Social Change and Wellbeing:
Three Years of Research through the Institute
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Acknowledgements and Contributors

In the Griffith Institute for Social and Behavioural Research we focus on social change and community wellbeing, and much of our research draws on the views and voices of the communities in which we work.

In this three-year report we have eschewed a traditional corporate style in favour of a format that allows the voices of our community to be heard; that is, Griffith’s social and behavioural scientists. While it has not been possible to include all our researchers in this document, we are confident that the stories we have garnered succeed in conveying the passion and commitment that characterises our work.

We are greatly indebted to our colleagues who have taken time to share their stories in this brochure:

- Professor Brendan Gleeson, Urban Research Program
- Professor Stephen Billett, Griffith Institute for Educational Research
- Professor Andy Bennett, Griffith Centre for Cultural Research
- Dr Halim Rane, Griffith Islamic Research Unit, Key Centre for Ethics, Law, Justice and Governance
- Professor Charles Sampford, Institute for Ethics, Governance and Law
- Associate Professor Geoff Woolcock, Urban Research Program
- Dr Paul Harpur, Centre for Work, Organisation and Wellbeing / Socio Legal Research Centre
- Professor Stephen Smallbone, Key Centre for Ethics, Law, Justice and Governance
- Dr Jago Dodson, Urban Research Program
- Professor AJ Brown, Socio Legal Research Centre
- Professor Simon Bronitt, ARC Centre of Excellence in Policing and Security
- Dr Louise Porter, ARC Centre of Excellence in Policing and Security
- Professor Tim Prenzler, ARC Centre of Excellence in Policing and Security
- Ms Joanne Pascoe, Centre for Work Organisation and Wellbeing
- Dr Ayoub Saei, Griffith Institute for Social and Behavioural Research
- Associate Professor Bob Russell, Centre for Work Organisation and Wellbeing
- Professor Kathy Daly, Key Centre for Ethics, Law, Justice and Governance
- Professor Eric Uslaner, University of Maryland
- Mr Paul Wright, Impact Ltd

We would also like to thank Ann Arnold, a member of our Advisory Board, for bringing her professional journalistic skills to a number of the stories in this publication.
Social and Behavioural Sciences Research at Griffith University

Social Science has been a strong feature of Griffith University from its early days. Griffith’s first schools – Humanities, Modern Asian Studies and Australian Environmental Studies - were all strongly oriented towards the exploration of social issues.

Today, social and behavioural scientists can be found across a wide range of disciplines, centres and schools and are represented on all our campuses.

In 2010, Griffith was ranked in the top 2-3% in the world ranking systems for its social science contributions. and has been included in the top 2% of the QS World University rankings since 2007.

Griffith University has invested significantly in social science research in a number of ways. Major commitments have been made to leading disciplinary areas such as criminology and public policy, as well as to the many research centres that either specialise in social research or utilise social science to illuminate other problems. In addition the University has fostered the development over many years of the kinds of social and behavioural research that contribute to our understanding of society and assist scholars to engage with contemporary challenges.

What makes our research distinctive is its applied and interdisciplinary approach.

Our research focuses on improving conditions for some of the most disadvantaged groups in Australia and on exploring policy options and practical interventions that will enhance the quality of life in our communities. We recognise that solutions to complex social problems must be supported by a rigorous evidence base derived from more than one disciplinary perspective.

Though its investment in the Griffith Institute for Social and Behavioural Research, Griffith has provided a vehicle to encourage new interdisciplinary partnerships, projects and activities. The Institute draws together some of our strongest research performers through the linking theme of ‘social change and wellbeing.’

Five of Griffith University’s ARC Future Fellows are located within the Institute’ constituent centres, and over 60 institute members are chief investigators in projects currently being funded by the Australian Research Council. Collectively the Institute generates a research income of between $7-8 million each year. It has active research collaborations in every state in Australia, drawn from the public, private and not for profit sectors. Internationally, it has partners on every continent.

By catalysing new connections between scholars as diverse as lawyers and educationalists, criminologists and cultural theorists, and ethicists and urban planners, we have constructed an innovative platform from which our research community can contribute to societal transformation and improved quality of life locally, nationally and globally.

It is through such initiatives that Griffith can demonstrate an ongoing and tangible commitment to bringing disciplines together and to our values of excellence, equity and social justice.
An odd thing happened as I sat down to read a draft of this report – I became more and more excited by what I was reading!

My excitement was odd because I have known about most of the research projects for quite some time and really should be now, I suppose, be quite blasé about it all. But not only am I still excited by research that in my view is at the cutting edge of rigorous, socially engaged enquiry, I am immensely proud to have been able to play some role over the past three years in helping these projects achieve their goals and to gain some of the public recognition they deserve.

The Institute was designed for precisely these ends: to create the conditions that would enable high quality, applied, interdisciplinary social and behavioural research to flourish, and to profile this work to the wide world. I am passionate about these goals because in my own career I have been fortunate to have benefited from excellent working conditions and from support from senior mentors, and I have long wanted to ensure that at Griffith we created similarly supportive environments, particularly for our early career researchers.

The most challenging problems of our time, whether they relate to global warming, the wellbeing of children in cities, or conditions at work (to cite just a few examples), absolutely demand the application of innovative interdisciplinary perspectives. The research centres that comprise the Institute have always been committed to interdisciplinary work, but have often lacked the resources to tackle big issues in partnership with researchers in other fields. The Institute has begun to address this need in a number of ways.

The study of ‘Social Change and Wellbeing’ has been the overall intellectual framework for the Institute’s research since its origins as a University Strategic Research Program some years ago. This theme was chosen since, as illustrated in this report, it captures the essence of a great deal of the work being conducted by the eight research centres that are members of the Institute.

The Institute is a new kind of initiative for Griffith University, since it is designed to build capacity in the social and behavioural sciences by enhancing the capacity of existing research centres instead of replacing them with a unitary, all-embracing entity. The Institute is not however simply ‘virtual’ since, as this report shows, it has already been responsible for the implementation of a number of measures designed, for example, to improve the skills of researchers or to help centres embrace major new research directions.

One major strength of the Institute is that it puts the emphasis on building relationships between researchers in disparate disciplines, supported by the formation of links between hitherto unconnected or only loosely connected research groups. A strategy focused not on structure but on relationships and linkages between multiple levels of organisation is consistent with the literature on complex systems and also builds on the kinds of things that university scholars have historically done best when left to their own devices. The Institute, it could be argued, is therefore ‘going with the grain’ of university life.
This relational approach has already borne much fruit. The Community Indicators Queensland Project, for example, developed in partnership with the Queensland Government as well as industry and the local government and non-government sectors, is emerging as a high profile application of the social change and wellbeing theme through the measurement of social conditions in Queensland regions. This project has been an Institute signature project from the beginning, not least because it encapsulates so perfectly the central wellbeing theme and brings together researchers from several centres. It is doubtful that any individual centre could have sustained the investment of time and resources that this project has required, highlighting the capacity building role of the Institute.

Other major achievements described in some detail in this report include the formation and funding of six cross-disciplinary research themes, the fostering of institutional and international networks, the development of a research training curriculum, and the appointment of a statistician.

Nevertheless the real heart and soul of the Institute is to be found not in its structures, programs or activities but in its people, a number of whom are profiled in this report, and in its research projects. We have therefore attempted to avoid a ‘corporatist’ style of presentation in this report, highlighting instead the human dimensions of our multifaceted research activities.

Not one of the many tangible achievements that we document could have been possible without the extremely hard work of the Institute’s core staff: Jenny Wilson, Strategic Development Manager; Susan Lockwood-Lee, Administration Manager; and (most recently) Dr Ayoub Saei, Institute Statistician. I wish to place on record the great debt that the University, and that I personally as Director, owe to these dedicated and good-humoured individuals.

I should also like to record my great appreciation for the support of all the centre directors and their staff with whom I have worked so closely over the past few years. It has been a delight to learn about their work and that of their centres, and there is no doubt that the Institute has only been able to make the excellent progress that it has because of their outward looking, entrepreneurial, and cooperative attitudes.

It is in addition a genuine pleasure to acknowledge the invaluable work of the Institute’s Advisory Board, under the leadership of Professor Millicent Poole. This talented group, drawn from backgrounds in research, government, non-government and media, has played a critical role in guiding the Institute through its early stages of development.

As I complete my appointment as Foundation Director in December this year, I look forward to learning from and supporting my successor, as the Institute goes through a period of transition to become the Griffith Social and Behavioural Research College. I am also looking forward to benefiting in many ways from the work of the Institute/College, not least by participating in some of the short courses and by taking advantage of the many new kinds of linkages that the Institute has facilitated.

Director’s Overview: 2008-2010
Institute at a Glance

The Griffith Institute for Social and Behavioural Research includes around 200 researchers from eight of Griffith University’s leading research centres, programs and Institutes:

- Key Centre for Ethics, Law, Justice and Governance
- Griffith Institute for Educational Research
- Urban Research Program
- Centre for Work, Organisation and Wellbeing
- Griffith Centre for Cultural Research (formerly Centre for Public Culture and Ideas)
- Socio Legal Research Centre
- Institute for Ethics, Governance and Law (with Queensland University of Technology, Australian National University, and the United Nations University)
- Australian Research Council Centre of Excellence in Policing and Security (with the Australian National University, University of Queensland and Charles Sturt University)

The Institute is headquartered at Griffith University’s Mount Gravatt campus in Brisbane and draws in members from the university’s four other campuses.

Vision: To be one of Australia’s leading research institutes in the social and behavioural sciences, with a specific focus on understanding social change and contributing to research-led policies and practices that address contemporary global challenges to achieving individual and community wellbeing.

Mission: To build depth and scale in Griffith’s social and behavioural research, raising its national and international profile so as to engage effectively with the most pressing problems of our age. The Institute operates through multidisciplinary research themes and signature research projects, underpinned by high-quality research and administrative infrastructure that improves the productivity of participating research centres and supports multidisciplinary teams of outstanding researchers.

Goals: The Institute adds value to Griffith’s social and behavioural research strength by:

- Building a common vision and capacity for major cross-disciplinary, internationally-relevant research initiatives in the social and behavioural sciences at Griffith, using the theme of ‘social change and wellbeing’ as a focus and catalyst;
- Reinforcing research excellence, particularly supporting the development of research-active staff at all stages of their careers, and fostering research leadership qualities;
- Creating a shared resource of data and specialist research support, expertise, and training;
- Expanding and communicating Griffith’s research profile nationally and internationally, strengthening Griffith’s capacity to inform and shape local, national and international research and policy development related to the social and behavioural sciences.

Between 2008 and 2010, these objectives were achieved through six interdisciplinary themes:

Pathways, Transitions and Interventions for Change - focusing on the life-course, changing social contexts for human development, and preventative interventions.

Space and Place - incorporating spatial analysis to study how social change affects people’s lives and the fortunes of places, including local communities.

Causes and Prevention of Violence - exploring the causes, consequences, and prospects for the control of violence in a period of change and social dislocation.

Creativity and Social Inclusion - addressing the importance of creative pursuits: music, drama and dance, in personal and social skills development and as key resources in the facilitation of social inclusion.

Regulating the Institutions of Work - focusing upon the organisational and legal aspects of contemporary changes in the ‘working environment’.

Leadership, Learning and Change - focusing on understanding the links between leadership and learning in homes, schools and communities and how that understanding can be used to help alleviate disadvantage.
Each year, our researchers undertake numerous projects funded by Australian and international competitive grants, research partners and commissioning agencies. While individually each project reflects the specific interest and expertise of the research team, the focus of their work collectively falls under the Institute’s six broad themes. This is exemplified by the current research projects being funded by Australian Research Council (ARC) and administered through Griffith University. Many of the projects (shown in the tables overleaf) ‘cross-over’ themes, and most have received funding for 3-5 years.
Pathways, Transitions and Interventions for Change

Focused on the life-course, changing social contexts for human development, and preventative interventions

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Researchers</th>
</tr>
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<tbody>
<tr>
<td>Reconnecting disaffected youth through successful transition to work</td>
<td>Bartlett, B</td>
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<tr>
<td>Towards a transformative model: re-shaping transitions between school and post-school life</td>
<td>Billett, S; Hirst, E; Johnson, G; Thomas, S</td>
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<tr>
<td>iMATCH: Independent mobility, active travel and children's health</td>
<td>Gleson, B; Burke, M</td>
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<tr>
<td>Finding the pathways to crime prevention for socially disadvantaged communities: theory, evidence and practice</td>
<td>Homel, R</td>
</tr>
<tr>
<td>Vulnerable families: a study of the impact of parental offending and incarceration on children’s developmental outcomes</td>
<td>Dennison, S; Freiberg, K; Stewart, A</td>
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<td>What about the children? A study of the intergenerational consequences of paternal incarceration</td>
<td>Dennison, S</td>
</tr>
<tr>
<td>Improving determinants of Australian sports talent identification and development: a multi-disciplinary approach</td>
<td>Auld, C; Woolcock, G</td>
</tr>
<tr>
<td>Understanding the relationship between mental illness and offending: implications for crime prevention and the management of mentally ill offenders</td>
<td>Stewart, A; Allard, T; Dennison, S</td>
</tr>
<tr>
<td>The quality of prisons for Indigenous persons in custody: determining how prison impacts on culture, community life and recidivism</td>
<td>Wortley, R; Rynne, J; Mazerolle, P</td>
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<tr>
<td>Engaging the public in healthcare decision making: quantifying preferences for healthcare through citizens’ juries</td>
<td>Burton, P</td>
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<tr>
<td>German-speakers in the Australian Indigenous encounter: ethnographers, collectors, missionaries</td>
<td>Ganter, R</td>
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Space and Place

Incorporates spatial analysis into a study of how social change affects people's lives and the fortunes of places, including local communities

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<tr>
<td>A society divided: a multilevel approach for understanding socio-economic opportunity and vulnerability</td>
<td>Baum, S</td>
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<tr>
<td>Coalitions for community health: A community-based response to chronic disease</td>
<td>Baum, S</td>
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<td>Community vulnerability and extreme events: Developing a typology of coastal settlement vulnerability to aid adaptation strategies</td>
<td>Baum, S</td>
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<tr>
<td>Heavy vehicle peaks in the pattern of night-time road traffic noise: Human health and the management of urban freight movement</td>
<td>Brown, L</td>
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<tr>
<td>Strengthening Australia’s suburbs: advancing urban planning knowledge to limit oil vulnerability and build household resilience</td>
<td>Dodson, J; Gleson, B; Sipe, N; Tomerini, D</td>
</tr>
<tr>
<td>Incorporating indigenous landscape values into regional planning processes</td>
<td>Low Choy, D</td>
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<tr>
<td>Australia’s nuclear choices</td>
<td>Wesley, M</td>
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## Causes and Prevention of Violence

*Explores the causes, consequences, and prospects for the control of violence in a period of change and social dislocation*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Authors</th>
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<tbody>
<tr>
<td>A colonial and conceptual history of asymmetric warfare and security</td>
<td>Buchan, B</td>
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<tr>
<td>Innovative justice responses to sexual violence: A global analysis</td>
<td>Daly, K</td>
</tr>
<tr>
<td>Sentencing Indigenous offenders of partner violence: A fundamental comparative analysis of indigenous sentencing courts and specialist family violence courts</td>
<td>Marchetti, E; Daly, K</td>
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<tr>
<td>Understanding forms of violence and their regulation in Australian history</td>
<td>Finnane, M</td>
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<tr>
<td>Developmental pathways to intimate partner homicide: Understanding individual and situational dimensions</td>
<td>Mazerolle, P; Wortley, R</td>
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<tr>
<td>Building the rule of law in international affairs</td>
<td>Sampford, C</td>
</tr>
<tr>
<td>Testing theoretical propositions concerning the onset and progression of child-sex offending, and field testing a new sexual abuse prevention model</td>
<td>Smallbone, S</td>
</tr>
<tr>
<td>Understanding and managing the occupational health impact on investigators of internet child exploitation</td>
<td>Wortley, R; Smallbone, S</td>
</tr>
<tr>
<td>Understanding and preventing youth sexual violence and abuse: an investigation of offender development, offending onset, and progression</td>
<td>Smallbone, S; Leclerc, B; Allard, T</td>
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<tr>
<td>Understanding how criminals decide where and when to offend</td>
<td>Townsley, M; Baum, S</td>
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## Creativity and Social Inclusion

*Addresses the importance of creative pursuits: music, drama and dance, in personal and social skills development and as key resources in the facilitation of social inclusion*

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<thead>
<tr>
<th>Topic</th>
<th>Authors</th>
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<tbody>
<tr>
<td>Popular music and cultural memory: localised popular music histories and their significance for national music industries</td>
<td>Bennett, A; Baker, S</td>
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<tr>
<td>Developing refugee resilience and effective settlement through drama-based interventions</td>
<td>Balfour, M; Bates, M; Bundy, P; Burton, B; Dunn, J</td>
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<tr>
<td>The reading culture of interwar Australia</td>
<td>Buckridge, P</td>
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<td>Picturing change: 21st Century perspectives on recent Australian rock art, especially that from the European contact period</td>
<td>Tacon, P</td>
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<tr>
<td>Memory, notebooks and archives: making early modern science</td>
<td>Yeo, R</td>
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<tr>
<td>The difficult return: arts-based approaches to mental health literacy and building resilience with returned military personnel and their families</td>
<td>Balfour, M</td>
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### Regulating the Institutions of Work

