Pathways to postgraduate study for Indigenous Australian students: Enhancing the transition to Higher Degrees by Research

Final report 2016

National Teaching Fellowship
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<www.indigenousresearchpathways.edu.au>

Building Pathways to Research by Denise Proud (2015)

Aunty Denise Proud has depicted pathways into research for Aboriginal and Torres Strait Islander students in her artwork Building Pathways to Research. My understanding of the story behind the artwork from dialogue with Aunty Denise is that the circles are meeting places, where discussions about research can occur, and the semi-circle shapes around each circle signify Aboriginal and Torres Strait Islander students. The purple circle represents undergraduate study; the blue circle signifies postgraduate Higher Degrees by Research (or HDRs); and the red circle depicts undertaking research. The blue circle is smaller than the purple circle because, while the number of Aboriginal and Torres Strait Islander students undertaking undergraduate study has grown, there are still smaller numbers of students continuing on to HDRs. The curved grey and black lines that connect the circles signify the pathways between undergraduate study, HDRs and careers in research. These pathways are all connected and linked, showing that students can undertake research in their undergraduate degrees, between undergraduate and postgraduate study, as well as during HDRs and beyond. The smaller circles at the top of the painting signify the diverse areas that Aboriginal and Torres Strait Islander people undertake research in.
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List of acronyms used

ACOLA  Australian Council of Learned Academies

HDR    Higher Degrees by Research

JCU    James Cook University

OLT    Australian Government Office for Learning and Teaching

RHD    Research Higher Degree

UQ     The University of Queensland

UTAS   University of Tasmania

UTS    University of Technology Sydney
Executive summary

Context
This National Teaching Fellowship addressed the issue of low participation rates of Indigenous students in Higher Degree by Research (HDR) programs and developed strategies to improve the transition of Indigenous students from undergraduate to HDRs. The Australian Council of Learned Academies (ACOLA) Review of Australia’s Research Training System (2016) identified Indigenous students as one of the most underrepresented groups in Higher Degrees by Research (HDRs)/Research Higher Degrees today. While the number of Indigenous students participating in higher education has markedly increased since the 1960s, Indigenous students are still grossly underrepresented in HDRs; building pathways and raising Indigenous students’ aspiration and confidence levels to consider undertaking HDRs is necessary (Behrendt et al., 2012; James & Devlin, 2006).

Universities across Australia have initiated a number of programs to support Indigenous students undertaking postgraduate study (see Barney, 2013), as well as researching ways to further support Indigenous postgraduates (Barney, 2013; Day, 2007; Elston et al., 2013; The Council of Australian Postgraduate Associations, 1997; Saunders, West, & Usher, 2010; O’Sullivan, 2009; Trudgett, 2009; Trudgett, 2014; Trudgett, Page & Harrison, 2016). Developing the pipeline of Indigenous students from undergraduate to postgraduate study remains key to increasing the number of Indigenous students undertaking HDR study (ACOLA Review, 2016; Behrendt et al., 2012).

Undertaken in collaboration with an Indigenous advisory group, the fellowship aimed to address low participation rates for Indigenous students in HDR programs and promote a national dialogue in the higher education sector to support successful pathways for Aboriginal and Torres Strait Islander students from undergraduate study into HDR programs across the disciplines.

Approach
Drawing on critical pedagogy as the theoretical and methodological framework, the fellowship was completed in four phases and included collaboration with the Aboriginal and Torres Strait Islander advisory group, two Indigenous evaluators and a network of Indigenous staff.

Phase one – a day-long Indigenous advisory group meeting to ensure that the goals, approaches and outcomes of the fellowship activities were firmly established, understood and agreed upon. Ethical clearance processes were completed. I also attended the 2014 Australian Learning and Teaching Fellows orientation session.

Phase two – a pilot workshop for undergraduate Indigenous students at The University of Queensland (UQ). The workshop attendees were Indigenous undergraduates and Indigenous HDR graduates from a wide range of disciplines who shared stories of their pathways into HDRs and highlighted successful experiences of undertaking HDRs.
Phase three – further workshops for undergraduate Indigenous students at University of Technology Sydney and James Cook University.

Phase four – the second advisory group meeting and a symposium, “Aboriginal and Torres Strait Islander Pathways to Success in HDRs” (held in February 2016), which disseminated the findings to other universities. Interviews with Aboriginal and Torres Strait Islander graduates from HDRs and staff who work with Indigenous HDR students were also completed. The interviews were transcribed and then analysed using NVivo data analysis software.

Phase five – a second national symposium held in November 2016. It brought together groundbreaking peers from universities and other research institutions to continue a national dialogue about successful pathways for Indigenous students into HDRs. Phase five also supported the inclusion of Indigenous HDR graduates’ and students’ voices in the fellowship through a video clip/s on the website. Indigenous role models/success stories is key for Indigenous students to see the benefits of undertaking HDRs. The success stories are being gathered from a range of research institutions and also assist them in their improvement strategies.

Outputs

- The Indigenous Research Pathways <www.indigenousresearchpathways.edu.au> website was created for Indigenous students and university staff to facilitate and support the transition of Indigenous students from undergraduate to postgraduate research.

