable. 970,000 report downloads, 1.9 million annual page views. 11 Life Course Centre Working publications were featured on APO in 2019.

## Working Papers

Our Working Paper Series continues to generate strong media exposure and is one of the most visited sections of our website. *Intergenerational transmission of disadvantage in Australia* by Professor Deborah Cobb-Clark was our most read 2019 Working Paper on Analysis and Policy Observatory (APO) with 415 views. It was also a chapter in *Australia's welfare 2019* by the Australian Institute of Health and Welfare, and articles on the research appeared in The Conversation and The Mandarin.

## School outreach

Life Course Centre researchers conducted two invited masterclasses for the Australian Council for Health, Physical Education and Recreation in Brisbane in November 2019 to introduce the life course approach to Queensland high-school teachers. The first masterclass on life course theory was delivered by Research Fellows Dr Jack Lam and Associate Professor Francisco Perales. The second, by Jack, Francisco and student Madonna Boman, covered methods and applications for life course research.

## Submissions

The Life Course Centre made two submissions to the Australian Government in 2019. The first, in September, was a submission to the Data Sharing and Release Legislative Reforms Discussion Paper released by the Office of the National Data Commissioner in the Department of Prime Minister and Cabinet. The second, in December, was a submission to The Review of Senior Secondary Pathways into Work, Further Education and Training. Our researchers also made a submission to the Parliament of Victoria in relation to its inquiry into homelessness in Victoria.



# Events

## JANUARY 31, 2019

### Fun with stats: Making the most of Stata software

Presented by Associate Professor Francisco Perales, The University of Queensland  
Hosted by The University of Queensland

## FEBRUARY 11, 2019

### Systematic review workshop 2: Meta-analysis

Presented by Professor David Wilson, George Mason University, Dr Angela Higginson, Queensland University of Technology, Elizabeth Eggins and Professor Lorraine Mazerolle, The University of Queensland  
Hosted by The University of Queensland

## FEBRUARY 20, 2019

### Academic achievement of children in same-sex-parented and different-sex-parented families: A population-level analysis of linked administrative data from the Netherlands

Presented by Dr Jan Kabátek, The University of Melbourne  
Hosted by The University of Queensland

## FEBRUARY 21, 2019

### Fixed effects models and difference-difference models

Presented by Jacob Kirksey from Gevirtz Graduate School of Education, University of California-Santa Barbara  
Hosted by Telethon Kids Institute, The University of Western Australia

## MARCH 6, 2019

### 'Un-neighbourliness': The neighbourhood context of problems and disputes between neighbours

Presented by Professor Lynda Cheshire from The University of Queensland  
Hosted by The University of Queensland

## MARCH 7-9, 2019

### International Convention of Psychological Science 2019

Life Course Centre hosted symposium on Inequities in Children's Educational Success: Individual, Family, School and Community Drivers  
Paris, France

## MARCH 8, 2019

### Choosing schools and school choice

Presented by Professor Ian Walker, Lancaster University  
Hosted by the University of Sydney

## MARCH 13, 2019

### Life Course Centre Mini-Workshop

Presented by Professor Shelly Lundberg from University of California, Santa Barbara and Professor Simon Burgess from University of Bristol  
Hosted by the University of Sydney

## MARCH 15, 2019

### Regression discontinuity models

Presented by Jacob Kirksey from Gevirtz Graduate School of Education, University of California-Santa Barbara  
Hosted by Telethon Kids Institute, The University of Western Australia

## MARCH 22, 2019

### Instrumental variables

Presented by Jacob Kirksey from Gevirtz Graduate School of Education, University of California-Santa Barbara  
Hosted by Telethon Kids Institute, The University of Western Australia

## MARCH 27, 2019

### Australian Muslims: The challenge of Islamophobia and social distance

Presented by Professor Riaz Hassan  
Hosted by The University of Queensland

## MARCH 29, 2019

### Propensity score matching

Presented by Jacob Kirksey from Gevirtz Graduate School of Education, University of California-Santa Barbara  
Hosted by Telethon Kids Institute, The University of Western Australia

## MARCH 29, 2019

### Mini-Workshop – Economics of human development

Presented by Dr Rémi Piatek and Dr Miriam Gensowski from University of Copenhagen and Thomas Schober from Linz University  
Hosted by the University of Sydney