**Focuses upon the organisational and legal aspects of contemporary changes in the ‘working environment’**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Authors</th>
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</thead>
<tbody>
<tr>
<td>Gender and employment equity: strategies for advancement in Australian universities</td>
<td>Strachan, G; Broadbent, K; Bailey, J; Peetz, D</td>
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<tr>
<td>The changing roles, avenues and impacts of public interest whistleblowing in the era of secure online technologies</td>
<td>Brown, A J</td>
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<tr>
<td>The relationship between working arrangements and well-being in regional coal-mining communities</td>
<td>Peetz, D; Murray, G</td>
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<tr>
<td>Emerging workplaces and employment relations innovation</td>
<td>Wilkinson, A; Townsend, K</td>
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<tr>
<td>Managing productive and collaborative relations in Australian workplaces</td>
<td>Wilkinson, A; Townsend, K</td>
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### Leadership, Learning and Change

**Understanding the links between leadership and learning in homes, schools and communities and how that understanding can be used to help alleviate disadvantage**

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<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>The development of a values approach to school renewal</td>
<td>Brown, R</td>
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<td>Understanding adolescent leadership for civic engagement in secondary schools and community groups</td>
<td>Dempster, N</td>
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<tr>
<td>Engaging to learn: increasing the engagement of children with autism in learning activities</td>
<td>Keen, D</td>
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<td>Enhancing mathematical learning for indigenous students in remote communities: a design research approach</td>
<td>Jorgensen, R</td>
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<td>Clearing the path towards literacy and numeracy: language for learning in Indigenous schooling</td>
<td>Gardner, R</td>
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<tr>
<td>An investigation of school and teacher use of National Assessment Program Literacy and Numeracy (NAPLAN) for student learning improvement</td>
<td>Cumming, J; Wyatt-Smith, C</td>
</tr>
<tr>
<td>Improving disadvantaged students? Reading outcomes through overcoming reading avoidance and building reading engagement</td>
<td>Ng, C; Wyatt-Smith, C; Bartlett, B</td>
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<tr>
<td>Enhancing practice-based learning experiences: towards a curriculum, pedagogy and epistemology of practice</td>
<td>Billett, S</td>
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Many Institute researchers aim to make a difference to the world in which we live through systematic analysis of significant social problems and the formulation of strategies to address these problems. The following articles are about this kind of socially engaged research. Some are written by the researchers, while others have been prepared by Ann Arnold, a Sydney-based journalist and a member of the Institute’s Advisory Board.
The Pathways to Prevention Project: Three Facets
by Ann Arnold

Social Innovators

Sometime soon, somewhere in Queensland, a first year high school student will receive a brochure in the mail. ‘Remember us?’ it will say.

This student, ‘Afano’, will recognise the word ‘Pathways’ on the brochure. He might not fully comprehend what Pathways is, or has been, in his life, but he will probably associate it with friendly folk who have given him extra attention at various stages of his young life.

Afano is one of 600 children who were first brought into the Pathways to Prevention project when they were in pre-school. He was living then in a socially disadvantaged region of south-western Brisbane. Afano had his early learning needs addressed through an enrichment program while he was still in pre-school; at the same time, his mother was in a parenting program.

Later, he was in a Pathways literacy program at school, while his parents received assistance through a counselling and family support program, and attended a Pathways playgroup with his little sister. All the while, teachers and welfare workers kept in touch with each other, their work with this family underpinned by a respected Samoan community worker, who facilitated the links and bridged the cultural differences.

Pathways, which began with that first intake in 2002, is a model of multi-faceted interventions, and most importantly, evaluations of those interventions. It is led by Professor Ross Homel and Dr Kate Freiberg, from Griffith University’s Institute for Social and Behavioural Research, with Mission Australia and Education Queensland the major partners, along with seven primary schools.

The Pathways pre-school involvement ran over two years, before pre-school was phased out and replaced by Prep in Queensland. Those children are now in Years 7 and 8. That this first crop of kids is now in high school is a milestone for Pathways.

Half the original group have moved out of the community where Pathways operates, but Pathways researchers have used education records to find Afano so they can follow his progress as he and his peers negotiate their transition to high school.

Apart from that first group, many other children and their families have been picked up along the way, and offered interventions in times of need. Each involvement with the project is meticulously recorded so that the effects of participation can be shown. A data set of 5000 children now exists, and thanks to a new database devised by Griffith University’s Information Technology Services, it provides a whole new level of evidence about comprehensive programs like Pathways.

“It’s a rich set of information, and we’re very proud of it,” Dr Freiberg says. “It’s always been hard to show how positive outcomes are linked to the different ways families participate in various programs, partly because it is quite difficult for community service organisations to keep detailed information about that.

“And to do social science research, you have to have a database that links information from a range of sources: like who has participated in which activities over what length of time, and who has shown evidence of positive change in key outcome areas. It’s like a big jigsaw puzzle where pieces are put together to show what works, under what circumstances, for what sorts of kids.”

There are indicators such as children’s readiness for school, academic performance, behaviour, attachment to school and motivation to learn. Other data come in the form of reports from teachers and parents about the value of engaging families in their children’s education, and the kinds of things that help to promote parental confidence.

There is endless potential for analysis of what works to help kids succeed. Working with this massive spreadsheet, the researchers will be able to see how Afano’s transition to high school was affected by the pre-school enrichment and family support programs years before.

So far, the indications from the data are positive. Early findings showed that Afano and his fellow pre-schoolers had, by the end of their pre-school years, improved communication skills and reduced difficult behaviour, when compared to matched control groups. The result was over and above the effect of the standard pre-school curriculum, and when it was combined with family support, the improvements were even stronger.

More recently, similar results have been showing up once those first children reached Year 7. For instance, the children in Afano’s early intervention group tended to show less difficult behaviour than their classmates, even seven years later. And the earlier ratings of children’s readiness for school as they completed their preschool year continued to be reflected in school achievement in Year 7.
A child making her way through primary school now may experience even clearer benefits from a Pathways project. The concept of connections made between the various people in Afano’s life has since been strengthened and formalised as a ‘Circle of Care’, which can be made available to certain children attending school in the Pathways community.

Professor Homel and Dr Freiberg wanted to address a fundamental dichotomy in marginalised communities: that the complex and often stressful circumstances that children experience in their lives outside school can spill over and act as a barrier to success in school (and even set them at odds with school expectations). Meanwhile, schools are left to deal with the effects of situations over which they have no control.

In the wider community, an awareness had been growing of the need for greater co-ordination between agencies working with these families. This has been addressed under several different schemes, with largely positive results. But that still didn’t achieve whole system change – of cultures, schools, and religious organisations.

So fifty children now each have a Circle of Care built around them, comprised of educators, family support staff, and family and community members, who meet regularly. The aim is to build trust, and develop goals and plans for the child’s positive development. The researchers acknowledge it’s not a cheap intervention, but they point out that the $3000 required per child is commensurate with the cost of a school behaviour management program.

They are now undertaking a quantitative analysis of outcomes of the 50 Circles, again using matched control groups, as well as journey mapping – the graphing of qualitative data on an individual’s progress. But the impact, they say, at least from feedback so far, is wider than the child’s experience. Siblings, parents, a teacher, and sometimes a whole class benefit when a child becomes less disruptive.

This child might also benefit in a less tangible way. Like Afano, she will grow to realise she is part of the Pathways community, and know that wherever she is, the Pathways team will always be interested in, and care about, her wellbeing.

A Rich School

“Hello Kate!” a cheery woman calls out from the playground. She’s Wendy Hoskin, the principal of Carole Park State School, and she and researcher Kate Freiberg are practically old friends.

Dr Freiberg has been coming to this school for nine years now. It is one of a cluster of seven primary schools that have been part of the Pathways to Prevention project since its inception in 2001. Kate is as comfortable here as the staff and students, and they’re a happy lot, all of them. It’s hard to spot anyone not smiling.

Not that this school looks good against the standard benchmarks. The My School website uses an Index of Community Socio-Educational Advantage. It splits the school population into four quarters, and ninety nine per cent of Carole Park’s students are in the lowest quarter of that index. Wendy Hoskin shakes her head and says she’s hunted the site for a comparable figure at other metropolitan schools, and not found it.

Carole Park is in Brisbane’s low income western corridor, which passes through Goodna and ends at Ipswich. Social isolation is manifest in many ways here. It’s a small suburban outpost sandwiched between the Ipswich and Logan Motorways, and the Wacol Industrial Estate, but with little public transport. Not too far away is the Wacol men’s prison; a significant number of families live in the area because they have a relative in the jail. There’s a youth detention centre nearby, too.

English is often not the language spoken at home. At the school, thirty per cent of the kids are of Samoan background; ten per cent Vietnamese; ten per cent refugees – mainly from Sudan; and 20% are indigenous. Because it’s designated as disadvantaged, there is a fair amount of outside help. There’s extra State and Federal Government funding, and several NGOs run programs there – ‘Books in Homes’, ‘Foodbank’.

Carole Park SS seems rich in other things, too: the atmosphere is welcoming and warm, the staff committed. Wendy Hoskin believes the school needs to be a centre of the community. Community festivals held at the school bring over a thousand people. Kids flock to ‘Ms Hoskin’ when they see her in the immaculately kept playground, eager to engage her in any conversation they can think of, spinning it out as long as they can...

Kate Freiberg says this is central to Ms Hoskin’s philosophy. “There are huge social and emotional needs. And literacy and numeracy won’t fall into place without meeting the social and emotional needs.”

It’s within that context that ‘Pathways to Prevention’ operates, offering pre-school language development, family support, Circles of Care for individual kids, grief and loss counselling, all the while building on teacher insights about children’s abilities, and collating data for analysis.
But it all starts before children are enrolled in the school, with Pathways parenting groups. In a building in the school grounds, a group of Vietnamese women and their children are enjoying their weekly playgroup. Ngot, a young widow in her 20s, has brought pastries and cakes – banh khoai mi, with potato in it, and banh bo, with tapioca and coconut cream.

The chat is largely in Vietnamese. Kate Freiberg explains: “The home language is fundamental. The better you are in your first language, the easier it is to pick up a second one.” The important thing is that the women are getting social contact and exposure to new ideas, and familiarity with the Australian school setting.

The women discuss the men they are fleeing, and those they visit in jail. There are health problems, and many sadnesses. But here they bond and laugh. Phuong Le-Huy, the family support worker and co-ordinator of the group, is employed by Mission Australia, a key partner in Pathways to Prevention. Phuong is a tireless friend. She is taken into the women’s confidences, and helps with referrals to other services where necessary. She translates, and brings in guest speakers.

The children, Phuong says, are the ultimate beneficiaries. “Ninety per cent of the children have separation anxiety, even at playgroup. At pre-school they have trouble settling. Our culture is very close, very attached, until they go to school. They sleep together, with their mother, for the first five years, sometimes longer. So one of my goals is to help each child with independence.”

At these sessions, Phuong is the women’s cross-cultural guide, listening, explaining, never judging. Parenting is the central topic. Van says: ‘It’s very, very different in Australia. Here you have to talk wisely. You’re not allowed to use force, or scream, or yell. In Vietnam, it’s just the opposite.’

Vien isn’t convinced that the Australian way is best. “Parenting sometimes doesn’t work and the child needs a stick to pull him in line.”

“Don’t say that!” choruses her friends.

“It’s the reality,” says Vien, who has recently moved to a women’s refuge with her children. “You don’t have to use the stick, just show it.”

Ve has the final word. She has a fourteen year old, and a seven year old. “The most important thing is listening to your child. Encourage your child to talk to you about things, and not just positive things. That way you open the door.”

There is still, though, the universal dilemma of parents everywhere. “What is difficult,” Ve says, “is you open the door to be a friend, but you still have to be a mother.”

**Clowning Around**

You know a child is connecting emotionally to a computer game if the child talks to it. That’s what happens sometimes with ‘Clowning Around’. There’s a scene with a red starfish, who’s a bully, and a friendly green starfish. The child has to quickly click on the red starfish whenever it appears, to get rid of it. But when children have accidentally clicked on the nice green starfish, some have said ‘Sorry’.

Clowning Around is a hit with kids, because it engages them, and it’s a boon for schools. Devised by the Pathways to Prevention researchers as a measure of child wellbeing and development, it’s attracting keen attention from Queensland Government departments, and whenever it’s presented at conferences.

The Institute’s Dr Kate Freiberg explains that when Pathways was needing to evaluate children’s progress, beyond their academic work, it was impracticable to do one-on-one interviews with psychologists or counsellors.

“None of the wellbeing measures available were appropriate for whole classes, or to use in a community setting. We needed a measure that would be accurate, reliable, not too onerous on the school, and would give schools immediate information about the needs of the children.”

So ‘Clowning Around’ was born, a colourful, fun ‘game’ which reveals a lot about a child. The starfish exercise tests impulsiveness. Cognitive and emotional skills are needed for matching faces with different expressions.

Cartoon-like characters talk to the children, giving them different scenarios. “Some friends take chocolate from a shop without paying for it. Would you take some too?” The student chooses either “No way”, “I’m not sure” or “Yeah, probably”.

Dr Freiberg says the program is particularly successful at finding the quiet child with needs. The teacher can always spot the student who acts out, but “it’s often the quiet little one who might be having a hard time”.

And it’s their answers to “A grownup always knows where I am”, and “When things go bad I know how to get help” that might be the most important of all.

The researchers are now planning to adapt ‘Clowning Around’ for high school students, as the first Pathways cohort has reached Year 8.
Bridging the Islam-West Divide

by Dr Halim Rane, Senior Lecturer in Media and Islamic Studies and Deputy Director of the Griffith Islamic Research Unit, Key Centre for Ethics, Law, Justice and Governance

My principal area of research focuses on Islam-West relations in both the international and domestic contexts. The topics I have sought to address are those most central in shaping and defining Islam-West relations including the issue of jihad and violence, the Israel-Palestine conflict, methodologies for the interpretation of the Quran, and media representations of Islam and Muslims and their impact on intercommunity relations. I come to this field as a Muslim born and raised in Australia. I acquired my undergraduate degree in sociology and Islamic studies from the International Islamic University Malaysia. I also have a Master’s degree in media studies. After working for several years for the federal government, I decided to undertake a PhD in international relations, which I completed in 2008. My PhD thesis presented a constructivist perspective of the Israel-Palestine, focusing on the issue of competing norms, specifically self-determination versus self-defence.

The thesis was highly praised and awarded the Chancellor’s Medal of Excellence. I also signed a book contract with Palgrave Macmillan in New York and in 2009 the book was published under the title Reconstructing Jihad amid Competing International Norms. The book has been well-received by academics and commentators internationally and I have been invited to present at conferences and at universities in Australia, Malaysia, Spain and the United States. Of particular interest has been the book’s contribution to the idea of ‘reconstructing jihad’. In this regard, I have drawn on contemporary and classical scholarship in the field of Islamic studies and conducted a comprehensive content analysis of the Quran’s verses on war and peace in order to identify the context in which such verses were revealed and their higher objectives. I argue that in the context of the Israel-Palestine conflict, the use of violence by certain Palestinian groups reinforces Israel’s self-defence arguments and serves neither the higher objectives of jihad enshrined in the Quran or the goal of self-determination.

My latest book, Islam and Contemporary Civilisation: Evolving Ideas, Transforming Relations, is the culmination of thoughts over 15 years of studying, researching, and teaching in the field of Islamic studies. I have developed an acute awareness of the tensions between Islam and the West that evolved over the course of several decades by way of such events as the Iranian revolution, Muslim reactions to The Satanic Verses and more recent representations of the Prophet Muhammad, Gulf war, 9/11 attacks, war on terror, Bali and London bombings, and the ongoing Israel-Palestine conflict. The images of Muslims as violent, intolerant and anti-Western have come to dominate public opinion about Islam. I acknowledge that the ideas and actions of some Muslims show that this portrayal is not entirely inaccurate. However, to what extent are these images representative of the ideas, beliefs and practices of the majority of Muslims? I seek to reconnect the Muslim understanding and practice of Islam with its essence and higher objectives as well as to provide non-Muslims with an alternative narrative of Islam that facilitates a more comprehensive understanding.

Islam and Contemporary Civilisation was written so that Western readers, of all faiths and no faith, can gain a better understanding of Islam in the context of modernity as it pertains to the most contentious issues with which Islam and Muslims have been associated for the past few decades. The debates and dilemmas addressed in this book were selected on the basis of their extensive media, public and scholarly attention; their impact on how Islam and Muslims are perceived in the West; their need for re-examination in terms of Islamic thought; and their centrality to Islam-West relations in the international context.

The book provides a concise but comprehensive introduction to the Islamic religion and modern developments in Muslim thought, and tackles questions of Islamic law, human rights, democracy, mass media, jihad, and the Israel-Palestine conflict in the context of Islam-West relations. In confronting these challenging issues, I propose a way forward that has far-reaching implications for advancing mutual understanding between the Muslim world and the West. The book does not simply describe the debates and dilemmas it covers but takes an analytical approach. It applies an innovative methodology based on the historical context and the higher objectives of the Quran towards a resolution of the various issues covered.