- An artwork by Aboriginal artist Aunty Denise Proud, Building Pathways to Research (2015), was commissioned and features on the website, this report and other fellowship outputs.

- Strategies to increase the number of Indigenous students continuing to HDRs were developed and published on the website. These strategies can be implemented by all universities across Australia.

- Resources for undergraduate Indigenous students were developed and published on the website. These include: information about HDRs; the benefits of undertaking HDRs; scholarship information; upcoming HDR events; undergraduate research opportunities; and pathways to and from HDRs. Resources for universities include strategies to increase the number of students transitioning from undergraduate study to HDRs and a listing of and links to relevant publications. The resources empower Indigenous Australian students to continue onto HDRs and empower colleagues to join me in working to increase numbers of Indigenous students transitioning into HDRs. Students and HDR graduates’ videoed stories will be added to the website in early 2017. These narratives will benefit both students and university staff.
Impact
The fellowship has had immediate impacts and lays the foundations for long-term, substantial impacts on this key issue of building pathways and raising Indigenous students’ aspiration and confidence levels to undertake HDRs. Measures of success over the next few years will include:

- further awareness and use of my fellowship’s strategies including: embedding of workshops for undergraduate Indigenous students to explain what a HDR is, outline the professional and personal benefits of undertaking HDRs, provide examples of research that benefits Indigenous communities, discuss enrolment and admission processes, research ideas and supervision.
- Indigenous Centres/Units identifying and nurturing high-performing Indigenous Australian undergraduate students, increased number of Indigenous Australian undergraduate students gaining research experience (e.g. summer/winter internships).
- more ‘hits’ on the website (measured through Google analytics).
- increased number of universities using my suggested strategies and website.
- increased numbers of Indigenous students continuing to HDRs.

The fellowship workshops had a positive impact on students who participated, with many saying they had not considered a HDR as an option before the workshop. There is now more discussion nationally about how to increase the number of Indigenous students transitioning from undergraduate study to HDRs. UTS, one of my institutional partners, has begun implementing systemic changes by running their UTS Indigenous HDR Program and offering larger scholarships for Indigenous students. Universities that were not direct collaborators in the fellowship have also moved towards systematic changes, such as The University of Melbourne Indigenous PhD Familiarisation Program. One of the fellowship’s greatest impacts is its long-term potential; the connections and partnerships created will continue to strengthen and stimulate change in this important area.

Key findings
Findings from workshops with undergraduate Indigenous students:

- discovering that many had a limited understanding of the term “Research Higher Degree/Higher Degrees by Research” (HDR)
- students valued hearing about the diverse pathways, experiences and careers Indigenous HDR graduates pursue
- students valued learning about the diverse disciplinary areas that they could enter into.

Findings from interviews with Indigenous HDR graduates:

- Key success factors for students to embark on a HDR pathway include:
  - encouragement from individual academic staff (both Indigenous and non-Indigenous)
- research experience as an undergraduate student
- financial support through scholarships
- motivation of possibility of career progression.

Findings from interviews with staff who work with Indigenous HDR students:

- Suggested strategies:
  - target and nurture high-performing undergraduate Indigenous students to consider pathways to HDR
  - provide opportunities to high-performing undergraduate Indigenous students to debate and discuss research projects
  - provide financial support for undergraduate Indigenous students to work on research projects
  - build networks for Indigenous undergraduate Indigenous students interested in Honours and HDRs
  - develop flexible entry pathways to HDRs for Indigenous students.
# Table of contents

Acknowledgements .......................................................................................................... 4  
List of acronyms used ...................................................................................................... 5  
Executive summary ........................................................................................................ 6  
  Context ................................................................................................................................. 6  
  Approach .................................................................................................................................. 6  
  Outputs .................................................................................................................................... 7  
  Impact ...................................................................................................................................... 8  
  Key findings ............................................................................................................................. 8  
Context .................................................................................................................................... 11  
  Background ............................................................................................................................. 11  
  Positioning of fellow ............................................................................................................. 13  
Approach .................................................................................................................................. 14  
  Fellowship phases .................................................................................................................. 14  
Major activities .................................................................................................................. 17  
  Workshops with undergraduate Indigenous students ......................................................... 17  
  National symposium ............................................................................................................ 17  
  Research interviews ............................................................................................................. 19  
  Second national symposium – continuing the impact and change .................................... 20  
Key findings ....................................................................................................................... 22  
  Workshops ............................................................................................................................. 22  
  Research interviews with Aboriginal and Torres Strait Islander HDR graduates ............... 24  
  Research interviews with staff who work with Indigenous HDR students ......................... 26  
Outputs and outcomes ...................................................................................................... 28  
  Website .................................................................................................................................. 28  
  Artwork .................................................................................................................................. 28  
  Strategies ................................................................................................................................ 28  
  Resources ............................................................................................................................... 29  
  Advancing existing knowledge .............................................................................................. 30  
  Linkages ................................................................................................................................ 30  
  Factors critical to success of fellowship .................................................................................. 31  
Evaluation, dissemination and impact ............................................................................. 32  
  Evaluation ............................................................................................................................... 32  
  Dissemination ........................................................................................................................ 32  
  Impact ..................................................................................................................................... 33  
Conclusion ......................................................................................................................... 34  
  Future directions .................................................................................................................... 34  
References ......................................................................................................................... 36  
Appendix A: Certification .................................................................................................. 39  
Appendix B: Evaluator’s report ......................................................................................... 40  
Appendix C: Example workshop agenda ........................................................................... 46  
Appendix D: Evaluation of national symposium (February 2016) .................................... 47  
Appendix E: Evaluation of second national symposium (November 2016) ....................... 51
Context
This National Teaching Fellowship aimed to address the issue of low participation rates for Aboriginal and Torres Strait Islander\(^1\) students in Higher Degrees by Research (HDR) programs and promote a national dialogue in the higher education sector to support successful pathways for Aboriginal and Torres Strait Islander students from undergraduate study into HDR programs across the disciplines. The strategies and resources developed from the fellowship have significant potential to increase Indigenous HDR enrolments across Australia and to stimulate change in universities to implement stronger research pathways from undergraduate to postgraduate study for Indigenous students. Measures of success of the fellowship will include: further awareness and use of my fellowship’s strategies including: embedding of workshops for undergraduate Indigenous students, Indigenous Centres/Units identifying and nurturing high-performing Indigenous Australian undergraduate students, and an increased number of Indigenous Australian undergraduate students gaining research experience (e.g. summer/winter internships).