## APRIL 4, 2019

### Quantitative social science for health and wellbeing research: COMPASS Research Centre

Presented by Dr Barry Milne and Dr Nichola Shackleton from The University of Auckland  
Hosted by The University of Queensland

## APRIL 11, 2019

### Test Anxiety under 15-year olds: A comparative study between Australia and The Netherlands

Presented by Tim de Vries from Utrecht University, The Netherlands  
Hosted by The University of Queensland

## APRIL 15, 2019

### Brown Bag Seminar

Presented by Dr Lisa Calderwood, Centre for Longitudinal Studies – UCL Institute of Education, London  
Hosted by The University of Queensland

## MAY 2, 2019

### Explaining the evolution of ethnicity differentials in academic achievements: The role of time investments

Presented by Francis Mitrou and Dr Ha Nguyen from Telethon Kids Institute, The University of Western Australia  
Hosted by The University of Queensland

## MAY 8-9, 2019

### 2019 Life Course Centre Research Retreat

Perth, Western Australia

## MAY 31, 2018

### The First 2,000 Days and Child Skills: Evidence & Update from a Randomized Experiment of Home Visiting

Presented by Associate Professor Orla Doyle from University College Dublin  
Hosted by the University of Sydney

## JUNE 4, 2019

### Women and Meth: Finding self-worth in the midst of poverty, abuse, and addiction

Presented by Professor Heith Copes from the University of Alabama at Birmingham  
Hosted by The University of Queensland

## Events

### JUNE 6, 2019

#### **Photo-elicitation interviews with vulnerable populations: Practical and ethical considerations**

Presented by Professor Heith Copes from the University of Alabama at Birmingham  
Hosted by The University of Queensland

### JULY 10, 2019

#### **Language growth from 4 to 8 and developmental circumstances: Meeting policy demands from the early years sector**

Presented by Professor Stephen Zubrick from The University of Western Australia  
Hosted by The University of Queensland

### AUGUST 7–8, 2019

#### **2019 Life Course Centre Data for Policy Workshop**

Canberra, ACT

### AUGUST 15, 2019

#### **Does the provision of time resources reduce stress? Causal evidence**

Presented by Prof Hannah Schildberg-Hörisch from Heinrich-Heine-University Düsseldorf  
Hosted by the University of Sydney

### AUGUST 15–16, 2019

#### **Academy of Social Sciences in Australia Workshop**

Sleep and Society: Continuity and chaos across the life course  
Hosted by The University of Queensland

### SEPTEMBER 25–27, 2019

#### **Society for Longitudinal and Lifecourse Studies (SLLS) 2019 International Conference**

Life Course Centre hosted symposium  
University of Potsdam, Germany



### OCTOBER 14, 2019

#### **(Growing) Up in Smoke? The impact of prenatal and postnatal maternal smoking on child**

Presented by Associate Professor Gabriella Conti from University College London  
Hosted by the University of Sydney

### OCTOBER 15–17, 2019

#### **Growing future leaders: Life Course Centre student development week 2019**

Hosted by The University of Queensland

### OCTOBER 15, 2019

#### **Anti-Poverty Week Event**

#### **Putting young children on a path to success: Mechanisms transmitting income inequality**

Presented by Professor Rebekah Levine Coley  
Hosted by The University of Queensland

### OCTOBER 15, 2019

#### **Anti-Poverty Week Event**

#### **Book Launch: Food Stamps and the Working Poor**

Presented by Professor David Ribar, the University of Melbourne  
Hosted by the University of Melbourne

### OCTOBER 16, 2019

#### **Anti-Poverty Week Event**

#### **Presentation of Life Course Centre Scholarships**

Hosted by the University of Sydney

### OCTOBER 17, 2019

#### **Anti-Poverty Week Event**

#### **Education as a Pathway out of Poverty**

Presented by Professor Rebekah Levine Coley from Boston College and Dr Matteo Sandi from London School of Economics  
Brisbane

### OCTOBER 30–31, 2019

#### **Communicating research to influence policymakers workshop**

Presented by Policy Skills Australia  
Hosted by The University of Queensland

### NOVEMBER 14, 2019

#### **Health economics workshop**

Hosted by the University of Sydney

### NOVEMBER 28–29, 2019

#### **Intergenerational paths to self-sufficiency workshop**

Hosted by the University of Melbourne

### NOVEMBER 29, 2019

#### **Detecting drivers of behaviour at an early age: Evidence from a longitudinal experiment**

Presented by Associate Professor Marco Castillo from Texas A&M University  
Hosted by the University of Sydney

# Research Linkages

The Life Course Centre undertakes a variety of activities to develop and strengthen relationships with our national and international collaborators and stakeholders. Our Research Linkages portfolio is externally focussed on partner relations and engagement. This includes funding visitors to the centre and branded sessions at major international conferences, overseeing our research affiliate program and partner summits.