My current research focuses on the issue of political Islam, specifically the emergence of a second generation of Islamic-oriented political parties and implications for Islam-West relations. Political Islam is not static but is evolving in response to both internal socio-political factors in Muslim countries as well as external factors such as globalisation and US foreign policy. The evolution of political Islam that I have observed is not restricted to pragmatic politics but a genuine maturation of Islamist political thought. As part of a research grant, in early 2010 I conducted in-depth interviews conducted with key representatives of Turkey’s Justice and Development Party (AKP), Malaysia’s People’s Justice Party (PKR), and Indonesia’s Prosperous Justice Party (PKS). Central to this development has been the rebirth of a fourteenth century philosophy of Islamic law called the maqasid, which focuses on the higher objectives of Islam. This process has not been led by either Islamic religious scholars (ulema) or even Islamic intellectuals but Islamic-oriented political leaders, who have come to view democracy, human rights, pluralism, economic prosperity and good governance as ‘Islamic’ objectives and have based their political programs on such standards and principles rather than notions of an ‘Islamic state’ in the modern conventional sense or implementation of punitive aspects of shariah (Islamic law). This, coupled with Barack Obama’s commitment to ‘a new beginning’, is a phenomenon has the potential to facilitate meaningful reconciliation in Islam-West relations.
Coal Communities
by Ann Arnold

Patti Ryan wasn’t the type to end her shift in tears. By 1998, when she was driving a huge truck on the night shift at a Moura open-cut mine, she had already been working in coal for 19 years. She considered herself pretty tough, but four years earlier there had been a terrible accident at this Central Queensland site, in which eleven men died in an underground explosion. And like many locals, Patti was still deeply affected.

On this particular night, she was carting 300 tonne loads of dirt and rocks. Just before dawn, she went to dump another load where she’d been instructed to. Under the lightening sky, she suddenly recognised the dump site.

It was the former entrance to the No.2 mine, which had become a tomb after the explosion; the entrance had been sealed to quell the underground fire. Among the bodies inside was her brother’s.

Patti started crying. She asked to be moved to another location, but her foreman’s response was: ‘You just have to deal with it’. Her male co-workers and union rep backed her, and in the end she was moved.

This account, which opens a new book on women in coal communities, is a reminder of the pathos, the untold stories, the work demands, and the changing roles of women in this industry, as both workers and spouses.

Across the country, 13 per cent of the general mining workforce is now female, and that’s no longer restricted to administrative work. In the QLD coal industry, 7-8 per cent of people working with machinery and trucks are female. By 2008/09 in Queensland, there were a third more women working in mining production and operational jobs than in office jobs.

Coal is a hot topic. Its phenomenal export value; its climate impact; and the health and environmental concerns in the regions where it is mined, or proposed to be mined, are regularly reported and debated. There is much less attention on the people who work with coal, and how their lives are affected by shift times, travelling long distances to work, and changing gender dynamics.

Two years ago researchers Georgina Murray, an associate professor in humanities, and David Peetz, a professor of employment relations, both from Griffith University’s Centre for Work, Organisation and Wellbeing, interviewed 137 people from coal mining communities. They were mainly in the Bowen Basin, but also around Ipswich. In addition, the researchers talked to people in the retirement, and commuter, bases of Gladstone, Mackay and Rockhampton.

Their book, Women of the Coal Rushes, published by UNSW Press, is being launched [on August 2] at Moranbah, inland from Mackay, at the CFMEU Women in Mining and Energy Conference.

Coal mining is “a very precarious, dangerous existence that happens to be well paid,” Georgina Murray says. By blue collar standards, that is.

David Peetz argues that: “It’s not big money relative to the profits that have been made over the last few years”. He has calculated that the average annual income for non-managerial full time coal miners is $121,000. In 2006, the operating profits made by the mines was $3 billion. “That works out as a $341,000 profit generated by each coal employee.”

But when the Australian Bureau of Statistics estimates that the average Australian wage is $64,594 a year, in the first quarter of 2010, it’s no wonder that men, and increasingly women, are wanting to give mining a shot.

Murray argues that once on board, it’s hard to get off the coal juggernaut. “A lot [of workers] have bought expensive houses on the coast, have got mortgage debt, and have to work long hours. The debt is what they talk about. It’s the debt that sucks them in and keeps them in the long hours.”

Controversial ten and twelve hour shifts were introduced in the late 1990s and early 2000s when, David Peetz says, there was a downturn in the industry, giving the coal companies more bargaining power. The shifts are having a big impact on the workers and families in both local communities, and in towns and cities far away.

“They might work four days on, 6pm-6am, then have four days off, then do four days 6am-6pm. If they don’t have kids, they might have a day recovering, but another two or three days to go fishing. But for those with kids, they have other responsibilities, and their days off often don’t coincide with the kids’ activities.

“You can’t have someone like that coaching a soccer team, because he might be free one Wednesday, but working the next Wednesday. It puts a lot of strain on the sporting clubs, and women have to take over roles in the community.”
There are relationship strains, and families splitting. Malise, a miner’s wife from Blackwater, can understand why. She told the researchers her father-in-law had always worked eight hour shifts. “Kev’s Mum said it was great... they had a semi-normal life, even though he was on shift work. Whereas with the twelve hour shift, you’ve gone from daylight to dark or vice-versa. They may be only at home for a couple of hours of an afternoon, once they’ve slept all day, if they’re on the right shift.”

And there are the dangers. Not only of mine collapses and explosions, but of routine accidents that are born of fatigue. They can happen at work, but when so many mine workers live hours away from their sites, they can happen on the drive home after their four days of work. It’s the big fear for people who live and work around mines, and it features regularly on local talkback radio.

Jo-Ann Smith says in the book: “I drive down those roads and... I don’t want someone that is fatigued coming towards me and my family. And they’re just pushing them further and further.... Blokes work, they’re not in their normal beds or sleeping properly, they go and do all these shifts then the minute they’re finished at six in the morning they’re on that road, flying to get home because they can’t wait.”

The shift issues were such a strong theme in Peetz and Murray’s research on women in coal communities that they have now started new work examining the repercussions in more detail. They are designing a survey to be sent to 5000 members of the CFMEU, to be answered by both members and their partners.

“Because people are driving in and out, it’s hard to get hold of spouses,” Professor Peetz says. “They’re all over the state. It’s a peripatetic community.”

Peetz and Murray hope this qualitative approach will enable them to draw in a large number of people, with a random sample that is representative of different shift types. The questions will be about working arrangements, the relationship between work and family life, children’s health, the role of the union, involvement in community activities, and more.

It’s hoped the field work will take place before the end of this year; there will be a follow-up survey in about 18 months, to see how the shift regime impacts over time.

In the meantime, it’s Catch-22 for those who fuel the coal industry. They often enjoy the lifestyle for a while, but take out loans that prevent them from quitting. Or they’re in a town where rents have been pushed up by mining, and there are few other employment options, and certainly none that pay as well.

As for the women who are entering the fray, Georgina Murray says for many, “it’s a case of breaking the poverty cycle, and the first well paid job they’ve had in their lives. And lots do enjoy it. When they get the freedom to drive big trucks, they say they feel wonderful”. Some things, though, may never change. Leah was on ‘crib relief’, a largely 9-5 role that involves driving other people’s machinery while they’re on meal breaks. ‘Crib’ refers not to the fact that it’s a shift popular with mothers, which it is, but to the industry term for ‘meal’. “I love it, yeah,” Leah said. “Good hours, because I leave [home] at nine in the morning on day shifts. So I’ve got time to do a bit of washing or whatever in the morning. Then I go to work and I finish at five and I’ve got time to come home and cook tea.”
Cities and Petroleum: Understanding the Social Consequences of Higher Oil Prices
by Dr Jago Dodson, Deputy Director Urban Research Program

The latter years of the 2000s witnessed extraordinary movements in global oil prices that pumped up the price of transport fuels. Much of my research during the past five years has investigated the implications of these higher fuel prices for Australia’s highly car-dependent major cities.

Other than the temporary politically induced oil shocks of the 1970s, global oil prices were mostly stable from the end of WWII to the 2000s. From 2004 though, oil prices became volatile and reached new highs of US$140 per barrel in the late-2000s. Even with a global recession that has weakened world demand the price of petroleum still sits at almost US$90 per barrel in late-2010.

Considerable anxiety surrounds the future of global oil prices as expanding demand from emerging and recovering economies fuels growing demand. A mountain of scholarly, government and industry analysis suggests global oil supply will struggle to expand beyond current levels due to exhaustion of reserves and constraints in production facilities. Growing demand and constrained supply implies much higher future oil prices.

Australian cities are highly oil dependent with approximately 75 per cent of travel undertaken by automobile. They are thus exposed to the risks from higher oil costs. The extent and type of travel is unevenly distributed within cities. Residents of inner urban zones with more concentrated land-use mix and high quality public transport tend to be less reliant on motor vehicles and travel shorter distances each day than households in outer suburban zones where public transport is of poor quality and land-uses are highly dispersed. These differences also broadly intersect with social variables. Sharp house price gradients tend to allocate less affluent households to cheaper outer suburban locations resulting in higher levels of car use. Affluent households in Australian cities in general occupy areas better served by public transport allowing lower levels of car use.

These socio-economic divisions mean that the impacts of higher fuel prices on households in Australia’s major cities will be unevenly distributed. And under current Reserve Bank of Australia interest rate policy any inflationary effects from higher oil prices are likely to flow into higher mortgage interest rates, adding a further financial burden to stressed car-dependent households.

This structural inequity in Australian cities, the dynamics underpinning it and its implications in an oil constrained future has been the focus of a large research effort conducted by myself and Neil Sipe, with regular collaboration from colleagues Brendan Cleeson and Terry L. The most prominent output from this stream has been the “VAMPIRE” index – the vulnerability assessment for mortgage, petroleum and inflation risks and expenditure – which assesses household exposure to high transport fuel and housing costs. It is a simple spatial index but offers a powerful representation of the distribution of household oil vulnerability. This work and wider thinking on the challenges of petroleum supply constraint for Australian cities and the planning policies needed to resolve this issue has produced eight scholarly papers (including five in A-ranked venues), three book chapters and a 2008 book with UNSW press as well as a 2009 ARC Discovery grant. Neil Sipe and I, with other colleagues, also received a 2007 Land and Water Australia grant to study the oil vulnerability of rural and regional Australia.

The VAMPIRE index and associated work has proven immensely relevant to contemporary urban policy making. This relevance is evidenced by citations of the research in government policy documents and reports such as the 2007 Senate Inquiry into Australia’s future fuel supplies, the 2007 Brisbane City Council Climate and Energy Taskforce report, the 2007 Queensland Government’s Oil Vulnerability Taskforce report, the 2008 Garnaut Review of Climate Change and the 2010 Report on the State of Australia’s cities by the Federal government’s Major Cities Unit, as well as a raft of minor local government reports. The authors have also been invited to present their work to a variety of agencies and venues that include the Australian Senate, the Garnaut Review, the Brisbane City Council, the Queensland Government’s Directors General, the Australian Green Development Forum, the Municipal Association of Australia and the Planning Institute of Australia.

Perhaps the strongest policy endorsement of this research came in the form of the 2009 South East Queensland Regional Plan which includes a dedicated section on ‘oil supply vulnerability’ in SEQ with policies that require planning to ‘actively reduce’ oil dependence within the region. The authors believe this is the first metro-regional strategy in Australia or internationally that has directly addressed urban oil vulnerability via a substantive policy response. The SEQ policy cites the VAMPIRE study as a method to use in assessing this problem.

This oil vulnerability research is ongoing with further extensions underway including work within the Discovery project that seeks to improve the specificity of the VAMPIRE assessment by including further datasets and variables into the analysis. Further work revolves around assessing the capacity of alternative fuel and vehicle technologies to resolve oil vulnerability relative to socio-economic factors. I have initiated the establishment of an Australian oil vulnerability research network which has produced a special issue of the journal Australian Planner and which I expect to be expanded into an edited book volume. A considerable further effort is also dedicated to internationalising the research, initially via collaboration with John Whitelegg from the Stockholm Environment Institute at the University of York and through collaborations that have been initiated with US colleagues.

With pessimism creeping into assessments of future oil supply, the urban challenges in coping with an oil constrained future will intensify. This research hopes to continue play a valuable role in helping policy makers understand the planning tasks ahead.
Griffith Youth Forensic Service: Background and Developments 2008-2010
by Professor Stephen Smallbone, Director Griffith Youth Forensic Service (GYFS) and Future Fellow, Key Centre for Ethics, Law, Justice and Governance

In his 1999 Annual Report to the Queensland Parliament, then President of the Children’s Court of Queensland Judge John Robertson expressed concerns about the increasing number of young people in trouble with the courts for sexual offences, highlighting several of the more disturbing cases he had recently dealt with. He drew attention to the absence of a dedicated service to assist the courts in sentencing youth sexual offenders and to provide for their rehabilitation, and called on the state Government to provide funding for such a service. Youth Justice officials approached Griffith University with the problem, and it was agreed that a pilot project would be established at Griffith. In October 2000 seed funding was provided to develop the service model, and in April 2001 GYFS received its first referral from the Courts.

From its inception, the vision for GYFS was to develop an innovative, evidence-based assessment and intervention model capable of providing high quality, specialised services for a geographically dispersed and culturally diverse client group. A highly individualised, multi-systemic practice model was developed, with assessment and intervention focused on individual-, family-, peer-, school-, and community-level factors. Intervention would involve collaborations with multiple partners, including parents, teachers, community elders, youth justice and child protection officers, police, and others as appropriate.

From its modest beginnings with two full-time clinical staff, GYFS has grown into a vibrant team of practitioners and researchers working together in a sustained collaboration focused on understanding and preventing youth sexual violence and abuse. The team’s achievements have been recognised over the years with an Australian award for crime and violence prevention (2003), and State awards for child protection (2003), culturally inclusive practice (2006), and collaborative practice (2007). GYFS now employs a full-time clinical manager, four full-time clinical staff, and a full-time administrative assistant, who work closely with academic staff and postgraduate clinical and research students.

In 2009-2010 Dr Ian Nisbet and Dr Belinda Crissman completed their PhD projects with GYFS. Dr Nisbet’s thesis examined offending versatility in youth sexual offenders, identifying characteristics associated with various developmental pathways and offending patterns. Dr Crissman’s thesis sought to better understand therapeutic engagement with youth sexual offenders, and to inform clinical efforts to improve engagement particularly with highly antisocial and indigenous youth. Dr Nisbet is now working in partnership with New South Wales Juvenile Justice and Southern Cross University to develop multi-systemic services for serious youth offenders. Dr Crissman is now a lecturer in the School of Criminology and Criminal Justice at Griffith.

Research developments
GYFS research was given a significant boost in 2009-2010 with $1.14 million in Australian Research Council grants. In October 2009 Professor Stephen Smallbone was awarded a four-year ARC Future Fellowship to investigate the onset and progression of sexual offending and to extend GYFS work by trialling a community-level sexual abuse prevention model in a remote Aboriginal community. In October 2010 Professor Smallbone, Dr Benoit Leclerc and Dr Troy Allard were awarded an ARC Discovery Grant to investigate developmental pathways, sexual offending onset and progression with youth sexual offenders.

GYFS research capacity has been further enhanced with the arrival of Dr Jesse Cale in August 2010. Dr Cale, formerly of Simon Fraser University, has a three year appointment as a postdoctoral research fellow – a position created through the University’s Strategic Investment scheme. Another research fellowship to commence early in 2011, funded by the ARC Discovery grant, will round out GYFS research establishment for the coming three years.

Practice developments
In recent years GYFS has given special priority to two client subgroups: high complexity, high-risk youth offenders; and youth offenders from remote indigenous communities. GYFS senior clinician Dr Danielle Shumack has played a leading role in the development of work with high-risk youth. The work in remote communities has been pioneered by GYFS clinical manager Sue Rayment together with Dimity Smith and Andrea Davidson. A new area of work in Youth Justice Conferencing has also been piloted in 2009-2010, led by Sue Rayment and Sam Kilby.

Community-level prevention
GYFS’ involvement in remote indigenous communities in Queensland has led to new opportunities to engage in primary and secondary, as well as tertiary prevention activities. It is clear that youth sexual offending in these communities cannot be separated from the systemic problems within which the offending occurs. Preventing further offending by known offenders is of critical importance, but these offenders will continue to be replaced by others unless these systemic problems are addressed. GYFS clinical work in remote communities has provided the foundation for trialling a community-level prevention model, a new GYFS project supported in part by Professor Smallbone’s ARC Fellowship.

Further afield
The prevention model developed by Professor Smallbone and his colleagues has had a significant international impact. In 2009-2010 Prof Smallbone and Sue Rayment engaged with clinical and research groups in New Zealand and South Africa around common problems with sexual abuse prevention. In the UK, the model has been embraced by key child abuse prevention groups. For example, the Lucy Faithful Foundation is using the model to guide discussions with the Welsh parliament about gaps in services there, and the National Society for the Prevention of Cruelty to Children (NSPCC) has adopted the model as a guide for its new National sexual abuse prevention strategy.
Innovative Justice Responses to Sexual Violence: A Global Analysis
by Professor Kathleen Daly, School of Criminology and Criminal Justice and Key Centre for Ethics, Law, Justice, and Governance

This project addresses a global problem in responding to sexual violence: most offences are not reported to authorities; of those that are reported, few are convicted; and conventional responses traumatised victims.