Background
The Australian Council of Learned Academies (ACOLA) Review of Australia’s Research Training System (2016) identified Indigenous students as one of the most underrepresented groups in Higher Degrees by Research (HDRs)/Research Higher Degrees today. While the number of Indigenous students participating in higher education has markedly increased since the 1960s, Indigenous students are still grossly underrepresented in Higher Degrees by Research; there is a need to build pathways and raise levels of aspiration and confidence of Indigenous students to consider HDRs as an option (Behrendt et al., 2012, James & Devlin, 2006). Further, Trudgett, Page & Harrison (2016) note that the overall percentage of doctoral completions by Indigenous people compared to completions by domestic candidates remains well below the target rate of 2.2 per cent (also see ACOLA Review, 2016; Behrendt et al., 2012).

While much of the existing work in this area focuses on explaining failure, more recent research has argued that the focus should instead be on deepening our understanding of the factors contributing to Indigenous student success (Barney, 2016; Devlin, 2009; Trudgett, Page & Harrison, 2016). Further, Behrendt et al. (2012, p. xii) emphasise that “success for students will also mean more students choosing to study across a broader field of disciplines”. To address Indigenous student equity in higher education, finding out “what works” in successful pathways to HDRs for Indigenous students across a wide range of disciplines is necessary. The literature on Indigenous postgraduate students emphasises the importance of culturally appropriate supervision, Indigenous research methodologies, culturally safe learning spaces and networking opportunities (Barney, 2013, 2014; Day, 2007; Elston et al., 2013; The Council of Australian Postgraduate Associations, 1997; Saunders, West, & Usher, 2010; O’Sullivan, 2009; Trudgett, 2009; Trudgett, 2014; Trudgett et al., 2016). This fellowship has built on and extended this research by focusing on pathways for successful entry from undergraduate study into HDRs for Indigenous students.

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\(^1\) While acknowledging the diversity amongst and between Aboriginal and Torres Strait Islander people, in this report the term “Indigenous” is used to refer to both Aboriginal and Torres Strait Islander people.
Universities across Australia have initiated a number of programs to support Indigenous students undertaking postgraduate study (see Barney, 2013). Yet, before this National Teaching Fellowship was undertaken, there were very few programs to engage with and support undergraduate Indigenous students to transition into postgraduate study. Behrendt et al. (2012) note that developing the pipeline of Indigenous students from undergraduate to postgraduate study is key to increasing the number of Indigenous students undertaking HDR study.

Importantly, the fellowship responded to recommendations 10, 11, 22 and 23 from the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People: Final Report (Behrendt et al., 2012) by:

- focusing on Aboriginal and Torres Strait Islander student success (recommendation 10, p. xix)
- investigating how universities can continue to improve retention and completion rates of Indigenous students (recommendation 11, p. xx)
- developing a pipeline of Aboriginal and Torres Strait Islander HDR students (recommendation 22, p. xxiii)
- exploring how universities can develop Aboriginal and Torres Strait Islander research strategies to increase the number of Indigenous HDR graduates (recommendation 23, p. xxiii).

By fostering a culture that embraces recognised Indigenous research protocols and increasing the profile of UQ’s Indigenous research, the fellowship activities also aligned closely with The University of Queensland’s Aboriginal and Torres Strait Islander Strategic Plan 2012-2015, which focuses on:

- providing research opportunities for Indigenous people
- establishing UQ as a national and international leader in Indigenous research (The University of Queensland, 2012).