Here are some highlights of our Research Linkages activities in 2019.

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## 2

### Life Course Centre symposia at international conference

International Convention of Psychological Science in Paris, March 2019; and Society for Longitudinal and Lifecourse Studies at the University of Potsdam in Germany, September 2019.

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## 6

### workshop topics

covering data for policy, intergenerational paths to self-sufficiency, health economics, policy writing, systematic reviews, and sleep and society.

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## 9

### countries represented by presenters at Life Course Centre seminars

Australia, New Zealand, USA, England, Ireland, Germany, The Netherlands, Denmark and Austria.

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## 12

### Australian Government agencies represented

at the Life Course Centre Data for Policy workshop in Canberra in August.

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## 31

### individual presenters

at Life Course Centre seminars and workshops.

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## 36

### Life Course Centre events

## Research Linkages

## Anti-Poverty Week 2019

The Life Course Centre was proud to be a sponsor of Anti-Poverty Week 2019 and our activities during the week, coordinated by Life Course Centre Relationship Management and Events Coordinator Carla McCarthy, were themed around the potential for education to provide a pathway out of poverty. Anti-Poverty Week, which ran from 13-19 October 2019, seeks to support the Australian community to increase its awareness and understanding of poverty and take action to end it.

Our key event, which coincided with the United Nations Day for the Eradication of Poverty on 17 October, featured two international researchers on education and equality – Life Course Centre Partner Investigator Professor Rebekah Levine Coley of the Lynch School of Education and Human Development at Boston College, and Life Course Centre Research Affiliate Dr Matteo Sandi of the London School of Economics and Political Science. This breakfast event, held in the Brisbane CBD, was attended by a broad cross-section of academic, government and community

representatives who participated in the presentations and open discussions on the role of evidence-based education and community policies in assisting children and families in socio-economic disadvantage.

Our students were also an important focus during Anti-Poverty Week 2019, with the hosting of our national Student Development Days at The University of Queensland on 15-17 October. At the University of Sydney, our latest one-year Life Course Centre student scholarships for research addressing social and economic disadvantage were awarded to Honours students Patrick Hendry and Shumi Ruan, at an Anti-Poverty Week event. In Melbourne, our Chief Investigator Professor David Ribar held a seminar to launch his co-authored book *Food Stamps and the Working Poor*, which examines the low take-up of means-tested food assistance among poor working households in the USA. This analysis has timely lessons for Australia, which has moved many people from unconditional cash assistance to Newstart and introduced activity requirements.



### Image

At our Anti-Poverty Week event on 17 October are (from left) Professor Lorraine Mazerolle, Professor Mark Western, Professor Rebekah Levine Coley, Professor Janeen Baxter, Dr Matteo Sandi, Professor Karen Thorpe, and Professor Heather Zwicker, Executive Dean Faculty of Humanities and Social Sciences, The University of Queensland.



## Research Linkages

## Incoming visitors

The Life Course Centre welcomed a diverse range of international visitors to our Australian university nodes in 2019. Funded visitors included Jacob Kirksey, a PhD student from the University of California-Santa Barbara, who visited The University of Western Australia, and Professor Ian Walker, from Lancaster University, who visited the University of Sydney.

We were also fortunate to receive visits from four of our international Partner Investigators in 2019. They were Professor Rebekah Levine Coley of Boston College, Professor Orla Doyle of University College Dublin, Professor Miles Corak of the University of Ottawa, and Professor Jean Yeung of the National University of Singapore. Miles and Jean both presented keynote addresses at the Intergenerational Paths to Self-Sufficiency Workshop hosted by the University of Melbourne in November. This workshop, organised by Associate Professor Irma Mooi-Reci, brought together a variety of academics and policymakers.