The promise of legal reform, which began in the 1970s in Australia and other common law countries, to more effectively respond to sexual violence has not been realised. Rates of conviction have declined in the past 35 years, and victims continue to be dissatisfied with how the police and courts handle their cases. More incremental legal reform is not likely to improve the situation. The project takes a significant step beyond previous work by proposing and documenting innovative justice responses.

The project team is synthesizing research and gathering new data on conventional and innovative justice responses to sexual violence in the developed and developing world, and in countries at peace, at war, or in transition. We are integrating scholarship on transitional justice, international criminal justice, restorative justice, Indigenous and community-based justice, and feminist and critical race theories and research on violence against women.

A major conceptual advance is analysing sexual violence in varied country contexts (developed and developing societies at peace, and war-torn and post-conflict societies) and offending contexts (individual offending, individual offending by using an occupational or organisational position, offending in closed institutions and symbolically-bounded communities, and group-based and state-organised offending). We consider sexual violence committed by family members, peers, priests, peacekeepers, police officers, militia members, among others; these people may act alone or in groups, with or without the backing of state or quasi-state authorities, and in closed institutions such as residential schools or prisons, or in bounded communities in remote geographical areas. Sexual violence occurs in peaceful, affluent societies with a strong rule of law and justice institutions; and in developing societies, torn by war and sectarian violence, in transition to state-building.

By examining a diversity of country and offending contexts, we may selectively borrow elements or mechanisms from international criminal justice or civil justice, applying them to domestic criminal justice settings. We may also map a wider array of justice mechanisms, and not confine our thinking to conventional responses alone. At the same time and despite diverse country and offending contexts, sexual violence victims/survivors have similar experiences: they do not (or cannot) report offences, they feel ashamed and are blamed, and they seek ways to voice and vindicate the harms suffered. The project’s focus is on identifying better ways to address victims’ justice needs, compared to services for victims or prevention strategies, although there can be overlap among them.

A second conceptual advance is distinguishing conventional and innovative justice responses. In individual offending contexts, conventional justice responses are concerned with better ways to gather evidence, prosecute, and try cases; and to provide better services and supports for victims/survivors. These responses may be part of the criminal justice system or work alongside of it, but most assume that prosecution and trial is the major justice pathway. Innovative justice responses are varied practices and mechanisms that aim to address victims’ justice needs, including an acknowledgment of wrong-doing and mechanisms of redress or repair. They may be part of the criminal justice system or be independent of it. They use both formal and informal justice responses, with an emphasis on victim participation, voice, validation, and vindication; and on offender accountability.

It is important to recognize that in addressing sexual violence, we face a major conundrum. How do we respond to rape and sexual assault with the seriousness that it deserves without engaging in a hyper-criminalisation of offences and demonization of offenders? Increasing criminalisation and penalisation will not help most victims or offenders. Responses must be appropriate, of course, but greater attention should be given to those that are more socially inclusive and re-integrative of offenders, as well as being responsive to victims’ justice needs.
Recent papers include the following:

(1) “Rape and attrition in the legal process: a comparative analysis of five countries” (Daly and Bouhours, 2010) reviews and synthesises research from Australia, Canada, England, Scotland, and the United States on rape case attrition in the legal process and the factors associated with police and court outcomes.

(2) “Conventional and innovative response to sexual assault” (Daly, 2010) identifies 48 conventional and innovative justice responses that have been proposed or used to address sexual offending and victims’ justice needs in countries such as Australia, Canada, Denmark, New Zealand, South Africa, the United States, and the former Yugoslavia.

(3) “Reparation and restoration” (Daly and Proietti-Scifoni, 2011) reviews the varied uses of the terms reparation, restoration, and restorative justice in domestic and international criminal justice.

(4) “Informal and formal justice responses to youth sex offending” (Daly, 2010) synthesises the findings from a program of research on the court and conference (restorative justice) handling of youth sex offences in South Australia.

These and other papers are available at: www.griffith.edu.au/professional-page/professor-kathleen-daly

The project is funded by an Australian Research Council Discovery grant, 2008-2011. The members of the research team, 2008 to the present, are Brigitte Bouhours (now at the Australian National University), Cathy Burns, Signe Dalsgaard, and Gitana Proietti-Scifoni (Key Centre for Ethics, Law, Justice, and Governance, Griffith University).

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Front: K. Daly and N. Fisher
Back: G. Proietti-Scifoni, S. Dalsgaard, and B. Bouhours
**Disengaged Youth**

*by Ann Arnold*

Brittany Ronalds is very clear about the difference the past ten weeks of work has made to her boyfriend Shayne Mitchell.

“He gets up,” she says. “More than I can say for you,” says Shayne, with a cocked eyebrow. “Well I don’t have to be anywhere, do I?” says Brittany.

But she’s mighty happy to see how Shayne, who is 20, has enjoyed his temporary work in the Berrinba Wetlands, which adjoin an industrial estate in the Logan area of south-east Brisbane. Shayne and half a dozen other young men have been on a landscaping project, part of a paid training and work program, run by BoysTown.

BoysTown, the youth welfare charity, won the landscaping contract from the State Government. It’s one of several social enterprises that BoysTown run, solely for the purpose of employing young people not considered ready for the general workforce.

“It’s all Shayne talks about,” Brittany says. “That, and video games. And he’s got more energy.”

Shayne helped build a concrete pathway that zigzags down a small slope in the bush to a ‘bird hide’, a structure for birdwatchers to huddle under, on the shore of a billabong. These long term unemployed young people also developed their carpentry skills to make bench seats, and they cast fake sandstone to make an indigenous inspired ‘yarning circle’.

Before starting in the wetlands, they did a two week workshop, getting familiar with power tools, and attaining their occupational health and safety white card. All the way through they had access to a youth counsellor, Tina Whitton, who would talk to them once or twice a week, to “see if they understand what’s expected, and help them communicate positively”.

Their work supervisor, Ted Straszynski, calls it as he sees it. “Punctuality is not their strong point,” he says, “but they do turn up on a regular basis. I hope they feel pleased. I said to them ‘with what you’ve done here, you could go out and build a house’.”

They do seem pleased. “We managed to build that!” says 18-year-old Jesse Daniels, nodding towards the bird-hide. He’s been looking for work for about a year and a half. He shrugs. “I just want something I can do.”

Luke Abbott was a little more ambivalent. In the past, he has been a brickie’s labourer, furniture removalist, shopping trolley assistant, and done some fencing. He is 20. He’s looking at the ground, kicking the dirt with his toe. “I was just young. Mucked up. You know, booze... I’d either quit, or didn’t turn up.”

But Luke has a three year old daughter. “I’ve got a family to support, y’know?” He wants to become a bricklayer, but needs a car – and P-plates.

His work in the wetlands was hampered by a plaster cast around his hand and forearm. “I broke my finger. Punched a wall. It was just an argument with my girlfriend.” Did he talk to Tina, or other specialist counsellors, who BoysTown would make available if needed? “Nah, I didn’t feel the need.”

So how do we know if this particular training model, offering short-term employment through social enterprises, and value-added with the personal and social supports on offer, actually assists the participants to find ongoing employment? Or achieves anything at all, in the long run?

Professor Brendan Bartlett, from Griffith University’s Institute for Educational Research, has a doctorate in psychology, and his main career interests are special needs education and marginalised students. With BoysTown as a partner, Brendan Bartlett has a three year ARC Linkage Grant to assess the impact of their social enterprise programs. The research project, which will report in February 2011, is called ‘Reconnecting disaffected youth through successful transition to work’.

“For marginalised young people, it’s too hard to keep searching for jobs on your own,” Professor Bartlett says. “If you get enough rejections, you start to believe it’s you. And they don’t exactly jump on board some of the other work programs that are out there. They’ve tried them and found them unhelpful.”

“The BoysTown program goes beyond hammer and nails. If someone has a particular problem, such as drugs, they’ll pull them off the program for a while, and support them in other ways. But then they’ll put them back into work again.”

Worlds away from the beatific setting of the wetlands, but just ten minutes by road, another group of young workers is racing to meet a deadline. Steel shelving components have just arrived that morning at a workshop, and have to be assembled and shipped out by the end of the day to the Big W store in Townsville. The employer is a furniture and pallet racking company, APC, which has contracted BoysTown to provide labour. Chris West, the company manager for QLD, says: “Being in a private enterprise, the boys see how business works. They see the customer focus.”

The employment here is longer – two to three months, and even ongoing, in the case of one or two men. It has the same youth worker and other supports, and skills training from a supervisor.

One of the newer employees is 16-year-old Damon Jackson. He’d left school at the start of Year 9. “I got expelled. Drugs, mostly, just marijuana. It was just something to do at school. Been doing it since I was about 13.”

Since leaving school he’s been “hanging around”. He’s done “a heap of robberies and shit like that, but now I’ve got my own money, I don’t need to go get it some other way”.

Has work changed the way he thinks about things? “I definitely feel more motivated. I want to go back to BoysTown to do [TAFE] Cert II so I can get an apprenticeship in carpentry. I like hands-on work.”
Griffith University’s Brendan Bartlett “wanted to measure what happens at the point of entry to programs, and the point of exit, and somewhere in between. We’re trying to get a sense of what’s happening in their heads.”

Professor Bartlett, with BoysTown researcher Salote Mafi, has collected 600 data points, which in some cases include three sets of information from the same young people. There is further qualitative information from interviews with 40 case studies.

“From those two sources we’ve been able to get a fairly descriptive model that explains what it is that BoysTown offers, that leads to a successful model. It’s basically a sense of your expectation when you come in being modified positively, by the experiences you have, towards a more obviously pro-social line.”

BoysTown, he says, is offering people who have become significantly disengaged, an opportunity to “draw breath, and re-evaluate the world.” A bonus is often a newfound interest in literacy, and the discovery of “personal intelligence capacities that have been hidden for some time”. Salote Mafi is basing a doctorate on the work, through Griffith University. It’s on agency, aspirations and decision-making.

But what if these young people had been more supported as they went through school, and were first considering leaving school. Might they never have become so disengaged? Another research project, also from within the Griffith Institute for Educational Research, focuses on that earlier stage.

“Towards a transformative model: re shaping transitions between school and post school life’ is funded by an ARC Discovery Grant, and has Professors Stephen Billet and Greer Johnson, and Drs Sue Thomas, Cheryl Sim and Stephen Hay as chief investigators.

“There are assumptions in many schools that if students are given career guidance, that will be enough,” Professor Johnson says. “There is a lot of attention in policy documents to personal agency. Not everybody has that sort of capital, to get themselves out of school and into uni or a job. There are gaps between policy and practice that need to be attended to.”

The research project focuses on three secondary schools, each offering a different model of helping students move on from school. At the end of the project, the researchers will propose a curriculum model that appears effective, and contains practical applications that might be transferable to other schools. This will be based on interviews with teachers and students at these three schools, as well as some of their parents and employers from the surrounding communities.

One of the schools, in Professor Johnson’s view, can point to significant success. Mt Maria College at Petrie, a shire north of Brisbane, is a small Catholic school – 230 students – with a unique attribute: it does not offer OP (Overall Position) courses, the usual pathway to tertiary study in Queensland. Although some students may enter university by other means, most of this school’s students have come here for their final years of study because of an emphasis on trades, apprenticeships and other non-tertiary options.

But the key element that attracts students and families is a strong emphasis on nurturing those kids, through pastoral care. Fiona Turnbull, Mt Maria’s vocational education co-ordinator, says: “Some students come here because they’re at risk, perhaps with medical issues, or problems at home.

“Or they might be at a particular school and they’re down the bottom, and starting to think, ‘what’s the point’. Here, nobody slips under the radar.” She cites the example of a girl who’d just led the product launch of a set of recipe cards, part of an annual enterprise project that the school undertakes, and has won many awards for. This girl had transferred to Mt Maria from another school, and was a student who “didn’t like rules, wanted to be a tattoo artist, and didn’t think she’d like it here”.

“I think she’s realised she doesn’t have to be radical to be noticed, or accepted. She knows that we’ve noticed her talents, and that we have high expectations of her. I think she enjoys being pushed, just that little bit.”

The school offers school-based traineeships, or simultaneous courses at TAFE, or with a private provider. Students can choose Certificate III in media, or fitness, to be a personal trainer; or study information technology, engineering, or film and television. The idea is it’s then less of a culture shock to go to TAFE, or a job, straight from school.

“It doesn’t matter what you want to do when you leave school, if we can facilitate something while you’re still at school, you’re probably going to have more success,” Fiona Turnbull says. “And if you’re doing a barista course, we’ll come along and be customers, and see how you’re going. We care about what you’re doing.”

If students from other schools, perhaps without these benefits, find they lose their way in the wider world, they can only hope they get picked up by a holistic program such as BoysTown’s.

At the end of the ten week long wetlands job, there’s to be a graduation day for the BoysTown workers, where each participant is presented with a video to keep. It tracks their work achievements over the period, and shows them doing a high ropes course on the team-building day.

“Keeping a positive feeling at the end is really important,” youth counsellor Tina Whitton says.

Before that, though, on the last day of work, a tired and dusty crew surveys the bush constructions. There’s no doubting a small transformation has occurred for most of them.

“It’s been awesome,” says 23-year-old Jason Malkos. “It’s getting out of the house, doing something different. I liked the landscaping bit. You’re changing something into something else.”
Cross National Inquiries into Mature Age Workers: Potential and Challenges for Social Science Researchers
by Professor Stephen Billett, Future Fellow Griffith Institute for Educational Research

Many issues of the kind being addressed by Australian social science researchers are also of concern in other countries. Hence, the opportunity to engage in addressing these issues in other countries and with international counterparts offers a range of potential benefits to Australian social scientists. Of course, these benefits include the opportunity to work with international colleagues, coming to understand more about these issues from other perspectives and also how they are manifested in other countries. There is also the possibility to identify key factors that are both common and distinct, across national and cultural context. So, it is a great privilege to be a social science researcher who is able to work across countries and, in doing so, come to understand cultural and situational differences and similarities associated with issues with which we are engaging. Part of that privilege is that as researchers these experiences also provide us with a platform to reflect critically and be pressed into being reflexive about their own practice and perspectives. Or at least, that has been my experience from engaging in international projects. And, this seems a worthwhile outcome in own terms.

Let me explain, through an instance. Most countries with either advanced industrial and emerging economies are seeking to improve their workforce’s productivity and skilfulness to compete effectively in an increasingly global economy. The goals are important to secure or realise desired economic and social provisions. So, the goals and issues concerning Australian governments, tertiary education systems, workplaces and workers about sustaining levels of skilfulness are shared with their counterparts in many other countries. Yet, different cultural, institutional and historical arrangements across countries mean that the goals and policies for, provisions of and participants in tertiary education are in some ways distinct across these countries. Therefore, merely advocating and attempting to enact uniform policies and practices, such as those with which you are familiar, in response to what are perceived to be the same issues elsewhere are unlikely to work or be helpful. Although all of this seems an obvious, it is a mistake frequently made. Take apprenticeships for instance. Although contemporary versions of apprenticeship that have their origins in Germany, Austria and Switzerland and are seen to work quite effectively there, these provisions are unlikely to be helpful for countries that lack the kind of institutional arrangements and practices that can make apprenticeship systems work effective. Consequently, we need to progress carefully when proposing such approaches and assuming they can be uniformly applied, regardless of the historical, cultural and institutional arrangements in those countries. Yet, this is what some global agencies attempt by proposing solutions such as apprenticeship systems for countries with developing economies in Africa and Asia, regardless of whether they have the institutional or cultural resources to make them effective. All of this is to suggests that when we, as researchers, engage in projects in other cultural settings and, in particular, when we are pressed to identify solutions or responses that we need to be careful not simply to applying precepts, assumptions, practices and outcomes that are applicable in Australia to those elsewhere.

Over last few years, I along with other Griffith colleagues have engaged in collaborative research projects with those in Scotland and Singapore focused on workers aged over 45 (i.e. older workers) and how their employability can be sustained through workplace and educational support. Clearly, the aging of workforces is a global issue. Across these countries and in many others, the ageing workforce is emerging as a key policy issue. Indeed, globally, Singapore has the third highest age population after South Korea and Japan, so it is an important issue for that country. Yet, what constitutes an older worker in these countries, and how they are perceived societally, by their employers and themselves, and the continuing education and training provisions available to them for are all quite distinct. So, whilst there are common issues such as countries increasing the retirement or pension entitlement age and the need to sustain the employability of mature these older workers, there are country-particular and even sectoral factors that shape how mature age workers are perceived and engaged in their workplaces and supported by their respective educational system. For instance, in many Singaporean workplaces the legacy of age-related pay still lingers.
That is, the residue of a remuneration system in which the older the worker is the more money they were paid still exists, although it has long since been disbanded. Along with the cultural sentiment of filial piety (i.e. respect for elders) in this country, the reinforcement of worth being aligned to high levels of pay does much to explain both the standing of mature age workers in that country, but also the difficulties these workers confront when they are retrenched (as occurred disproportionately in the recent global financial downturn), or the pressure they experience to demonstrate that they can perform in their work as well as younger workers who might be paid less. In Scotland, our partners focussed their research on such workers in the tourism sector and in particular, those who employed as guides at historic sites. Many of these workers were retirees, who were engaging in this work as much out of interest as financial need. These workers reported no evidence of experiencing age bias, indeed quite the opposite. Just as in hardware stores in Australia, being mature aged was seen as an attribute in this kind of work. Consequently, whereas many Australian workers found confronting the idea of being labelled as an older worker because they are over 45, this meaning and its implications are quite different for their counterparts in Singapore, and depending on their circumstances or industry sector, those in Scotland.