The fellowship also responded to Universities Australia’s National Best Practice Framework for Cultural Competency in Australian Universities (2011) report, which recommends including processes to encourage research training by undergraduate Indigenous students, and to the Australian Government Office for Learning and Teaching (OLT) Good Practice Report: Innovative Indigenous Teaching and Learning (White, Frawley & Dang, 2013), which calls for:

- further development in the area of postgraduate Indigenous student support and in exploring success stories of Indigenous graduates (recommendation 2, p. 42)
- cultural collaboration and learning opportunities between Indigenous and non-Indigenous educators (recommendation 3, p. 42).
Positioning of fellow

I developed an interest in pathways for Indigenous students into HDRs through my work in the Aboriginal and Torres Strait Islander Studies Unit at The University of Queensland (UQ). I am a non-Indigenous woman who grew up on Jagera and Turrbal country in Brisbane, Queensland, Australia. My interest in undertaking research with Indigenous people began in 2001, while studying an undergraduate course titled “Indigenous Australian Women’s Music and Dance”. During the course, Aboriginal and Torres Strait Islander women performed workshops in the classroom. This was the first time I had participated in an Indigenous performance of any kind and it required me to move beyond the boundaries of what I knew and was familiar with. I was inspired to learn more about Indigenous performance practices, think critically about the ethics of representing and working with Indigenous Australian performers, and consider my place in this discourse as a non-Indigenous woman.

In 2002 I commenced a PhD focused on Indigenous Australian women performers and interviewed 20 Indigenous Australian women who perform contemporary music. Since then, my research has sought to develop a collaborative framework and I have completed several projects with Indigenous researchers (Barney & Proud, 2014; Barney & Solomon, 2010). One project, with Aboriginal researcher and student support officer Monique Proud, explored the experiences of Indigenous postgraduate students and considered how UQ could better support them. In response to the voiced experiences of Indigenous postgraduate students, a website called the Postgraduate Meeting Place <www.uq.edu.au/meetingplace> was created. It provides information for current and prospective Indigenous postgraduates and assists Indigenous postgraduate students at UQ to network and meet. This project then led me to undertake the fellowship.


Approach

The fellowship drew on critical pedagogy (Freire, 1996; Giroux, 1992; Greene, 2000; hooks, 2010; Kincheloe, 2008) as its theoretical and methodological framework to examine low participation rates of Indigenous students in HDR programs and develop strategies to improve the transition of Indigenous students from undergraduate to HDRs. As Kincheloe (2008) points out, there are many definitions of critical pedagogy, differing according to those who devise them and the values they hold. bell hooks (2010) suggests that “critical pedagogy encompasses all areas of study that aim to redress biases that have informed ways of teaching and knowing in our society” (p. 23). Critical pedagogy is committed to social justice, grounded in dialogue (Freire, 1996) and aims to empower culturally marginalised students (Darder, Bartodano, & Torres, 2009a). It also involves both reflection and action (Monchincki, 2008). Giroux (2009 proposes that critical pedagogy should be “fundamentally concerned with student experience insofar as it takes the problems and needs of the students themselves as its starting point” (p. 453). In keeping with this, the methodology used in the fellowship positions Indigenous voices at the centre. This fellowship reflects on the experiences of Indigenous graduates from HDRs, but also provides actions or practical outcomes to assist and support Indigenous students to consider HDRs as an option. The fellowship aims to address the ways Indigenous students are marginalised and bring about a positive change in Indigenous student participation in HDR programs by exploring their experiences and considering the ways universities can encourage more Indigenous students to continue their studies to HDR level.

Critical pedagogy has provided me with a way of puzzling through her position as a non-Indigenous researcher and educator working in Indigenous Australian studies. As Darder, Bartodano and Torres (2009b) point out, critical pedagogy can provide a “powerful lens of analysis from which social inequalities and oppressive institutional structures can be unveiled, critiqued and, most importantly, transformed through the process of political engagement and social action” (p. 24). As such, critical pedagogy has underpinned my research, from my PhD in 2002 to my many collaborative research projects and partnerships with Indigenous researchers and colleagues (Barney & Proud, 2014; Barney & Solomon, 2010).

Fellowship phases

The fellowship comprised four phases. A fifth phase was opportunistically added to the fellowship in mid-2016.

Phase one – Fellowship program establishment

The program of activities began with a day-long Indigenous advisory group meeting at UQ to ensure that the goals, approaches and outcomes of the fellowship activities were firmly established, understood and agreed upon. At this meeting, the advisory group members provided feedback on the planned activities, outcomes and timeline. These aspects were reviewed for their potential to sustain successful Indigenous participation in HDRs. Advisory group members were Clair Andersen, University of Tasmania; Graeme Gower, Edith Cowan University; Heidi Norman, University of Technology Sydney; Sandy O’Sullivan, Batchelor
Institute; Cindy Shannon, The University of Queensland; and Juanita Sellwood, Felecia Watkin-Lui and Yvonne Cadet-James, James Cook University. The evaluation framework was also established in phase one (ALTC, 2011). A crucial aspect of this phase was completing all required ethical clearance processes. Phase one also involved me attending the 2014 Australian Learning and Teaching Fellows orientation.

**Phase two – Sharing stories, building relationships**
This phase involved leading a pilot workshop for undergraduate Indigenous students at UQ. Graduates from a wide range of disciplines shared stories of their pathways into HDRs and successful experiences during and after their HDR (see this report’s major activities section for more detail).