A highlight of our 2019 Incoming Visitors program was a visit by Professor Heith Copes, from the Department of Criminal Justice at the University of Alabama, to The University of Queensland. Heith specialises in qualitative research methods and collaborated with photo-journalist Jared Ragland on an innovative 18-month photo-ethnography project *Good Bad People* depicting poverty and drug addiction in rural Alabama. A selection of images from this project are presented on the following page.

On his visit, Heith delivered two seminars: an overview of the project, and insights into the methods behind the field research. He also hosted a mentoring session with Life Course Centre students interested in his work and methods. Heith said photo-ethnography was a powerful method to challenge stigmatised views and bring personal stories to life. "It is hard to be detached when you see these images," he said.



### Images

1. Jacob Kirksey from the University of California-Santa Barbara presenting at The University of Western Australia.
2. Professor Heith Copes (front left) of the University of Alabama at a mentoring session at The University of Queensland.

## Research Linkages



All photos by Jared Ragland from the series *Good Bad People* in collaboration with Professor Heith Copes.

## Research Linkages

## 2019 Data for Policy Workshop

The fourth Life Course Centre Data for Policy Workshop was held in Canberra on 7-8 August 2019. Proposed data sharing and release legislative reforms by the Australian Government, which we have been closely involved with throughout the consultation process, provided a timely backdrop for the workshop and was the key focus of the two-day program.

The two-day event, organised and funded by our Research Infrastructure portfolio, brought together senior Life Course Centre researchers with representatives of leading government agencies. The program facilitated open discussion on ways to fully utilise administrative data to answer complex research and policy questions. There was a clear willingness from policymakers present to work with researchers and other agencies on connections that could help to realise the full benefits of data sharing, and achieve the best policy outcomes.

Through our Data for Policy Workshops we have played a leading role in shaping Australia's new data access landscape, and our 2019 event highlighted just how far things have progressed. While this is very satisfying, our latest workshop also identified the challenges that remain and future directions required. Special thanks to our Research Infrastructure portfolio committee, led by Professor Cate Taylor and including Francis Mitrou, Leanne Scott, Joel Stafford, Wojtek Tomaszewski and Sarah Johnson, for such a successful event.

The Life Course Centre also hosted a Partner Summit in Canberra on the day preceding the two-day Data for Policy workshop. Several representatives from our partner organisations attended the half-day Partner Summit where we briefed our partners on current Centre research and activities and provided an open forum for partner collaboration.

**The workshop was attended by 50 senior representatives from the following agencies:**

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Office of the National  
Data Commissioner

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Australian Government  
Department of Health

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Australian Government  
Department of the  
Prime Minister and  
Cabinet

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Australian Government  
Department of Social  
Services

---

The Treasury

---

Australian Government  
Department of  
Employment, Skills,  
Small and Family  
Business

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Australian Taxation  
Office

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Australian Government  
Department of Human  
Services

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Australian Institute of  
Health and Welfare

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Australian Government  
Department of  
Education

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Australian Bureau of  
Statistics

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Productivity  
Commission



## Research Linkages



### Images

1. The 2019 Life Course Centre Data for Policy Workshop brought together researchers and representatives of leading government agencies in Canberra in August.
2. Centre researcher and member of our Research Infrastructure portfolio committee, Francis Mitrou.
3. Professor Mark Western (left) and David Dennis of the Australian Government Department of Social Services.



# Our Performance

# Financial report

**Table 1: Income and Expenditure Statement**

INCOME (AUD)	2014	2015	2016	2017	2018	2019
Australian Research Council	2,943,492	2,996,205	3,047,140	3,092,847	3,139,239	3,198,884
Partner Contributions	1,291,975	1,203,175	1,458,350	942,050	1,367,200	1,439,000
Other Income	-	68,026	-2,818	12,983	-	23,940
<b>TOTAL INCOME</b>	<b>4,235,467</b>	<b>4,267,406</b>	<b>4,502,672</b>	<b>4,047,880</b>	<b>4,506,439</b>	<b>4,661,824</b>
<b>EXPENDITURE</b>						
Salaries	362,575	2,943,600	3,372,746	3,916,336	3,546,396	3,938,225
Scholarships/Stipends	1,500	52,734	88,543	81,263	97,428	155,337
Equipment	-	20,282	13,563	9,588	1,191	8,600
Maintenance	7,427	2,143	10,602	3,869	-	-
Travel	22,841	219,376	287,442	260,760	283,269	333,890
Other	30,433	292,174	142,378	292,144	187,854	1,026,194
<b>TOTAL EXPENDITURE</b>	<b>424,776</b>	<b>3,530,309</b>	<b>3,915,274</b>	<b>4,563,960</b>	<b>4,116,138</b>	<b>5,462,246</b>
ANNUAL SURPLUS/DEFICIT	3,810,691	737,097	587,398	-516,080	390,301	-800,422
CARRY FORWARD	-	3,810,691	4,547,788	5,144,842	4,604,076	5,019,063
Adjustments **	-	-	4,656	-24,686	24,686	-9,636
<b>TOTAL</b>	<b>3,810,691</b>	<b>4,547,788</b>	<b>5,139,842</b>	<b>4,604,076</b>	<b>5,019,063</b>	<b>4,209,005</b>