Yet, the studies across three countries have also generated some interesting cross-cultural commonalities. Firstly, the evidence about the capacities of older workers to continue to learn and develop across their working lives, and their strong commitment and interest in doing so is highly consistent across each of these three countries. Also, the need to sustain their employability (i.e. be employable) for longer time is evident across the three countries, and also many workers consistently claim to be more competent than other and younger workers. Yet, there are considerable differences in the kinds of support that are available to them in their workplaces and through the educational system. For instance, whereas in Australia, the tertiary education system is well used to addressing the needs of adults had used across the work life span. However, in Singapore the entire tertiary education system (i.e. universities, polytechnics, Institute of technical education) is largely premised on meeting the needs of school leavers and the forty-something worker there alone the 50 or 60 something worker would be a rarity within those institutions, and would likely be alienated by the experience. Consequently, although that country is building its own and new continuing education system to respond to this need for ongoing skill development it would be unhelpful simply to conclude that these workers should engage in educational provisions, not the least because the differences across the mature age workforces in terms of readiness to participate in these educational provisions is quite distinct.

It is through such opportunities and taking the opportunity to be reflexive about what we experience that is likely to be enormously developmental on its own. As proposed above, there is enormous potential for the extension of our research practices and capacities through engagement in projects in other countries, and with international colleagues. There is much to be learnt from collegiate interchanges through these processes. Most likely, that learning comes from engaging in and reflecting on experiences with institutions, colleagues and informants in those countries and through coming to understand more about their circumstances and needs.
Regulating the Institutions of Work

Whistling While They Work: Where Public Accountability Meets Organisational Justice
by Professor A J Brown, Socio Legal Research Centre

When many countries began considering special legislative protection for whistleblowers, a quarter century ago, there was a belief that the problem to be solved could be summed up in a single word – reprisals.

Twenty-five years later, a new international research effort, with three Griffith University centres at its cutting edge, is finally filling out the picture of the full range of corporate, social and professional challenges that accompany the process of whistleblowing in modern organisations.

Reprisals are still a part of it. When employees and other organisational ‘insiders’ make disclosures about perceived wrongdoing, to people they believe can effect action, direct reprisals against them by others within the organisation can still be a real risk, with damaging consequences for their career and wellbeing.

However when Griffith University’s Whistling While They Work project team surveyed over 7,600 federal, state and local public servants in Australia, with the support and cooperation of seven Australian governments, we established that direct, deliberate reprisals were no longer the main challenge which needs to be addressed by management, regulatory and legislative responses – if indeed they ever were.

Early legislation such as the US Whistleblowers Protection Act 1989, and Queensland’s Whistleblower Protection Act 1994 focused on criminalising reprisals against public servants who make public interest disclosures, as well as removing legal grounds for taking action against whistleblowers, and giving them access to compensation if they did suffer deliberate persecution.

However we now know that deliberate persecution is only part of the spectrum of problems that arise, and that even when it happens, it can be difficult to identify, prosecute or remedy as such.

Of the 913 respondents who could be clearly identified as public interest whistleblowers, 22% reported that they had been treated badly by management and/or by their colleagues. But both the major sources of bad treatment (managers, for 18% of whistleblowers) and the types of bad treatment (overwhelmingly, adverse management actions) indicated that deliberate and negligent mismanagement of outcomes for whistleblowers can be largely indistinguishable, and should be addressed as the product of organisational processes more than decisions or acts for which it is easy to hold individual managers culpable.

Moreover, the types of negative impacts experienced by whistleblowers, for which organisations had responsibility, were not limited simply to situations where whistleblowers reported being treated badly. Double the number of whistleblowers (approx 43%) who reported bad treatment, were estimated as having still experienced an extreme level of stress, and decreased confidence in their organisation, even when they regarded everyone as having treated them the same or well. Another twenty percent (total 62%) of whistleblowers were estimated as having found the process hard in at least some respects – again, even when they had no complaint about direct reprisals.

The research, which proved to be the largest and most comprehensive empirical study of whistleblowing to date in the world, has led directly to the first stage of a new generation of legislative efforts in Australia.

After a parliamentary inquiry in 2008-2009, the Federal government announced a package of reforms including the first comprehensive whistleblower protections for federal employees. It is expected to place strong responsibilities on government agencies to take responsibility for actively supporting employees who report wrongdoing, and be monitored in how they do it, to help prevent and reduce the types of collateral damage – whether deliberate, negligent or incidental – which can otherwise flow.

New legislation is promised by July 2011
Along with other states, in 2010 Queensland has already replaced its 1994 legislation with a new Public Interest Disclosure Act, implementing many of the recommendations. Deliberate reprisals are still criminal. But the new regime focuses on greater incentives on public organisations to act positively in response to revealed wrongdoing or risk it being taken to the media, the ability for organisations to be held vicariously liable for mismanagement or reprisals if whistleblowers are not supported, and alternative means for whistleblowers to seek compensation.
Internationally, the research focus is now shifting away from questions about who blows the whistle and why, to how the managers of organisations are dealing with their responsibilities to manage whistleblowing more productively.

As part of a growing global network including researchers from Britain, Norway and the United States, a team drawn from Griffith University’s Law School, Centre for Work and Organisational Wellbeing, and Social & Organisational Psychology Research Unit are designing the next phase of research to drill even deeper into what can go wrong for managers in both public and private sector organisations, how they can be best induced to get it right, and what new forms of compensation or other remedies need to be provided to help stressed whistleblowers get on with successful careers and lives.

In addition to the Australian Research Council, the approach has attracted the support of the US Fulbright Commission and the interest of the Organisation for Economic Cooperation and Development (OECD) in Paris, and stands to become instrumental to advances in public integrity and accountability strategies in corporate governance worldwide.

Bridging the gaps between traditional academic disciplines has been one of the exciting breakthroughs in producing research that can lead directly to institutional and legislative change. With more reliable, direct social-scientific evidence as to what really happens when employees blow the whistle on wrongdoing in organisations, it becomes much easier to see when governments’ administrative, management and legal strategies are misdirected, even if well-intentioned – and how they can be improved.

The next phase of research, focused on how good employers across the public and private sectors can be best supported to deliver organisational justice to their employees, promises to be just as exciting.
Regulating the Institutions of Work

Smiling Down the Line: Info-Service Work in the Global Economy
by Associate Professor Bob Russell, Centre for Work, Organisation and Wellbeing

What is working in a call centre like? Why is it now the most common way for businesses and governments to interact with their respective publics and to deliver services to them? Why is employee turnover in this work so high and why is it being outsourced to often unlikely destinations in far away places? What are the implications for the countries and people who participate in this form of work? Trying to answer these questions in a satisfactory, that is, convincing, manner has taken a lot longer than the last two years of my research which I have been asked to comment on!

Call centre work sites appeared on the scene very quickly in the lattermost years of the last century and at the time no one was quite sure what to make of this new way of communicating. My own research journey began prior to immigrating to Australia in 2000, when I was approached by the Communication Workers union in Canada to investigate what, for them, was a vexatious issue. Workers that they represented in large new call centres were bidding down on lower paying jobs elsewhere in the organisations they were employed by, simply to get out of the call centre. This is not normally what happens; usually workers bid on higher, not lower paying jobs! What was it about call centre work that would lead people to take a cut in pay simply in order to get off the phones? This was my introduction to the topic of the call centres.

When I took up my position at Griffith, one of the first things that I noticed was the number of students who were taking my courses and who also worked part time in call centres. For the most part, they were quite keen on sharing their working experiences with me and in one case, take me onto the floor of the call centre where the individual was an assistant manager. Over time my classes were also becoming more and more internationalised and this included a fair number of students from the Indian subcontinent. They too, were extremely interested in the ‘call centre phenomena’, indeed some of them were funding their education at Griffith through earnings that had previously been made through call centre employment in India. Both domestic and overseas students were receptive to having their working experiences analysed through the theoretical lens that I could bring into the classroom, but in order to do an adequate job I needed to get down to something more focused than episodic, casual observation.

The final push came from the Australian Services Union who invited me to deliver a number of call centre delegate talks at workshops they were running. Again there was enthusiastic interest in learning more about working conditions in call centres and whether or not this translated into a demand for union representation. With the backing of the ASU, and unions in the financial services and government sectors as well as the Queensland Council of Unions an ARC research grant was obtained around 2004. This and supplementary funding from a Griffith research centre allowed me to pursue the research that eventuated in several top journal articles and the book, Smiling Down the Line: Info-Service Work in the Global Economy. The book entailed research in twenty Australian call centres from all of the industries that make use of this form of service delivery – banking and insurance, travel, leisure services, and from within the public sector, federal, state and local government services that included everything from legal advisory services to fines collections. Overseas, call centres are not used by different industries, as is the case in Australia, rather they are an industry in their own right. So over the course of numerous sojourns to India, research was conducted at four business process outsourcing companies, which is the name the industry goes by there. All up, the research involved labour force surveys of almost 1300 Australian call centre workers and over 600 Indian workers. Managers and managerial staff at each centre were also interviewed in in-depth sessions. My research has examined and compared working conditions in call centres in different industries and between Australia and India. By working conditions I mean things like the skill levels required to do the work, the levels of intensity or stress associated with working in a call centre, health and safety issues associated with the work, and demands for the display of emotional work as registered in the expectation that workers will willingly ‘smile down the line’ to their customers. The book also examines larger issues that are raised by call centres, such as whether or not the outsourcing of such work is altering the division of labour between developed and developing countries as well as the effects of monitoring, surveillance and intense managerialism on workers.

As I said earlier, one of the challenges in this field are the continuous changes which beset it. Increasingly call centres are being used to deliver highly complex services such as health care triage and other professional work. Recently, I ‘trained’ for a two week period with a group of nurses who are now providing telehealth services to the public, while early next year I will spend part of my sabbatical leave back in India where I will be examining the outsourcing of knowledge based professional work.

For me, it is a privilege to be able to pursue such interests. My research provides the basis for providing recommendations to managers, unions and governments as to how work can be humanised and lent dignity. Based on my call centre research I have recently been invited to conduct consultancy work for Queensland Health on the workforce impacts of the new technologies associated with the advent of e-health. This will be another opportunity that is full of intriguing challenges.
**Readers Revealed**
*by Ann Arnold*

What did Winston Churchill make of a particular Shakespeare play? Did Gough Whitlam read Dostoyevsky? Did a Dutch person read an Australian novel in the 19th century?

It’s a biographer’s dream. An Australian Readers’ Experience Database – RED – will be launched next April. It’s an adapted version of the British RED, which went live in 2006, with 30,000 items. They date from 1450-1945.

The documents might be from published books, diaries, journals, manuscripts, or simply annotations in books. Entries are a maximum 400 words.

Professor Patrick Buckridge, the Dean of Humanities and Social Sciences at Griffith University, is driving the Australian RED. In the late 1990s, he went to a conference in Edinburgh, and met Professor Simon Elliott, who had set up the preliminary form of the British project.

“I was very interested in the idea, and disappointed they had not included Australia in it, but they didn’t have the funds,” Professor Buckridge recalls.

Since then, the British RED has found the means to sign up with four partner countries: Australia, New Zealand, Canada and The Netherlands. Each will adapt Britain’s software. Australia’s RED is the furthest advanced, with a British RED team due to come to Australia and set up the software in December 2010.

“It will be federated searching," Professor Buckridge says. "You’ll retrieve all a country’s references to Charles Dickens. Or things written by Xavier Herbert, and his own reading.

“There’s a lot of stuff by intellectual people, about the values they associated with reading. But there’s also much more fragmentary material: notes in books, by people who are not particularly into reading or books.”

Pat Buckridge produces a book he found in a second-hand shop. It was a school reader that belonged to Mable Thurlby, around 1905. Not that it’s easy to discover her name. Mable scattered tricks and clues through the book, daring anyone who finds it to guess her name. At one stage she writes: “You’re a fool if you keep going”. Then later: "I do not give my name to fools!”. Finally, at the back of the book is a little poem:

**Mable Thurlby is my name**  
A schoolgirl is my situation  
And happy is the little man that makes its alteration!

So with this cheeky entreaty to a man who might one day marry her, Mable shows herself to be a sparky young woman, amusing herself in a hot Queensland classroom a century ago.

But any further analysis of what she represents, or demonstrates, is for another domain. Professor Buckridge: “RED is a database. It’s for others to make their conclusions.”

The potential is great, however. “I feel one of the most interesting things about it is you can find out what people read, but also how they read. Were they registering a moral significance, or philosophical implications? It should be a repository of what people have thought and felt about the reading process.”

Professor Buckridge has already sent 700 separate reading records to the British RED, which for the time being have been corralled in a section marked ‘Australian RED’.

The Australian RED, once launched, will follow the British model, where people contribute findings, which are put into a holding pen. Editors check them, then decide whether to include them.

“When we’ve got the software from the British RED, we’re going to work through the public library system in QLD, and then the rest of the country, and ask people to go through their family libraries.

“We hope the new version of the database will accept photographs of these items. The British have not done this yet.”

There are ever-increasing technical possibilities – multiple searches, oral histories, video files, PDFs of book pages or annotations. Local libraries or schools can contribute records. Professor Buckridge believes the RED will re-ignite interest in public scholarship. “It’s involving everybody in research. Genealogy captivates people. This might have similar interest for people. They might go through old family libraries, looking for annotations by grandparents.” And they might find predecessors like Mable Thurlby, who had it all sorted. She wrote in her reader:

**Brisbane is my dwelling place**  
And **heaven is my expectation**  
The mystery solved, my destination.
The Cultural Sociology Group
by Professor Andy Bennett, Director
Griffith Centre for Cultural Research

Cultural sociology is a sub-discipline of sociology inspired by the ‘cultural turn’. Although complex and variously interpreted, core to the concept of the cultural turn is the re-evaluation of culture as an everyday process of negotiation in which socio-economic renderings of class, race, gender, occupation and education and so forth are juxtapositioned with more reflexively orientated articulations of social identity through individual relationships with objects, texts and images drawn from the media and cultural industries. A pertinent example of a cultural sociological approach can be seen in post-subcultural theory; arguing against readings of youth culture as a purely class-based phenomenon, post-subcultural theory holds that youth culture involves a reflexive play of identity in which aspects of style, image, musical taste and other leisure and lifestyle orientations problematise any straightforward relationship between youth and class.

Since it began to gather momentum in the early 1990s, through groundbreaking work by theorists such as David Chaney (UK) and Jeffery Alexander (US), cultural sociology has rapidly emerged as a vibrant sub-discipline of the sociological field. In 2004, the first dedicated cultural sociology hub was established in the form of the Center for Cultural Sociology (CCS) at Yale University. In 2007, the journal Cultural Sociology was launched, quickly becoming a pivotal forum for the international community of cultural sociology scholars.

Cultural sociology at Griffith University is based primarily in the Griffith Centre for Cultural Research (GCCR). The cultural sociology research group currently consists of six academics: Professor Andy Bennett (Centre Director); Dr Ian Woodward (Centre Deputy Director); Dr Margaret Gibson (Senior Lecturer, School of Humanities and Acting Centre Deputy Director); Associate Professor Simone Fullagar (Department of Tourism, Leisure, Hotel and Sport Management); Dr Sarah Baker (Lecturer, School of Humanities); and Dr Jodie Taylor (Post-Doctoral Research Fellow, GCCR). The key research interests of the cultural sociology group are located in the following areas: cultural consumption; cosmopolitanism; popular music; youth culture; queer scenes and identities; cultural industries; body and identity; death and remembering; sport and tourism experiences; and travel narratives.

Although relatively small, the GCCR cultural sociology research group constitutes one of the largest clusters of cultural sociologists in Australian universities. A number of the group have established international reputations, including regular invitations to speak at overseas conferences. In addition, Professor Bennett and Dr Woodward are both Faculty Fellows of the Yale’s Centre for Cultural Sociology. Members of the cultural sociology research group are involved in research collaborations with colleagues from other Australian universities, including the University of Queensland, Melbourne, Monash, Macquarie, and in overseas collaborations with academics at Liverpool, Surrey, Aberdeen, Goldsmiths, Bath, Leeds (UK), Erasmus (NL), Emory University (USA), University of Lille (France), Open University of Israel, Mediacult (Austria), the University of Iceland, and the National Chengchi University (Taiwan).

The group organises regular symposium and workshop series involving RHD students and staff presenting research papers. In 2005, Dr Woodward organised a conference entitled ‘Sites of Cosmopolitanism’ which attracted over 100 participants from Australia, North American, Asia and Europe and featured prominent international speakers. In 2007, the group hosted the Australian Sociological Association (TASA) Public Lecture, presented by Professor Bennett, and a one-day seminar bringing together members of the TASA cultural sociology thematic group and internationally renowned American sociologist of culture, Professor Richard A. Peterson. In 2008, French sociologist Dr Hervé Glevarec, from the National Centre for Economic and Social Research, University of Lille received funding from the Innovative Universities European Union Centre for a one-month visit to GCCR to work with Professor Bennett on writing projects and grant applications. This formed the basis for an on-going international collaboration between Griffith University and the University of Lille.