**Phase three – Multi-site pilot implementation**
In phase three, I led further workshops for undergraduate Indigenous students at two other universities (UTS, JCU). While on site, I also met with key stakeholders in Indigenous studies units and undergraduate education offices.

**Phase four – From implementation to institutionalisation**
The second advisory group meeting took place during phase four. At this meeting, the group reflected on the workshops with undergraduate students, discussed the development of the website, and planned the agenda for and focus of the national symposium. This meeting also evaluated the fellowship results to ascertain if the objectives and outcomes had been achieved. The second component of phase four was the development of a website to house the resources for Indigenous students and university stakeholders. Interviews with Aboriginal and Torres Strait Islander graduates from HDRs and staff who work with Indigenous HDR students were also undertaken in this phase. Interviews were transcribed and analysed using NVivo software.

The national symposium, titled “Aboriginal and Torres Strait Islander Pathways to Success in HDRs”, was held during phase four in February 2016. The symposium brought university stakeholders together from around the country to disseminate the findings of the fellowship and to discuss strategies to support and build aspirations of Indigenous students in the transition from undergraduate to postgraduate study.

**Phase five – Broadening impact / change**
A second national symposium was held in November 2016 to again bring together a group of ground breaking peers and continue a national dialogue about successful pathways for Indigenous students into Higher Degrees by Research (HDRs). Feedback received from the first symposium indicated that a second symposium would support useful changes in the higher education and across the disciplines.

Participation at the second symposium was expanded to include participants from the first symposium and representatives from additional universities and research institutions. The activity empowered colleagues to join me in working to increase numbers of Indigenous students transitioning into HDRs. We shared examples of good practice from universities building pathways into HDRs to demonstrate ways such initiatives could be embed across
the sector. This second symposium also made links between graduate school, Indigenous Centre/Unit staff and key people from the professions to make all participants aware of the need to increase the number of Indigenous students transitioning to HDRs and to build relationships so we can continue to work together at individual institutions to enact strategies.

In phase five myself and colleagues from other institutions commenced work on an additional fellowship activity – that is the inclusion of Indigenous HDR graduates’ voices through video clips on the website. I am working with UQ and other universities to identify success stories of Indigenous HDR graduates. The videos will be placed on the website in early 2017. Seeing Indigenous role models/success stories is key for Indigenous students to see the benefits of undertaking HDRs. They will also assist my peers in supporting future Indigenous HDR students.
**Major activities**
The fellowship focused on raising the profile of teaching and learning in higher education through workshops with undergraduate Indigenous students, a national symposium and key stakeholder networks at the university sites (UQ, Batchelor Institute, UTS, JCU) with the goal to inspire new thinking and change in the support of Indigenous undergraduate students to increase the number of Indigenous students transitioning into HDRs “across the spectrum of academic disciplines” (Behrendt et al., 2012, p. 86).

**Workshops with undergraduate Indigenous students**
Half-day workshops were held for undergraduate Indigenous students at UQ, JCU and UTS (see Appendix C for example agenda). The workshops included presentations by Indigenous and non-Indigenous staff about:

- opportunities, benefits and employment options gained by undertaking HDRs
- experiences of graduates and current Indigenous HDR students.

Four workshops were held:
- UQ, November 2014: 5 students attended
- UTS, September 2015: 3 students attended
- JCU, October 2015: 9 students attended
- UQ, November 2015: 12 students attended.

Identifying undergraduate Indigenous students to invite to workshops was a challenge. At UQ, I was able to access student data and send email invites. Whereas I was reliant on staff at the other institutions to contact their students on behalf of my fellowship. Another challenge was the scheduling of workshops at a time suitable to students and staff. Staff preferred non-teaching weeks, but this clashed with assessment and vacation time for students. For the JCU and UQ workshops, a $50 voucher was offered to student attendees, which contributed to the higher number of students attending. The logistical challenges of organising the workshops, however, was worthwhile as the feedback from attendees was very positive. This is discussed further in the key findings section.

**National symposium**
A national symposium was held at UQ in February 2016 titled “Aboriginal and Torres Strait Islander Pathways to Success: Enhancing the Transition to Research Higher Degrees”. The aims of this symposium were to:

- bring university stakeholders from around the country into conversation about strategies to support and build aspirations of Indigenous students in the transition from undergraduate to HDRs
• deepen our understanding of success factors for Indigenous students in HDRs
• share examples of best practice in relation to supporting Indigenous HDR students
• strengthen a network of influential stakeholders in higher education with a focus on addressing this issue
• discuss strategies to improve Indigenous students’ transition from undergraduate to postgraduate study.

The outcomes of the symposium were:
• strengthened relationships between key stakeholders in higher education with a focus on building the pipeline of Indigenous students from undergraduate to HDRs
• development of key strategies to improve the transition of Indigenous students from undergraduate to HDRs.

Thirty-two delegates attended the symposium with ten universities from around Australia were represented: The University of Queensland, The University of Melbourne, Queensland University of Technology, Edith Cowan University, Batchelor Institute, University of Technology Sydney, University of Tasmania, James Cook University, University of Wollongong and Macquarie University.