\*\* Corrections to opening balances.

NB. Due to the impacts of the Covid-19 pandemic, the 2020 and 2021 projections have not been included in this Annual Report.

## Financial report

Table 2: New Funding

Granting Body	Project	LCC Member(s)	Value (AUD)
Australian Federal Police	ThinkUKnow Survey and data analysis	Prof Lorraine Mazerolle	\$18,000
Australian Federal Police	Development of a new Child Exploitation Material Risk Assessment Tool	Prof Lorraine Mazerolle	\$72,688
Australian Federal Police	A Randomised Controlled Trial to Test the Effectiveness of a New ACCCE Risk Assessment Tool.	Prof Lorraine Mazerolle	\$108,807
Australian Institute of Criminology	A systematic review of the effectiveness of street level drug law enforcement based on published studies from 2004-2007	Prof Lorraine Mazerolle	\$42,592
Australian Institute of Criminology	The use of the Global Policing Database to facilitate an expedited systematic review on the impact of drug seizures and Supplier arrests on drug-related harms, rates of drug-related crime and crime arrests	Prof Lorraine Mazerolle	\$49,322
Australian Institute of Criminology	Criminal justice responses to child exploitation material offending: A systematic review and interactive evidence and gap map	Prof Lorraine Mazerolle, Dr Elizabeth Eggins	\$90,426
Australian Research Council	ARC Linkage Grant Scheme: Improve understanding of the impacts of existing key reforms intended to ease fiscal pressures associated with population ageing	Dr Cain Polidano	\$485,505
Australian Research Council	Discovery Early Career Research Awards: Preventing crime in public spaces: everyday guardianship & territoriality	Dr Renee Zahnow	\$420,960
Australian Research Council	Discovery Project 2019: Neuroeconomic foundations of probability and value perception	Prof Agnieszka Tymula	\$378,000
Australian Research Council	Discovery Project: Child dental benefit policies and the health of Australian children	Dr Ha Nguyen	\$249,993
Australian Research Council	Discovery Project: Self-control in Economic Behaviour	Prof Deborah Cobb-Clark	\$393,174
Australian Research Council	Linkage Project: Intergenerational Disadvantage: Causes, Pathways, and Consequences	Prof Deborah Cobb-Clark	\$328,000

## Financial report

Table 2: New Funding *continued*

Granting Body	Project	LCC Member(s)	Value (AUD)
Australian Government Department of Child Safety, Youth and Women	Youth Justice Strategy Plan	Professor Lorraine Mazerolle	\$12,000
Australian Government Department of Education and Training	Higher Education Participation and Partnerships Program: Investigating the effects of cumulative factors of disadvantage	Associate Professor Wojtek Tomaszewski, Associate Professor Francisco Perales	\$322,171
Australian Government Department of Education and Training	Higher Education Participation and Partnerships Program: Low Socio-Economic Status (SES) Student Deferrals (Administered by LaTrobe University)	Associate Professor Wojtek Tomaszewski	\$300,000
Australian Government Department of Education and Training	Contribution to flagship project: Using integrated administrative data to improve educational equity over the life course	Associate Professor Wojtek Tomaszewski	\$120,000
Australian Government Department of Housing and Public Works	Review of the service delivery at 139 Club	Associate Professor Cameron Parsell, Dr Andrew Clarke	\$50,000
Australian Government Department of Social Services	Try, Test and Learn (TTL) Fund: Testing the efficacy of the ability school engagement program (ASEP) Co-Development (2019)	Professor Lorraine Mazerolle, Dr Sarah Bennett, Dr Stephanie Cardwell	\$40,000
Australian Government Department of Social Services	Try, Test and Learn Fund: Testing the efficacy of the Ability School Engagement Program (ASEP)	Professor Lorraine Mazerolle, Dr Sarah Bennett, Dr Stephanie Cardwell	\$1,854,714
Australian Government Department of Social Services	Review of the research design of building a new life in Australia: The longitudinal study of humanitarian migrants	Associate Professor Francisco Perales	\$115,302
Carnegie Trust for Universities in Scotland	Intra-household Allocation of Resources and Economic Development: The Birth Order Effect Paradox	Associate Professor Marian Vidal-Fernandez	\$13,000
Forte - Swedish Research Council for Health, Working Life and Welfare	Research Project Grant: Life course consequences of teenage parenthood: heterogeneity in socio-economic outcomes	Dr Sara Kalucza, Professor Janeen Baxter	\$515,000
National Centre for Student Equity in Higher Education, Curtin University	Understanding the higher-education experiences of humanitarian migrants in Australia	Associate Professor Wojtek Tomaszewski, Associate Professor Francisco Perales	\$44,000
National Institutes of Health	Impact of treating perinatal depression on infant HPA axis function	Dr Victoria Baranov	\$140,000