Additionally, GCCR’s regular program of visiting scholars includes a number of leading international cultural sociologists, including Professor Phil Smith (Yale University), Professor Les Back (Goldsmiths College), and Professor Moti Regev (Open University of Israel) (who will visit in December, 2011). Several other internationally established academics in the cultural sociological field, Professor Jeffrey Alexander (Yale), Professor Susanne Janssen (Erasmus) and Professor Sarah Pink (Loughborough) have Honorary positions with GCCR.

Current projects in cultural sociology at GCCR include Professor Bennett and Dr Baker’s three-year ARC Discovery Project ‘Popular Music and Cultural Memory: Localised Popular Music Histories and their Significance for National Music Industries’. The project is linked with a reciprocal project funded by the Humanities in the European Research Area (HERA) scheme and led by Professor Susanne Janssen (Erasmus University, Rotterdam). Large scale projects are also currently being planned around the following themes: street music and the urban soundscape; festivals and community well-being; cycling as alternative hedonism; discourses of death and remembering; queer music scenes. Dr Ian Woodward has recently been awarded a grant under the Academy of the Social Sciences in Australia’s International Science Linkages International Workshops to run a research workshop in 2011 entitled Australian and International perspectives on the cosmopolitan civil sphere.
Institute Operations

Governance

Between 2008 and 2010, the Institute was led by Director, Professor Ross Homel AO, who was appointed by the Vice Chancellor in consultation with the Deputy Vice Chancellor (Research) and Group Pro-Vice Chancellor(s). The Institute reports to a Management Committee comprising Directors of its constituent research centres and is guided by an Advisory Board, most members of which are external to the University.

Membership

Institute membership comprises staff in its constituent research centres – full centre members, associate and adjunct members, research fellows, and administrative/support staff. Between 2008 – 2010, the Institute included approximately 200 research active academic staff and research fellows.

<table>
<thead>
<tr>
<th>Advisory Board</th>
<th>Management Committee</th>
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<tr>
<td>• Professor Millicent Poole (Chair)</td>
<td>The Institute’s Management committee reflected the changes in Centre Directors between 2008 and 2010. Members in 2010 were:</td>
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<tr>
<td>• Professor Peter Saunders</td>
<td>• Professor Adrian Wilkinson</td>
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<td>• Professor Wayne Hall</td>
<td>• Professor Simon Bronitt</td>
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<td>• Mr Peter Bridgman</td>
<td>• Professor Brendan Gleeson</td>
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<td>• Ms Claire Martin</td>
<td>• Professor Greer Johnson</td>
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<td>• Ms Ann Arnold</td>
<td>• Professor Brad Sherman</td>
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<tr>
<td>• Professor Ross Homel (Institute Director)</td>
<td>• Professor Andy Bennett</td>
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<td>• Professor Brendan Gleeson (representing Institute Management Committee)</td>
<td>• Professor Charles Sampford</td>
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<tr>
<td>• Professor Greer Johnson (representing Institute Management Committee)</td>
<td>• Associate Professor Janet Ransley</td>
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<tr>
<td>• Ms Jenny Wilson (representing Institute Executive)</td>
<td>• Professor Ross Homel (Institute Director)</td>
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<td>Secretary: Ms Susan Lockwood-Lee</td>
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Executive

Director, Professor Ross Homel AO
Strategic Development Manager, Jenny Wilson
Statistician, Dr Ayoub Saei
Administration Manager, Susan Lockwood-Lee
Operating Framework
Schematic Overview of the Institute
(adapted from a paper by Ross Homel, May 2006)

Social Change and Wellbeing

- Brand name and impact
- Communication strategies
- Interdisciplinary sharing of research ideas
- Development of joint projects
- Think-tanks and conferences
- Books, major articles and other publications

Intellectual coherence and theory development
► What is a ‘good life’ and ‘societal wellbeing’?
► To promote human wellbeing:
  - how did we get to where we are now?
  - what processes and institutions are needed for change?
  - how can change be brought about?

Theme 1
Pathways, Transitions & Interventions for Change

Theme 2
Space and Place

Theme 3
Causes and Prevention of Violence

Theme 4
Creativity and Social Inclusion

Theme 5
Leadership, Learning and Change

Theme 6
Regulating the Institutions of Work

Research projects in participating centres
International and national networks
Links with industry

Development of shared research infrastructure and research skills
Institute Activities 2008-2010

In 2008 the Institute adopted four core goals to support the work of social and behavioural researchers at Griffith. All our activities were directed to achieving these goals and examples of the types of activities we have undertaken are highlighted below.

<table>
<thead>
<tr>
<th>Building common vision and research capacity</th>
<th>Reinforcing research performance</th>
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<tr>
<td>• Initiation of six cross-centre research themes, supported by Institute funded research fellows (detailed in section below)</td>
<td>• The provision of direct support to ARC and other grant applications</td>
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<tr>
<td>• Support for short course attendance in quantitative and qualitative research methods including the development of training curricula</td>
<td>• The initiation of Institute signature projects</td>
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<tr>
<td>• Hosting of cross-centre events and conferences</td>
<td>• Design and delivery of research development training sessions</td>
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<tr>
<th>Expanding and communicating Griffith's research profile</th>
<th>Creating shared resources of data and specialist support</th>
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<tr>
<td>• Hosting high profile conferences and events</td>
<td>• Appointment of Institute statistician to support research projects</td>
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<tr>
<td>• Support for major Griffith University initiatives and applications</td>
<td>• Review of statistical software and the purchase of a group licenses</td>
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<tr>
<td>• Preparation of media articles and research profile articles,</td>
<td>• Comprehensive reporting and monitoring of memberships, grants, publications, and partnerships</td>
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<td>• Representation at local and national research collaboration events</td>
<td>• Formation of economics and sociology forums</td>
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<td></td>
<td>• Creation of a specialist shared resources library</td>
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<td></td>
<td>• Support for successful nominations for awards/memberships</td>
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<td></td>
<td>• Facilitation of submissions to contribute to the improvement of Griffith’s research environment</td>
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**Appointment of Research Fellows**

Six distinct themes connect our research. The Institute provided support to develop each theme, which was used to appoint a research fellow jointly with the host centres:

**Dr Sara Branch - Pathways, Transitions and Interventions for Change** - focusing on the life-course, changing social contexts for human development, and preventative interventions.

**Ms Kara Rickson - Space and Place** - incorporating spatial analysis to study how social change affects people's lives and the fortunes of places, including local communities.

**Dr Jennifer Sanderson - Causes and Prevention of Violence** - exploring the causes, consequences, and prospects for the control of violence in a period of change and social dislocation.

**Dr Jodie Taylor - Creativity and Social Inclusion** - addressing the importance of creative pursuits: music, drama and dance, in personal and social skills development and as key resources in the facilitation of social inclusion.

**Dr Paul Harpur - Regulating the Institutions of Work** - focusing upon the organisational and legal aspects of contemporary changes in the ‘working environment’.

**Professor Jan Robertson - Leadership, Learning and Change** - focusing on understanding the links between leadership and learning in homes, schools and communities and how that understanding can be used to help alleviate disadvantage.
Events
One of the key functions the Institute performs is to provide opportunities for its members to discuss projects and share their research with policy makers, colleagues within the Institute and with academics from other universities. Between 2008 and 2010 these events included:

- Visit by the Australian Social Inclusion Board, July 2008
- Institute Research Soiree, October 2008
- Mysteries of Citation Analysis, May 2009
- Research Convocation, February 2010
- Research Students Colloquium November 2010
- Research Convocation December 2010

The Institute also organises conferences and provides assistance to the Centres for major events that have relevance to members across the Institute. Four such events are highlighted below:

**The Good Life Conference – February 2009, Brisbane**
The Good Life Conference provided the platform to launch the Institute and profile Griffith’s expertise in social and behavioural sciences, as well as gather a number of leading experts to focus on issues of social inclusion and community wellbeing. It featured leading academic speakers from the Institute and interstate, as well as a panel of key Queensland and Australian Government policy makers. The audience of over 100, comprised academics, government officials, and representatives from charities, welfare agencies and not for profit enterprises. It attracted strong media interest, including event coverage by Life Matters, ABC Radio National, and a number of op-ed pieces in various print and on-line media, nationally and internationally. Specific national media items included:

- **The Good Life: Something Money can’t buy** – Professor Ross Homel;
- **For Richer for Poorer, True Progress in the midst of the Global Financial Crisis** – Associate Professor Geoff Woolcock;
- **Still working for the man? Women’s employment experiences since 1950** – Professor Glenda Strachan.

The event was covered on-line in over 18 academic and social policy web sites and papers from the event were published as an issue of the Australian Journal of Social Issues published in February 2010.

**Creative Connections – April 2009, Gold Coast**
(co-hosted with the Griffith Centre for Cultural Research and Innovative Research Universities EU Centre)
This 3-day event provided an opportunity to announce the Institute theme of Creativity and Social Inclusion led by Professor Andy Bennett. Acknowledged international speakers, Professor Helen Thomas (UK) and Mr Francois Matarasso (EU) provided keynote presentations and the event included presentations from Institute members. The Institute provided direct support through the appointment of Creativity and Social Inclusion theme research fellow, Dr Jodie Taylor, who coordinated the event, and through representation on the organising committee.

**Community Indicators Summit - July 2009, Brisbane**
(co-hosted with the Australian Bureau of Statistics)
Designed specifically as a follow on event to the national Community Indicators Summit held as part of the OECD-hosted “Global Project on Measuring the Progress of Societies”, this day long event focused particularly upon the Institute’s Community Indicators Queensland (CIQ) project as a mechanism to provide a discussion forum for many of the senior government staff who were attending the Summit. It was opened by international expert and member of the OECD Global Project on Measuring the Progress of Societies, Mr Jon Hall. The event was organised by the Australian Bureau of Statistics, through their membership of the CIQ Steering Committee, and included presentations by Professor Ross Homel, Jenny Wilson and Associate Professor Geoff Woolcock. The summit achieved its aims of raising awareness of CIQ and its objectives, a consideration of funding routes, and secured a commitment of support (in-kind) from OECD for future development. Progress of the Community Indicators Queensland strategic project is described in more detail further in this section.
**Griffith University-Tony Fitzgerald Lecture and Scholarship Initiative**

Planning for a public lecture and scholarship program to mark the 20th anniversary of the release of the Fitzgerald Enquiry report in July 1989 “Commission of Inquiry into Possible Illegal Activities and Associated Police Misconduct” began in 2007, following acceptance of a proposal first formulated by Jenny Wilson in her former role as Research and Business Development Manager for the Key Centre for Ethics, Law, Justice and Governance.

Both Jenny and Ross Homel (as Director of the Key Centre until 2008) played major roles in developing the proposal, including establishing and supporting the steering committee and catalysing and shaping accompanying events and scholarship fundraising. After Ross and Jenny moved from the Key Centre in 2008 to establish the Institute they continued to contribute in diverse ways to this major Key Centre initiative.

Ross, for example, served on the steering committee and was an editor of *The Fitzgerald Legacy*, an edited book published by Australian Academic Press, while Jenny worked tirelessly to establish the exhibition of artwork and social history and its accompanying brochure, as well as the on-line ‘recollections’ document that was released to coincide with the inaugural lecture. Jenny was also instrumental in establishing a State Library permanent collection. Professor Paul Mazerolle took on the key leadership role when he became Key Centre Director in 2008, actively supported by Jenny, whose work was instrumental in securing two competitive grants and substantial PhD scholarship funding.

The Hon Justice Arthur Chaskalson, former Chief Justice of South Africa, delivered the inaugural lecture at the State Library of Queensland, to a capacity audience of over 600 including leading political and legal figures. He was introduced by the Hon Tony Fitzgerald QC, who generated significant media interest with his first public comments on the topic in 20 years. The accompanying exhibition also attracted strong interest, and the creation of a permanent collection at the State Library of Queensland ensures that the Fitzgerald Legacy will remain familiar to future generations.

The initiative contributed to a number of research outcomes and publications:


A dedicated Tony Fitzgerald PhD scholarship fund with initial donations in excess of $150,000


- The Fitzgerald Collection Exhibition: Queensland College of Art College Gallery, South Bank, 29 July – 9 August 2009


- The Fitzgerald Collection – Recollections and Stories (on-line: publication)

- Web Cast: The Griffith University-Tony Fitzgerald Inaugural Lecture, 28 July 2009

- Grant from the Legal Practitioners Interest on Trust Accounts Fund (Queensland Government: Justice and Attorney General Department): Mazerolle, P. and Wilson, J. – $45,900

- Grant from Q150 (Queensland Government, Premiers Department - Mazerolle, P. and Wilson, J. – $9,500

The Fitzgerald Lecture did not initially attract great media attention, but Tony Fitzgerald’s comments in introducing Arthur Chaskalson certainly did! While it is always difficult to determine precise causes and effects, it is reasonable to conclude that the storm of media coverage, as well as the lecture itself, influenced the direction of government reforms resulting from the review of Integrity and Accountability in Queensland.

The lion’s share of credit for the success of this ongoing initiative goes to the Key Centre for Ethics, Law, Justice and Governance (the quiet support of Carmel Connors was particularly important). The inaugural year was however truly a University wide event. The Griffith Law School dedicated a special edition of its journal to the topic, the Queensland College of Art provided financial contributions to the exhibition, and staff from across the Institute’s centres took part in steering committee meetings, contributed memorabilia and recollections to the exhibition, and attended the lecture itself.
Building Research Capacity
An army marches on its stomach. In the same way the performance of any research institute is only as good as the resources it can make available to enhance the skills of its researchers. The Institute has used several strategies to provide such basic resources, most prominently its support for training in research methods and statistics and for the purchase and support of key statistical software. In 2008-2010 support for training included sponsoring participants to attend the following:

<table>
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<tr>
<th>Event</th>
<th>Centre participants</th>
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<tr>
<td>Multilevel Modelling Workshop 2008</td>
<td>GIER</td>
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<tr>
<td>Workshop – Time Series with Professor David McDowall 2008</td>
<td>KCELJAG</td>
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<tr>
<td>ACSPRI workshops held at the University of Queensland 2009</td>
<td>Various Centres</td>
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<tr>
<td>ACSPRI Social Science Methodology Conference 2010</td>
<td>Various Centres</td>
</tr>
<tr>
<td>Multilevel Modelling 3-day Workshop (hosted by GISBR) 2010</td>
<td>Various Centres</td>
</tr>
<tr>
<td>Introduction to Stata 2-day Workshop (hosted by GISBR) 2010</td>
<td>Various Centres</td>
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An exciting array of short courses in both qualitative and quantitative research methods is planned for 2011. Topics include:

- an introduction to geographical information systems,
- the analysis of longitudinal data,
- observational research and participant observation, and discourse and conversational analyses.

On the statistical software side, the Institute in 2009 constituted a Statistical Advisory Group, with members drawn from across the Institute and also with two representatives from the Griffith Health Institute. Under the chairmanship of the Institute Director, the Advisory Group commissioned a report from Dr Sandy Muspratt to provide a detailed analysis of the software that is used at Griffith, and to identify what software should be given a higher profile across the University. As a direct result of this report, the University has invested in the Stata software which is being made available free for Institute members.
Signature Projects

Specific support is provided for Signature Projects that are relevant to, and resonate with, all centres. One such major Signature Project is the Community Indicators Queensland Project that has been ongoing since 2008. Associate Professor Geoff Woolcock from the Urban Research Program explains the rationale and progress that has been made on this project since its inception.

Measuring Queensland’s Progress – Community Indicators Queensland (CIQ)
By Associate Professor Geoff Woolcock, Urban Research Program

Is life in Australia getting better? Are we making progress as a society, as communities and as people? How do we define progress and how do we measure it?

Climate change, growing inequality and the global financial crisis are forcing communities and governments all over the world to rethink traditional models of progress based primarily on continuous economic growth (using GDP as the principal measure of progress) and put greater emphasis on equitable and sustainable well-being. At the international level, the OECD’s global project “Measuring the progress of society” has become the major driver for the worldwide coordination of this movement. The recent Commission on the Measurement of Economic Performance and Social Progress led by Nobel Laureate Joseph Stiglitz added weight to this momentum with its conclusion that “what we measure affects what we do; and if our measurements are flawed, decisions may be distorted... choices between promoting GDP and protecting the environment may be false choices, once environmental degradation is appropriately included in our measurement of economic performance”. These global movements reflect a rapidly escalating interest in alternatives to measuring progress, whether it be focusing on happiness, wellbeing, quality of life, social inclusion, social capital or livability.

In Australia, many successful ‘progress measurement’ projects over nearly two decades have taken this movement forward, including initiatives such as Community Indicators Victoria (CIV), the 20 year Tasmania Together state plan, the Australian Bureau of Statistics pioneering ‘Measures of Australia’s progress’; and the launch of the Australian National Development Index (ANDI), a major, long term, citizen-led partnership to identify key national goals of progress and development and produce a new index of overall national progress. Based on the Canadian Index of Wellbeing (CIW), itself a collaborative product of over a decade of asking thousands of Canadians what sort of community they wanted to live in and how they would recognise such a community, the ANDI seeks to replicate the CIW’s defining hallmark of being a bottom-up, citizen-driven initiative.