Six relevant organisations were also represented: Australian Council for Educational Research; Australian Research Council (ARC); National Health and Medical Research Council (NHMRC); Queensland Government Department of Education and Training; QIMR Berghofer Medical Research Institute; and Australian Government Department of Education and Training.

The symposium was facilitated by Professor Cindy Shannon (UQ) and included presentations by Professor Michelle Trudgett and Professor Susan Page (UTS), Dr Chelsea Bond (then QUT), Samantha Faulkner (NHMRC) and Marian Simms (ARC).

Small-group discussions focused on:
• What is currently happening at each representative’s institution to support Aboriginal and Torres Strait Islander undergraduates who are considering Higher Degrees by Research?
• What else could be done for Aboriginal and Torres Strait Islander undergraduate students to support them in transitioning to Higher Degrees by Research?
• What needs to happen to make this transition embedded within universities?
• What recommendations could be made to graduate schools, faculties and schools, funding bodies and Indigenous units/centres on how to further encourage Aboriginal and Torres Strait Islander students to consider HDRs?

The symposium made recommendations for university graduate schools/faculties/schools:
• provide opportunities for students to gain exposure to and experience in research as undergraduates
• provide generous scholarship support to students recognising that many have family and community responsibilities which make Australian Postgraduate Award equivalent scholarships not attractive
• hold regular information sessions for undergraduate students about research
• develop an undergraduate research journal.

The symposium made recommendations for Indigenous units/centres:
• identify high-performing undergraduate students
• keep track of alumni
• assign a designated staff member to focus on pathways into HDRs
• sell the advantages of undertaking a HDR — autonomy, carry out own research, flexibility.

The symposium was an excellent opportunity for likeminded representatives of major Australian education institutions to meet face-to-face and explore key questions relating to strategies to support and build aspirations of Indigenous students in the transition from undergraduate to HDR programs. Participants commended the selected representatives, highlighting the shared passion for the topic. The day’s format worked well, incorporating a balance of presentations and discussion time. Participants expressed a resolve to continue working together to improve Indigenous students’ transition from undergraduate to postgraduate study. Comprehensive feedback is available at Appendix D, Evaluation of National Symposium (February 2016). The feedback led to the running of a second national symposium in November 2016.

Research interviews
After completing ethical clearance processes, semi-structured interviews were undertaken with 21 Aboriginal and Torres Strait Islander graduates from HDRs across Australia (two Master of Philosophy graduates and 19 PhD graduates; three men and 18 women) about their successful experiences undertaking HDR and about strategies to improve Indigenous students’ transition from undergraduate to postgraduate study; 11 staff who work with HDR students (one Indigenous staff member and 10 non-Indigenous staff members; three men and eight women) were interviewed about the latter. Participants were identified through my own network and by suggestions from other participants. They were invited individually via email to be involved. Most of the interviews with graduates were done via Skype due to travel constraints. Two interviews with staff were via Skype while nine were face-to-face. Informed consent was obtained from participants and interviews were audio recorded with their permission. The interviews were approximately 30 minutes in length. After the interviews were transcribed, thematic analysis was done to identify common themes using NVivo, which are discussed in key findings below.
Second national symposium – continuing the impact and change

A second national symposium was held at UQ in November 2016. Inspired by feedback from participants at the February symposium, the aims were to:

- share examples of good practice from universities who are now building pathways into HDRs and discuss ways these could initiatives could be embed these practices across the sector
- discuss and refine the suggested strategies for universities to improve pathways to HDRs for Indigenous students
- make links between graduate school staff and Indigenous Centre staff to build relationships so the groups can work together at individual institutions to enact strategies
- make links between key people from professions who require postgraduate study and Indigenous Centre staff to broaden impact through industry engagement.

The outcomes of the symposium were:

- strengthened relationships between graduate school staff, Indigenous staff in higher education and key people in the professions with a focus on increasing the number of Indigenous students transitioning to HDRs
- refining of strategies to improve the transition of Indigenous students from undergraduate to HDRs.

Forty four delegates attended the second symposium with fourteen universities from around Australia represented: The University of Queensland, The University of Melbourne, Queensland University of Technology, Edith Cowan University, Batchelor Institute, University of Technology Sydney, University of Tasmania, James Cook University, University of Wollongong, University of Newcastle, Monash University, Griffith University, University of Southern Queensland, and Macquarie University.

Seven relevant organisations were also represented: Australian Council for Educational Research; Australian Research Council (ARC); National Health and Medical Research Council (NHMRC); Institute of Urban Indigenous Health (IUIH), Queensland Government Department of Education and Training; Commonwealth Scientific and Industrial Research Organisation (CSIRO); and Australian Government Department of Education and Training.

The symposium was again facilitated by Professor Cindy Shannon (UQ) and included presentations by Professor Susan Page (UTS), Warwick Padgham (University of Melbourne), Belinda Bern (UQ Graduate School), Professor Helene Marsh (JCU Graduate Research Studies); Indigenous HDR graduates and a current student: Graham Akhurst, Dr Yvette Roe, Dr Graeme Gower, Dr Virginia Marshall; and key representatives from the professions: Donna Smith (CSIRO), Adele Chynoweth and Harold Lomas (Department of Education and Training, Australian Government).