## Financial report

Table 2: New Funding *continued*

Granting Body	Project	LCC Member(s)	Value (AUD)
Neighbourhood Watch Australasia Limited	Neighbourhood Watch and community participation in crime prevention (2019–2020)	Dr Renee Zahnow, Professor Lorraine Mazerolle	\$49,634
New South Wales Department of Communities and Justice	Future Directions Evaluation: Strategy and Programs	Professor Guyonne Kalb	\$3,273,200
New South Wales Department of Education	Investigating Higher Education Expectations and Engagement of Low SES Students	Associate Professor Wojtek Tomaszewski, Prof Mark Western	\$156,000
New South Wales Department of Family and Community Services (now Department of Communities and Justice)	Evaluation of the Permanency Support Program	Professor Guyonne Kalb	\$600,000
Queensland Corrective Services	Evaluation - Borallon Training and Correctional Centre	Dr Emma Antrobus	\$90,155
Queensland Department of Housing and Public Works	Evaluation of the Next Step Home – Women on Parole Pilot Initiative	Dr Andrew Clarke, Associate Professor Cameron Parsell	\$171,401
The University of Queensland	UQ Early Career Researchers Grant Scheme: The effect of police trust-building activities on disengaged young people's attitudes and behaviours	Dr Stephanie Cardwell	\$17,193
The University of Queensland	UQ Early Career Researcher Grant Scheme: The rhythm and regularity of daily activities: A comparison of lonely and non-lonely older adults	Dr Jack Lam	\$20,000
The University of Queensland	Enhancing the AWEI Survey: A Pathway to World-Leading Analyses of LGBTIQ Workplace Inclusion	Associate Professor Francisco Perales	\$43,771
The University of Queensland	UQ Endowment Fund: Young Achievers Program Evaluation	Associate Professor Wojtek Tomaszewski	\$100,000
The University of Queensland	Faculty of Humanities and Social Sciences: Enhancing the AWEI Survey: A pathway to world-leading analyses of LGBTIQ workplace inclusion	Associate Professor Wojtek Tomaszewski	\$32,000

\* Funding commenced in 2019, total amount of funding awarded shown.

# Key performance indicators

## Background

The Life Course Centre has met or exceeded the majority of its KPIs in 2019, with a small number of exceptions. The number of PhD completions was 3, against a target of 7, but an additional 6 students have a thesis under examination, with several more students due to submit in 2020, so we anticipate exceeding our 2020 target. The Linkages Research Network was intended to be an additional mentoring program, offering readers for students and ECRs. This has not eventuated, largely because the effort in setting up the network was judged by Executive to be disproportionate to the potential return: students and ECRs gain the same benefit from our other mentoring activities and extensive academic networks. The number of Working Papers published has remained relatively steady at 35, against a growth target of 50. We continue to take initiatives to increase our output of Working Papers, including through Working Paper Awards and inclusion in the SSRN publication network in 2020. Finally, the initiatives we have taken to improve participation by Indigenous, low SES and other disadvantaged groups in the Centre have not yet been successful. We continue to work towards this important goal, and a Working Group will be established in 2020 to look at all possible pathways.