In Queensland, Community Indicators Queensland (CIQ) is an exciting new program bringing together leading agencies from state and federal Government, Not For Profit sector and Griffith University researchers to develop and implement a framework of indicators that can measure community wellbeing. It is an ongoing multi-agency project focused upon the development of a framework, database and web interface to support the creation and use of local community wellbeing indicators as a basis for informed, engaged and integrated community planning, policy making and research. From a research perspective, it offers a platform and environment for ongoing investigation into measurement of policy progress, community engaged policymaking, and the development and implementation of national and international community wellbeing indicator frameworks.

CIQ builds upon learnings from elsewhere but incorporates Queensland’s distinctive needs and attributes, providing a valuable resource for researchers, policymakers and practitioners at local and state levels. It will enable the community to engage democratically in the development of their local environment. For research purposes, collaborative connectivity with CIV facilitates access to a wide range of data for a variety of social sciences and humanities disciplines and interstate comparison.

Key Features

- A focus on indicators rather than creation of an index;
- The adoption of a bottom-up community led approach;
- Facilitation of active citizen engagement and a democratic approach to improving wellbeing and quality of life in the community;
- The provision of a tool to assist policy and program evaluation by non-economic measures;
- A contribution to long term policy research for a range of social policy oriented disciplines;
- A flexible framework allowing local communities to commission surveys on issues of direct local relevance.

In conjunction with the Queensland Council of Social Services, through pilot funding from the Queensland Government’s Natural Disaster Resilience Program to trial a ‘Resilience Footprint’ in three different regions of the state in 2011, CIQ is well placed to become a key contributor to measuring progress in Queensland.
In November 2009 the Queensland Government approached Queensland universities with a view to creating a jointly funded centre of excellence in social science which would provide a more efficient way for universities and government to collaborate in a long term fashion to address urgent social problems (such as child maltreatment, homelessness, and entrenched disadvantage). A business case was prepared over the following several months by both university and government personnel and went to Cabinet in May 2010.

The five participating universities are Griffith University, Central Queensland University, Queensland University of Technology, James Cook University and the University of Queensland, and collectively these universities have committed to match over 5 years the Government cash support (currently proposed as $5million). The Director of the Institute was heavily involved in the development of the plan (as was Professor Charles Sampford, Director of the Institute for Ethics, Governance and Law) and if funded a node of the centre will be established within the Institute. The headquarters for the first 5 years will be at the University of Queensland.

The mission of the Queensland Centre for Social Science Innovation is to conduct collaborative research that facilitates the development of evidence-based policies and practices to ameliorate social problems. Strategies will be developed by the QCSSI to ensure effective and widespread utilisation of research outputs and findings. An exciting aspect of this proposal for a university-government collaboration is that it is one way of giving effect to the goal the Institute developed in 2009 to contribute to the formation of a South-East Queensland social science hub.

In 2009 and 2010 Griffith University was listed in the top 200 world universities for its social science and humanities research. Sharing ideas and thoughts with leading academics and practitioners from across the world is a key part of research at the Institute and maintains its connection and contribution to the global research community. Between 2008 and 2010, esteemed visiting experts included:

**The Hon Arthur Chaskalson**, former Chief Justice of South Africa who entertained and enlightened academics and public alike as the inaugural Griffith-Fitzgerald Lecturer in July 2009 (Key Centre for Ethics, Law, Justice and Governance /Institute for Ethics, Governance and Law)

**Professor Terry Dworkin**, Jack R. Wentworth Emeritus Professor of Business Law, Indiana University who contributed her extensive international knowledge of whistleblowing legislation to successful Institute projects and activities (Socio-Legal Research Centre)

**Enrique Peñalosa**, the charismatic former Lord Mayor of Bogota, Columbia, who is recognised worldwide for his efforts transforming this city of seven million into a benchmark for sustainability, active transport, recreation and health (Urban Research Program)

**Mr Francios Mattarrasso**, European and UK independent researcher who since speaking at the first Creative Communities conference has returned to provide his expertise on cultural democracy as a cornerstone of human rights and development to ongoing projects in creativity and social inclusion (Griffith Centre for Cultural Research)

**Mr Fred Sheng-Kun Hung**, Counselor, the National Police Agency, Ministry of the Interior, Taiwan and Secretary General of the International Police Association, Taiwan (Centre of Excellence in Policing and Security)

The diversity of the Institute’s research means that it is difficult to find world leading researchers whose work speaks to researchers in all our centres. In 2010 we were fortunate to locate one such researcher.

**Professor Eric Uslaner** is arguably one of the world’s leading researchers in the field of trust. His research focuses upon why people trust each other and the impacts of lack of trust on countries, governments and communities. Professor Uslaner is Professor of Government and Politics at the University of Maryland–College Park and is Senior Research Fellow, Center for American Law and Political Science, Southwest University of Political Science and Law, Chongqing, China.

Professor Uslaner visited the Institute in November 2010 to present a guest lecture as part of the Institute’s inaugural research student colloquium. His talk was designed not only to allow the students and staff attending to learn from his years of experience in this field, but also to inspire younger researchers to consider a life in research and, perhaps in his own field of research.

The following interview with the Institute’s Strategic Development Manager, Jenny Wilson, captures the essence of his visit, as Professor Uslaner talks about his research, his academic influences and offers some advice to new researchers.
Interview with Professor Eric Uslaner  
November 2010

Q. Tell us a little about your research area on trust. 
My notion of trust is "generalized" or "moralistic" trust--it is trusting strangers, people who are likely to be different from yourself. If I trust my wife, that really isn't terribly relevant to solving social problems. Trusting people who are different from ourselves helps us overcome social barriers and makes for a more cooperative society. Trusting people are more tolerant and are more likely to give to charity and volunteer their time for organizations helping people who are different from ourselves. Trusting societies have less corruption, greater economic growth, and less crime (among other things). They spend more on social programs. The most critical source of trust is the level of economic equality in a society. When trust breaks down, both daily life and political life becomes far more confrontational (as we see in contemporary American society and politics).

Q. What inspired you to focus on this area of research? 
I began to focus on trust when I was writing a book, The Decline of Comity in Congress (published in 1993)--where I traced the increasing incivility in our political life in the US to a more contentious society.

Q. How do you conduct research on trust? 
My work on trust largely involves analyzing surveys. Fortunately, there are many surveys in all parts of the world with the standard question, "Generally speaking, do you believe that most people can be trusted or can't you be too careful in dealing with people?" In my 2002 book, The Moral Foundations of Trust, I showed that this question means putting trust in people you don't know--and that daily experience doesn't shape this type of trust.

Q. What are the most important actions that should be taken to improve trust in society? 
Two answers: Kids and equality. Trust is learned early in life, mostly from your parents, but also from your early experiences. If you have friends of different races and religions when you are young, you will be a more trusting adult. But also equality matters. The most trusting societies (the Nordic countries, Canada, the Netherlands, and now also Australia) are also the most equal. So we need to focus on equality. And my new work suggests that residential segregation leads to high in-group trust and low generalized trust. So we need to take actions to reduce residential segregation.

Q. What led you to a career in academia? 
When I was a first-year student in university, I thought how wonderful it would be to become a university teacher--to get paid to do what my parents were paying others to do. It wasn't until I got to graduate school that I realized that research was a key part of the job. I was very fortunate to find an advisor who wanted me to work with him as an equal in a research project.

Q. What are the highlights that stand out for you in your research career? 
Being invited to talk about my research in so many parts of the world, to academic and non-academic audiences, getting the chance to speak to policy makers (including a representative of the Prime Minister's Office here in Australia)--and also getting some publicity for my work. My work was cited on the front page of the Washington Post a few years back, it was the focus of a feature article on the Huffington Post blog a few months ago, and a couple of years ago the Nobel laureate Paul Krugman cited it in an essay in, of all places, the Rolling Stone (not quite the cover!).

Q. What makes you realize that your research is 'making a difference'? 
Again, the opportunity to give talks outside of academia and to talk to policy-makers who take me seriously. I don't know if my ideas have been put into practice but I do know that people listen to them!

Q. Although only a short visit to Griffith, you have met many of our staff and postgraduate students. What are your first impressions of the Institute? 
The Institute (soon to be the College) is a remarkable place, with a superb group of academics, students, and staff. My own interests are very eclectic and I was pleased to see how many of my interests are represented by people at Griffith and especially at the Institute. Researchers here are dealing with the big questions facing Australia and the world and they understand that you cannot divorce socioeconomic and political problems from values. I received a marvellous reception--and also very incisive and provocative questions from both faculty and students at my presentation. I hope to continue my contacts here and to be back at Griffith again--for both the warmth of the people and the excellence of their work.

Q. What three pieces of advice would you give to a new researcher wishing to work in this area of research? 
They say that the way to get to Carnegie Hall is "practice, practice, practice." The same for research. This isn't a part-time job. But more than that, you have to love what you do. If you don't, find something else to do. And don't let temporary setbacks get you down.
Much of the Institute’s research is applied to improve policy, systems, processes and procedures within public and private sector agencies through reports, presentations and collaborative research projects. In some of our centres, collaboration and impact is enhanced by members of our partner organisations working alongside researchers on practical issues, providing them with skills and knowledge that can be immediately applied to their working practice. This aspect of collaboration is particularly important in the ARC Centre of Excellence in Policing and Security (CEPS) as Dr Louise Porter, Research Fellow and Professor Tim Prenzler, Chief Investigator of the Integrity Systems explain.

In any area of applied research, it is important to engage with the appropriate industry to maximise the impact of the research’s application to the real-world. Research into policing offers a prime example, but, unfortunately, it can be difficult for academics to penetrate this world and academic research can suffer the reputation of being disconnected from the ‘front line’. Trust and previous experience as well as the level of organisational ‘buy in’, time pressures and staff turn-over, all impact on the willingness and ability of practitioners to engage with researchers. However, practitioners are becoming more open to research, with increasing emphasis on the importance of policies that are ‘evidence-based’ and ‘intelligence-led’.

Within CEPS, all our work emphasises practitioner engagement and industry impact. We have a number of ‘industry partners’: organisations who have invested in our research agenda. For the Australian Federal Police and Queensland Police Service, this investment includes seconded full-time high-ranking officers joining research Centre life, aiding greatly with industry liaison. Through these CEPS-forced links, teams of researchers are provided with more formal contacts to ensure industry engagement throughout the research; assigned ‘champions’ with endorsement at Head of Agency level.

This environment significantly improves agency ‘buy-in’ for individual projects and the Integrity Systems project provides one such example. Beginning with an academic-led agenda aimed at improving practice in reducing police misconduct, early consultation with representatives from CEPS industry partners helped to shape the project in directions of relevance to end-users. Industry partners provided the project with specific points of contact. This allowed direct lines of communication to interested parties, to aid in conducting the research as well as disseminating progress updates. As a result, doors have opened to the initial stages of the project, facilitating information gathering, while the research team have been responsive to direct requests from industry partners for updates, participation in training programs, and provision of advice on specific topics. Indeed the team have provided such research-led advice on 17 occasions to policing agencies both within Australia and overseas.

The initial stages of the Integrity Systems project incorporated a National Stocktake study of police integrity strategies. This involved interviews with every state and territory police and oversight agency in Australia. Responses to requests for participation were overwhelmingly positive, with agencies clearly seeing the value in the work and appreciating face-to-face interviews. The benefit of these meetings in gaining the insights of some very experienced and senior individuals was exceptional.

The initial interviews have led to a number of industry engagement activities. In an interview with Tasmania Police Internal Investigations Unit, an impressively large and consistent decrease in complaints against police was noted. This led to a case-study report outlining possible causes of the reduction (made available to TASPol and currently under review with a leading academic journal in the field of policing). Sessions have been provided as part of the AFP’s International Integrity Agencies Investigators Program, and also on a promotions course at the Tasmania Police Academy. Researchers have presented on more than one occasion at the ANZPAA hosted Police Integrity Forum, which is a closed meeting of the heads of the professional standards departments of all Australian state and territory police, and New Zealand Police.

Regular communications with industry through formal and informal channels ensures that the project remains relevant and strengthens future collaboration. Being clear on expectations and needs is essential for such partnerships, but those partnerships are important for delivering worthwhile results. The engagement of academic rigour with professional practice and real-world data has the potential to effect change in very real, meaningful ways, but only with real and meaningful collaboration.
Institute People

Performance 2008-2010

Like any community, the Institute’s strength is its people. The rich variety of interests, personalities and roles intersect to create a vibrant and engaged community of scholars. Between 2008 and 2010 the Institute comprised around 200 researchers supported by cohorts of administrative staff and research assistants. This community swells to include adjunct and honorary members, research partners and post graduate students. In 2010, over 40% of our researchers were employed at Associate Professor level or higher, and 23% were Early Career Researchers who had completed their PhD’s less than 5 years ago. The majority of our researchers have teaching responsibilities, with a typical 40% of their time dedicated to research.

Between 2008 – 2010, the Institute’s collective membership:

- Produced in excess of 300 research publications each year
- Generated a research income of between $7-8 million per annum
- Included 60 members named as Chief Investigators on Australian Research Council grants administered through Griffith University
- Presented key note addresses and papers at numerous conferences, symposia and workshops around the world

Disciplinary Leadership

The Institute includes researchers who are actively involved at senior level in shaping their discipline. These include:

- Professor Adrian Wilkinson, Fellow of the Australian and New Zealand Academy of Management and the British Academy of Management;
- Professor Brendan Gleeson, Fellow of the Australian Academy of Social Sciences;
- Professor Donna Pendergast, Fellow of the Home Economics Institute of Australia,
- Professor Kerri-Lee Krause, Fellow of the UK Society for Research into Higher Education;
- Professor Paul Tacon, Fellow of the Society of Antiquaries, London;
- Professor Parlo Singh Fellow of the Australian College of Educators;
- Professor Ross Homel, Fellow of the Australian Academy of Social Sciences; member of the Academy Executive; and Board Member, Council for Humanities, Arts and Social Sciences;
- Professor Mark Finnane, ARC College of Experts (Humanities and Creative Arts);
- Professor Adrian Wilkinson, ARC College of Experts (Social, Behavioural and Economic Sciences).

The Institute maintains an active role in encouraging and facilitating the involvement of Griffith’s social and behavioural scientists in disciplinary leadership roles.
Our People - Perspectives from the ‘grass roots’
Like any community, there are friendships and disagreements, idiosyncrasies and hierarchies, but across all researchers there is a passionate belief in the importance of what they do and the contribution that their work makes to building a better world. The Institute incorporates different roles – each playing their part in the smooth and successful running of research activity at Griffith. In the following section some of the staff performing these roles talk about their experience and perspective.

The Role of a Research Centre Director
by Professor Simon Bronitt, Director
ARC Centre of Excellence in Policing and Security

We live in an age of challenges. University research centres and academic researchers are swamped by urgent calls from both public and private sectors (and media hacks) to produce timely and reliable knowledge about the critical issues of the day. It is a hunger that demands knowledge be pre-digested into a form transferable into policy and practice (and media sound-bites) immediately to solve the ‘real world’ problems. The danger of this environment is that researchers can succumb to the short-term imperative and prioritise (if not exclusively focus upon) a narrow range of ‘hot’ topics. The ARC Centres of Excellence program, with its longer timelines for funding, aims to balance the need for comprehensive programs of research that tackle Australia’s big problems, with short term projects that answer emerging issues or questions. As you can see, CEPS mission is to undertake policing and security research in an environment of challenges!

As the Director of CEPS, my challenge in 2010 has been to promote more effective interaction across the Centre’s four nodes (which is a partnership between Griffith, ANU, UQ and Charles Sturt), as well as deepening strategic engagement with our various stakeholders including the Queensland Police Service and Australian Federal Police, among others. It is also necessary for the Centre to respond to the changing research environment and in particular to the drivers underlying the Australian Government’s assessment exercise, the Excellence in Research in Australia (ERA) program. The message is now relatively simple for researchers - to publish high quality and high impact research, which has both domestic and international significance. This burden rests on the shoulders of many colleagues, which thankfully have been broadened this year by the recruitment of a talented new batch of early career researchers and PhD students (both domestic and international), thereby adding significant ‘critical mass’ to the existing CEPS research community.

These macro-level challenges collectively and individually combine with micro-level challenges – namely the perennial challenge of finding the time and resources to undertake and write up research, and to balance research with other equally important professional tasks (such as teaching, administration and community engagement/service). As we all go about our lives as jugglers, ‘balancing’ our professional commitments with personal and family lives, it is possible to overlook why we entered the ‘ivory tower’ in the first place. Distinguished jurist and philosopher Stanley Fish offered an answer to this puzzle in his valedictory essay “Why We Built the Ivory Tower” published in the New Yorker magazine in 2004 on the occasion of his retirement.

“After nearly five decades in academia, and five and a half years as a dean at a public university, I exit with a three-part piece of wisdom for those who work in higher education: do your job; don't try to do someone else's job, as you are unlikely to be qualified; and don't let anyone else do your job. In other words, don't confuse your academic obligations with the obligation to save the world; that's not your job as an academic; and don't surrender your academic obligations to the agenda of any non-academic constituency - parents, legislators, trustees or donors. In short, don't cross the boundary between academic work and partisan advocacy, whether the advocacy is yours or someone else's.”