Small-group discussions focused on:

- What is currently happening at your institution to support Aboriginal and Torres Strait Islander students to consider Higher Degrees by Research? Is there any
initiatives in addition to the presenter’s examples to build pathways for Aboriginal and Torres Strait Islander students to HDRs at your institution?

- What would need to happen to make these initiatives embedded within your institution?

- How do we embed these strategies in universities across Australia to increase the number of Aboriginal and Torres Strait students transitioning into HDRs?

The symposium made some additional recommendations for university graduate schools/faculties/schools:

- utilise Indigenous academic staff as mentors for Indigenous undergraduate students
- develop further collaborative relationships between graduate schools/Indigenous Centres/the disciplines to work together to increase Indigenous HDRs rather than pathways to HDR being the sole responsibility of Indigenous Centres/Units
- develop accountability structures (Key Performance Indicators - KPIs) for Indigenous HDR opportunities and outcomes and earmark strategic funding for Indigenous research training.

The symposium also made suggestions for revising and adding to the recommendations developed at the first symposium for Indigenous Units/Centres:

- in relation to assigning a designated staff member to focus on pathways into HDRs – ensure this is position focused rather than relying on an individual person
- as well as targeting undergraduate Indigenous students, work with industry representatives to target Indigenous staff who could return to university to undertake HDR study
- create visiting fellowships for Indigenous HDR graduates.

The second symposium was a further excellent opportunity for key stakeholders to meet face-to-face, network and share examples of good practice in relation to strategies to support Indigenous students to transition to HDR programs. Participants noted that the second symposium was particularly timely because of the Australian Government had recently accepted all the ACOLA Review recommendations. They also noted that hearing from the diverse speakers, and particularly the Indigenous HDR graduate’s success stories, was particularly useful. Acknowledgement that strategic Indigenous leadership is key in this area was also discussed at the symposium. The participants highlighted the importance of high level involvement from Vice Chancellors, Universities Australia, and Australian Government to endorse the strategies. Comprehensive feedback is available at Appendix E, Evaluation of Second National Symposium (November 2016).
Key findings

Workshops
Data from pre-workshop questionnaires, which were given to undergraduate Indigenous students at the workshops, indicated that many students had a limited understanding of the term “Research Higher Degree / Higher Degrees by Research”. For example, students commented:

- I really don’t know — Masters? Further studies in your degree (JCU).
- I’ve heard of it, but I don’t really know (UQ 1).
- I believe a HDR is a postgraduate form of study where students partake in a research project. I think this might also mean PhD studies, but I can’t be sure (UQ 2).
- I’m not really sure, but completing Masters/PhD, [or] spending time on a research project (UQ 2).

This indicates more information needs to be provided to students about what a “HDR” involves. Approximately half of the students had been made aware of the possibility of undertaking a HDR by university staff. However, they were still unsure:

- Yes, but I didn’t really understand it (JCU).
- It was mentioned in our induction… [then I was] invited to this session (JCU).
- I have already considered it and searched the JCU website on the Masters coursework (JCU).

Other students noted that staff had not discussed HDR pathways with them:

- Not sure, sort of, but I haven’t really felt like I fit into research (UQ 2).
- No-one has talked to me about doing a Research Higher Degree before. I have considered further studies, however [I’m] unsure about what is available in the engineering space (UQ 2).
- No, I haven’t even been spoken to about it, so I haven’t really considered it either (UQ 2).
- No-one has talked to me about the possibility of a HDR (apart from this workshop) (JCU).
- No, I have considered getting into research but at the moment I’m just thinking about finishing my degree (UTS).

The feedback from the post-workshop questionnaire was very positive. Students learnt about pathways into research, the benefits of research, processes of how to apply for HDRs and scholarship support available. Responses indicated that they learnt:
• That I should start thinking about it. What am I really interested in? Where will it lead? I found out there are plenty of ways to get to the next stage. There are opportunities and help available (UQ 1).

• That they [HDRs] can lead to more than just academic pathways (UQ 2).

• There are many pathways — PhD, MPhil, Honours, 3MT; it’s good to start doing research during your undergraduate degree (UQ 2).

• That your research can lead to a great impact into researched areas. Research can be used for funding to support and change targeted areas. The overall process of how it works. The journey from existing academics who went through the process (UTS).

• Postgraduate study is rewarding. It helps to empower self and community (JCU).

• Pathways to further my education, my career. The bigger picture for Indigenous people in the grand scheme of things. The good and bad things — very realistic truth (JCU).

• That it is possible to go for a PhD. How to apply. What it’s really like to do a PhD (JCU).

Hearing from Indigenous graduates of HDRs — about their diverse pathways, experiences and careers — was the highlight for many of the students. The success stories of graduates provided inspiration and awareness of the diverse disciplinary areas:

• I thought there weren’t any Indigenous people in biomedical science research, but know now there are people like Simone (UQ 2).

• It was great to hear from people who have been in the same position as myself (UQ 2).