Information to support these key performance indicator values can be found in the Appendix.

## Key performance indicators

Table 3: Standard Key Performance indicators for ARC Centres of Excellence

Key Performance Indicator	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Actual 2018	Actual 2019	Target 2019
Number of Research Outputs	61	107	159	162	216	177	167
Journal articles	46	84	122	121	175	131	125
Books	1	1	4	0	5	2	2
Book chapters	7	14	14	10	17	12	15
Conference publications	3	4	6	10	2	7	10
End-user and industry reports	4	4	13	21	17	25	15
Quality of research outputs							
Papers in peer reviewed outlets	82%	90%	89%	85%	100%	100%	95%
Papers in top 25% of top tier journals*	72%	72%	71%	68%	82%	84%	75%
Prizes, fellowships and other recognition for research excellence					21	24	15
Publications in non-academic outlets	-	-	-	-	22	23	20
Submissions to reviews	-	-	-	-	7	3	2
Number of training courses offered by the Centre+		1	4	1	17	19	20
Professional training courses for staff and/or students	-	-	-	-	12	15	15
Professional training courses for stakeholders	-	-	-	-	6*	6	5
Number of Centre attendees at all professional training/development courses offered by the Centre	-	39	67	111	352	241	80
Number of workshops/conferences held/offered by the Centre							
National and international workshops/conferences held/organised by the Centre	2	14	11	11	13	12	12
Named Centre sessions at national and international conferences	-	-	-	-	5	2	5
Seminar presentations	18	41	61	45	38	34	30
Number of international visitors	9	42	25	14	26	25	-
Number of international visitors presenting	-	-	-	-	23	23	15

## Key performance indicators

Table 3: Standard Key Performance indicators for ARC Centres of Excellence *continued*

Key Performance Indicator	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Actual 2018	Actual 2019	Target 2019
Additional researchers working on centre research							
New Postdoctoral researchers	3	8	4	8	9	8	3
New Honours and Masters students	0	1	2	8	5	7	6
New PhD students	10	8	9	16	15	7	5
New Associate Investigators	-	-	-	-	6	6	5
Early Career Researchers working in the centre	12	13	12	16	20	25	6
Number of postgraduate completions	2	6	10	7	8	10	10
Honours students	-	-	-	-	5	6	2
Masters students	-	-	-	3	-	1	1
PhD students	-	-	-	4	2	3	7
Mentoring programs		2	5	6	12	10	10
Mentoring and career development programs for students					12	10	5
Mentoring and career development programs for staff					5	7	5
Centre participants in formal mentoring relationships		6	92	65	74	66	40
Participants in Linkages Research Network					0	0	150
Number of presentations / briefings							
Public talks	38	16	25	48	63	99	25
Number of government, industry, business and community briefings <sup>a</sup>	34	54	101	104	97	88	90
Briefings and presentations to government	-	-	-	-	50	53	40
Briefings and presentations to NGOs	-	-	-	-	18	18	20
Briefings and presentations to industry, professional, business and community groups	-	-	-	-	36	27	30
Number of new organisations collaborating with, or involved in, the Centre							
Number of new organisations collaborating with, or involved in, the Centre	13	26	27	34	33	36	20

\* Based on 114 indexed journal articles in SciVal, top quartile journals by SCImago Journal Rank, data retrieved 6/2/2020

+ Two training courses were provided to both staff, students and stakeholders and was counted against both categories

<sup>a</sup> Where a briefing includes NGOs, Government and/or industry/professional/community groups, that meeting is counted against each category, meaning the total number of briefings will be less than the sum of all categories of briefing.



## Key performance indicators

Table 4: Centre Specific Key Performance Indicators

Key Performance Indicator	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Actual 2018	Actual 2019	Target 2019
New interventions developed	1	0	4	3	5	7	5
New policies and programs informed by Centre findings	3	6	12	17	16	24	15
New statistical models developed	2	1	8	4	4	3	3
Working papers published	13	42	41	30	35	35	50
Review of family friendly practices	-	-	-	-	1	1	1
Initiatives to improve participation by indigenous, low SES and other disadvantaged groups in pathways to research: participants in undergraduate internships	-	-	-	-	0	0	2
Initiatives to improve participation by indigenous, low SES and other disadvantaged groups in pathways to research: participants in Honours programs	-	-	-	-	0	0	1

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