In this assessment, universities must be zealous in their fidelity to their core mission, namely the independent pursuit of intellectual curiosity and scholarly learning. Of course, this pursuit of curiosity and learning in the modern university occurs in an imperfect world of competitive grants, strategic partnerships with government and industry, national research priorities and impact measures! But the vantage points of the ‘ivory tower’ offer vital external perspectives (and critical distance) on today’s pressing problems (and potential solutions). Indeed, it is these qualities that bring both legitimacy and authenticity to our work, and ultimately are something which governments and stakeholders value in the longer term. As Director of CEPS, I must attend to the vital challenges at both the micro and macro levels, and hold true to these core values that underlie an ARC Centre of Excellence, namely, to promote high levels of research collaboration at the national and international level, to become a magnet for the best researchers nationally and internationally, and to contribute to public debate and policy innovation in the field of policing and security research.
An Early Career Researcher Report
by Dr Paul Harpur, Socio Legal Research Centre and Centre for Work, Organisation and Wellbeing

I am an early career researcher employed as a Research Fellow jointly by the Griffith Institute for Social and Behavioural Research, the Socio-Legal Research Centre and the Centre for Work, Organisation and Wellbeing. My research agenda focuses in three main streams:

• The regulation of occupational health and safety;
• The protection of workplace rights in non-traditional employment relationships; and
• The ability of persons with disabilities to exercise their right to work, on an equal basis with others.

During my fellowship at Griffith, I have been able to advance these three research streams at a national and international level and am currently involved with Professors Richard Johnstone and David Peetz on drafting a 2011 Australian Research Council Discovery Grant in relation to the enforcement of workplace rights in outworker supply chain regulation. As an early research career academic, with my PhD completed in 2009 focusing upon domestic and international supply chain regulation, I am well positioned to make a valuable contribution to this application and project if successful.

Overall I have had an exciting and successful year with the presentation of one conference paper on the regulation of workplace rights in Brisbane and two in Hong Kong. Next year I will present a conference paper with Professor David Peetz in New Zealand. In addition, in 2010, I have published five refereed journal articles on the rights of persons with disabilities, one of which was published in the United States and four published in Australia. I have also presented two conference papers on the rights of persons with disabilities in Australia and Manchester UK this year.

Dr Paul Harpur and his guidedog Chester
The Youth Development Research Project: A Research Partner Perspective
by Paul Wright, Executive Manager Impact Ltd

Most of us working in the not-for-profit sector are motivated by the desire to change peoples’ lives for the better, to make a difference. It’s easier said than done. Many people working in the field struggle with the same issues with their clients day-in, day-out sometimes with little in the way of thanks or positive feedback. Our work demands more accountability, higher order governance, sophisticated administrative support and complex reporting requirements than ever before. The opportunity to partner with a university to produce research, which breaks new ground, and to see it through from beginning to end is one that may only come once in a working life.

The concept for the Youth Development Research Project emerged in 2002 from an industry group of “traditional” youth development organisations – the Queensland Youth Alliance - who were keen to have their role in providing developmental programs for young people better recognised and acknowledged by both government and the community at large. Impact is a small youth crime prevention organisation that worked for many years with these larger state-wide organisations to develop partnership projects that provided developmental activities for at-risk young people. The research topic which was approved for funding by the ARC under its Linkage Projects program in 2005 is “The contribution of youth development programs in preventing youth crime, drug and alcohol misuse and suicide”. My role as Partner Investigator was primarily to co-ordinate the involvement of seven participating organisations:


Impact has been fortunate to have a university partner whose Chief Investigator (Ross Homel) on this project has great expertise and an outstanding reputation in the research and academic communities. The PhD scholar chosen for the project – Kathryn Seymour – has demonstrated time and again her capacity to attend to the detail and complexity of a large project such as this one while maintaining a view of the big picture and a sense of humour! The challenge of successfully administering over 400 valid surveys to young people from seven organisations while negotiating with each organisation’s hierarchy, leaders and parents at the same time as adhering to stringent processes set out by the university’s ethics committee was a mountain to climb. There were times when I felt powerless to help. Fortunately Kathryn had assembled and trained a capable team of young people – the Youth Research Team – who persisted with the task and kept up morale when the going got tough, which it did more than once.

Our partnership as an industry group offered a number of advantages and disadvantages to the university for the purposes of this research. Hopefully the former outweigh the latter! We were able to offer:

- a research topic with broad group support of interest to researchers.
- a high level of motivation and support and the ability to stick throughout the life of the project.
- an in-depth knowledge of the topic and access to key personnel.
- the ability to arrange significant in-kind support as well as a small amount of fundraising to support the project.

And the disadvantages for the researcher were:

- the scope and complexity of the project – at times under pressure from myself and the industry group - were always a challenge for the CI and the PhD scholar to manage.
- research co-ordinators within the participating organisations, had a varied ability to respond throughout the project due to workload and priorities. The organisational commitment at these times was critical.
- sustaining enthusiasm and motivation from partner organisations over the course of a long project was difficult at times.

It may be a little premature to say, because the work is not finished yet, but I feel that it has been a unique privilege to have had the opportunity to play a part in this project.
The Life and Times of a Research Centre Administrator
by Joanne Pascoe, Centre Administrator, Centre for Work, Organisation and Wellbeing

A day in the life of a research centre administrator can be remarkably varied, from interpreting the implications for the Centre of new university policy, to advising an international visitor’s partner on the best place to see koalas. In my time working for the Socio-Legal Research Centre and the Centre for Work Organisation and Wellbeing, I’ve met interesting and dedicated researchers working on a huge variety of projects, publications and events, often squeezing their research in between teaching and administrative commitments. We share the best of times: when a researcher is informed that their ARC grant is successful; a final draft of a manuscript posted to the publisher; or a higher degree student receives a positive examiner’s report. There are mundane times when photocopying for due government research returns, reconciling taxi voucher lists, or pulling microns of paper with tweezers from the burning depths of a jammed photocopier machine.

While the role occasionally crosses over into personal assistant and department secretary territory, a research administrator generally does not support center members individually. Instead the support is for the group, in particular the goals of the Director, Steering/Management Committee and Advisory Board on how to strengthen the research culture in the centre. Some of those ideas are big, such as a four-day international conference during Christmas party season. With great teamwork from all involved, these events are always a resounding success.

Centre Administrators cover a range of responsibilities, from managing centre and research budgets of over $1 million, to ensuring that one’s international visitors obtain the correct visa for their stay. One of my main roles as centre administrator is to organise events and ensure they run smoothly, be it the very successful public Whincop Memorial Lecture, “The Proposed Australian Emissions Trading Scheme: Context and Critique” (Socio-Legal Research Centre) or the extremely productive International Workshop, the “4th Asia Pacific Symposium on Emotions and Worklife” (Centre for Work Organisation and Wellbeing). These events are a team effort with other Administrative staff (thanks Clare!) and university services.

Centre administrators are the centre’s frontline to the myriad of services at the university. While it may be remarkably easy to arrange for the use of a $30,000 piece of university equipment to transport a researcher between the Gold Coast and Nathan campuses, yet it can be quite frustrating to negotiate the library services to make a $2 ring-bound document. Administrators know the staff who make things happen (in FBS, IT, ER, OFM), the offices who ultimately govern the centre policy (OR, GGRS, HRM), and external policies which affect the centres’ success (ARCs, MOUs, ERA, etc.). We have command over all the acronyms and initials, yet try hard not to deploy them on the uninitiated.

The Griffith Institute for Social and Behavioural Research has been a wonderful source of networking (and biscuits – thanks Susan). At the Centre Manager meetings initiated by the Institute we discover common problems with policy interpretation and can create a collection of bemused questions to put to our university policy makers, which ultimately saves time for them and us. Instead of each of us reinventing the wheel, we all share solutions to the impediments to the smooth running of our research centres. The Institute also provides opportunities for administrators to network with researchers and HDR students from other centres. It is this communication across all stakeholders which enlivens the role of a centre administrator.
Statistically Speaking
by Dr Ayoub Saei, Statistician, Griffith Institute for Social and Behavioural Research

I started at the Institute on 2 August 2010. I have met with several researchers and students related to GISBR so far. This has given me a chance to get some idea about their research activities. I was fascinated by the diversity of researchers and their need to advance statistical methodology. In fact, the nature of social science research, which is mostly human observation, necessitates using more advanced statistical methods in analysing data. It is often the case that application of the classical data analysis methods to complex survey data results in a serious loss in efficiency. Of course, the need to advance statistical methods has already been identified by the Institute Director Professor Ross Homel and it is a privilege to be working with such a bright and experienced person. We have already identified some short courses for the Quantitative Methods Curriculum. I am also working on some projects with researchers like Anna Stewart, Ross Homel, Scott Baum and others. In addition, I am helping some postgraduate students. So far, so good, I have learned lots working with Institute researchers. I am enjoying my job, the research topics are interesting and colleagues are very helpful.
Our People - Perspectives from the ‘grass roots’

The Public Intellectual
A desire of many social scientists is to make a difference to the society in which they live, to correct imbalances and to contribute to the solution of ‘wicked problems’. But in academia, the journey from knowing what can be done to convincing those with the power to implement effective change can be buried beneath university priorities of publication targets, grant successes and graduation quotas. The majority of the Institute’s researchers engage in public scholarship – through media interviews, public lectures, and participation in practical projects where their expertise can help to support social change and community wellbeing. However, it takes a particular tenacity to combine the endless round of government and ministerial meetings, industry consultations, media interviews and public lectures with university responsibilities, to make a sustained contribution to public life.

Professor Brendan Gleeson, and Professor Charles Sampford have done just this. Professor Gleeson was one of seven experts appointed by Queensland Premier to the Urban Development Landscape Authority and the Premier’s taskforce to help tackle the challenges of population growth. Professor Sampford has shaped Griffith’s research environment and its connection with other research groups. He is responsible for forging its relationship with the United Nations University and is a regular advisor and consultant to governments around the world. Professors Gleeson and Sampford describe a little of their work and what keeps them motivated.

Professor Brendan Gleeson
Director, Urban Research Program

In 2002, Professor Brendan Gleeson expressed a frequent academic concern that policy making and research do not always connect. Of his own discipline, urban research, he said:

"The public sector at all levels has withdrawn from research and relies heavily on aspatial consultancies for information about social trends. Amongst the few consultancies that purport to be spatial, most lack rigour and substance. Market research has overtaken social scientific enquiry. . . Empirically based scholarship has been supplanted by theoretical introspection."

His role with the Urban Land Development Authority between 2008 and 2010 is an example of how Brendan seeks to bring research back into policy discussion and ensure that decision-making is informed by tested and rigorous evidence. He recounts this experience.

I have long had an interest in the issue of state land development, which has included research publications that have explored the broader role of public intervention in housing markets. In 2002, I helped the ACT Government to establish a public developer, the Land Development Agency, and previous to this I worked in partnership with the NSW Government’s developer, Landcom. My appointment to the UDLA Board was a recognition of this interest.

The UDLA appointment was a welcome challenge. My fellow board members were drawn from academia, industry, local government and the consultancy sector. It’s rare that an academic has the opportunity to participate in a leading public group of this nature in an area of new, and often difficult, policy innovation. In this role, as with the ACT work, the challenge was to apply academic thinking on land development to the realities of contemporary Queensland, overshadowed by rapid population growth, declining housing affordability and resource pressures. The UDLA’s first years were enormously productive and it currently has a range of new developments underway or in the pipeline across Queensland, including three large areas in the south-east which should take the pressure off local housing markets. The project portfolio varies enormously, from inner city renewal sites to housing estates in resource and mining communities in the centre of the state. I enjoyed the application of urban theory to development practice during my tenure. The challenge for me now perhaps is to translate the experience back to theory!
Our People - Perspectives from the ‘grass roots’

The Public Intellectual
... continued …

Professor Charles Sampford,
Director, Institute of Ethics,
Governance and Law

The best part of academic life is the opportunity to follow your ideas wherever they take you. Sometimes it takes you somewhere very satisfying to you and a few other dilettantes. Sometimes it takes you nowhere in particular and you find yourself in what appears to you to be a dead end. Sometimes it takes you in a different direction so that you can see clearly what others maybe have not – not least when you stumble upon another problem from a completely different direction. When you check your insights with the best of your colleagues and practitioners and find it has legs there is a pure joy leavened only by the knowledge that thinking through the consequences of that insight will take years of hard work and even harder thinking. I will touch briefly upon a few of those moments in the 24 years I have spent as a researcher at the fascinating vortex where law, philosophy, politics and economics meet.

1. The first was when I was completing my first monograph, which I had been told I should do as soon as possible to get my first promotion. However, I was distracted by the release of the Pearce Report into legal education which criticized Australian Law Schools for lacking a ‘critical and theoretical dimension’ and whose first recommendation was to add that dimension to Australian Law Schools. The report omitted to state either what the ‘critical and theoretical dimensions’ of legal education might be and how they might be introduced into Australian Law Schools. As a legal philosopher approaching professional education and curriculum design from a different direction, I had the temerity to offer suggestions as to how those gaps might be filled and to have those ideas widely accepted in academia and the legal profession (a temerity that was not welcomed by a couple of professors at my own law school). Three and a half years later, still technically an Early Career Researcher, I found myself Foundation Dean of one of the two universities that approached me to put the ideas into practice.

2. The second moment occurred after I came to Griffith as Foundation Dean. Having sought to combine the insights of the ‘vortex disciplines’ into thinking through some of the governance problems of corporations in 1990 and encouraged to apply the same approach to the legal profession, I landed in Queensland to witness an astonishing period of governance reform. I could see this as a radical departure from the then prevalent ‘Hong Kong model’ of a very powerful Independent Commission against Corruption and very tough anti-corruption laws. The ‘fitzgerald approach’ included such an agency as a backstop but was centred on a series of reforms that promoted integrity – including mutually supportive reforms in ethical standard setting, legal reform and institutional development in government, corporate and other sectors. In 1991, I called it an ‘ethics regime’, the OECD picked up the idea and in 1995 Transparency International called it a ‘national integrity system’ – leading to a long term research collaboration.

3. The most recent such moment was when I was invited by the European Parliament, to speak at a series of events discussing the Global Financial Crisis including a keynote at a conference to celebrate the 250th anniversary of the publication of Adam Smith’s Theory of Moral Sentiments and a speech at the UN Secretariat. I came to see that avoiding another Global Financial Crisis and a new Global Carbon Crisis required a global version of integrity systems. I also saw that the great governance problems of our time could not be addressed by the disciplines of law, ethics, politics or economics singly but only in combination. That is the reason why Smith would not have recognized them as separate disciplines and that is the reason why I have always been attracted to the vortex where they meet.

There are many other smaller moments and I hope that there will be more to come. Philosophers no longer have the time nor the water for long baths in which they may let their ideas wander until they come to a Eureka moment. They have to make do with shorter showers. Even if governments cannot make a special allocation of water to philosophers and other academics, I hope that they have the sense to allow them the time. Archimedes did not save either Syracuse or himself from the Romans and so he may have failed modern measurements of ‘esteem’ and ‘impact’. But his ideas outlived both those ancient ‘civilizations’. Few will make such contributions. I certainly shall not. However, governments cannot know in advance which wanderings will generate the great ideas and which will merely contribute to the gradual build up of ideas and arguments on which the great thinkers stand.
It is an exciting time for the social and behavioural sciences at Griffith University. Over the last few years, research in the social and behavioural sciences at Griffith has continued to expand and increasingly gain prominence on a local, national and international scale. Most recently, Griffith University was ranked amongst the top 200 Universities across the world in the Social Sciences. This is a significant development for a University which began operation only 35 years ago. In short, the social and behavioural sciences at Griffith University are a clear area of strength and it is my expectation that our success in this area will continue to improve over time.

It is a fair question to ask why the social and behavioural sciences have been so successful at Griffith University. Among the many explanations, three appear most pertinent. First, Griffith University has always had an emphasis on undertaking research on issues and areas that makes a material difference for the community. Many of the social ills that affect society can benefit from the expertise of social and behavioural scientists and our approach has been driven by an underlying motivation to help society in addressing a range of social problems and challenges. Second, as a University we have invested strongly and successfully in employing scholars who are keen to engage with the key issues of our time and in ways that bring together groups of researchers as well as external partners and stakeholders. Indeed, a key theme of the Griffith approach is that in effectively addressing the pressing problems of the day, a partnership is required that includes researchers who work to generate knowledge as well as stakeholders who can use this knowledge in practical ways. Third, an emphasis on multi-disciplinary research also informs a great deal of the work that occurs in the social and behavioural sciences at Griffith University. It has been observed many times before that the key problems and challenges of the day require approaches that reflect diverse disciplinary perspectives, methodological orientations and applications.

The activities and support offered through the Griffith Institute of Social and Behavioural Research have been especially significant in supporting the expansion of the social and behavioural sciences at Griffith. The suite of events in supporting early career researchers, in supporting signature research projects and events from the across the various Centres, and in providing a suite of short courses to expand the skills and capacity of our staff and students have been instrumental for the social and behavioural sciences. In a short space of time, the Institute has succeeded in raising the profile of the social and behavioural sciences at the University and this success owes a great deal to the leadership and skills of the Institute staff.

The next phase of development for the social and behavioural sciences at Griffith University is especially important and exciting. Building on the work of the Institute, into the future we will need to engage a larger complement of researchers from across the social and behavioural sciences at Griffith University as well as integrate and expand our existing suite of course offerings in research methods and statistics among other areas of growth and development. I look forward with interest and excitement to 2011 and beyond as we enter the next phase of development for the social and behavioural sciences at Griffith University.
Views of Griffith University campuses, from top: South Bank, Logan, Gold Coast, Nathan, Mt Gravatt