• Especially hearing the stories of those who have gone through their postgrad studies. Learning about the life and work of that lady in regards to her science research and how she juggled her decisions, relationship, and travel were particularly great; this [being] offset by the pathways that are available made the session valuable (UQ 1).

• I enjoyed hearing about the opportunities available and then how others have taken advantage of them to get where they are (UQ 2).

• I enjoyed the stories and input from everyone. I liked the power points and stories (UTS).

• It was great hearing from the Drs’ first hand experiences and [they] were all so different, yet relevant (JCU).

Some students also noted that their perceptions about HDRs had changed and that undertaking a HDR is hard, yet rewarding, work:

• It changed the way I thought about career pathways and where a HDR can lead, prepare you for and what it can teach you (UQ 1).

• Some of my preconceptions have been changed (UQ 2).
That it’s going to be hard, but it’s worth it (JCU).
Postgrad study is hard, but if you are motivated it’s very rewarding (JCU).
That it is hard and [a] long process, but also very rewarding (JCU).

Overall, feedback from workshop attendees was very positive. However, due to the challenges experienced in reaching and attracting students across the university sites, attendance was below that expected in my initial planning. It was difficult to encourage students to attend workshops when the benefits of attending were not apparent to students and not linked to their current assessment. The timing of the workshops was also key, as holding them in revision time or university break worked well for staff (whose input and “buy in” was essential), but students were primarily focused on assessment at this time. For the later JCU and UQ workshops, an incentive was offered of a $50 voucher, which was likely to have contributed to the slightly higher number of students attending.

Research interviews with Aboriginal and Torres Strait Islander HDR graduates
This section will discuss the themes identified in interviews with Indigenous HDR graduates. Due to space limitations, individual comments from graduates are not included, but they will be discussed further in forthcoming publications.

The Australian Council of Learned Academies (ACOLA) report stated that 57 per cent of the employed doctorate population in Australia are working outside of academia in a range of other careers (2016, p. 72). Of the 21 graduates interviewed:

- 15 worked in academic positions at universities (including one post-doctoral position)
- two worked as researchers in community organisations
- one worked as a researcher in a Commonwealth Government organisation
- one worked as a solicitor and an academic
- one was a PhD student
- one worked as a researcher in a medical research institute.

The graduates interviewed had diverse pathways into HDRs. The ACOLA report states that “many Indigenous candidates have a long gap between completing their undergraduate degree and undertaking research training” (2016, p. 98); however, this was not the case for the majority of the participants:

- six had an uninterrupted pathway from undergraduate to HDR study (four were mature age when they began undergraduate study)
- seven had small gaps (six months to one year) between undergraduate study and HDR study
- eight had larger gaps in between undergraduate and HDR study (two to 19 years).
Notably, three of the Indigenous HDR graduates interviewed were part of a NHMRC research capacity building project that included capacity building tools, workshops, writing retreats and mentoring for current Indigenous HDR students (see Elston et al., 2013). The NHMRC supported capacity building project focused on ensuring current HDR students complete their studies and I note that such strategies complement my discussion about completion success factors below.

Graduates highlighted the following success factors that were key to their HDR pathways:

- encouragement from individual academic staff (both Indigenous and non-Indigenous)
- research experience as an undergraduate student — they could see the value and benefits of research, that you can make change through research, the importance of an Indigenous voice in research
- financial support through scholarships
- motivation of possibility of career progression.

Graduates also discussed the key reasons for their interest in undertaking a HDR:

- flexibility (with family, work and community commitments)
- power to change and make a difference through research
- contribute to knowledge
- learning
- contribute Indigenous ways of doing, knowing research
- assist own community.

They identified the following factors that were inhibiting to their HDR pathways:

- Indigenous units/centres often not well equipped to provide information about pathways to HDRs and often lack a designated HDR person
- self-doubt (even post-PhD)
- limited knowledge of what a “HDR” is
- lack of part-time scholarship options
- juggling family commitments
- employment opportunities from undergraduate study before starting HDR
- negative Honours experience
- enrolment processes long and difficult
- lack of support for Indigenous methodologies in universities
- perception of lack of jobs post-HDR
- negative history of research with Indigenous communities.
Graduates also discussed key success factors and inhibiting factors for completing a HDR. These themes below link with current literature on the need for further support for Indigenous HDR students to enhance completions (see Barney, 2013; Elston et al., 2013; Trudgett, 2014).

Success factors that graduates identified as contributing to completing a HDR included:

- workshops/summer schools (e.g., The University of Melbourne Summer School for Aboriginal and Torres Strait Islander research students)
- strong networks — cohort of students, family, supervisors
- culturally competent and quality strong supervision
- Indigenous role models
- scholarship support
- personal determination/motivation/persistence/tenacity
- time (away from other work) to devote to HDR
- links between HDR topic and work — research informing their employment.

Inhibiting factors for completing a HDR included:

- isolation/alienating experience
- first in family
- not knowing the requirements of a HDR
- lack of networks/role models
- scholarships too small
- working full time
- lack of supervision — lack of time and support.

Other themes in the interviews were that there are many pathways to HDRs (e.g., through Honours, coursework Masters with research component, work then return to postgraduate study) and that the pathways are important to ensure students are well equipped to begin HDR study. Many of the graduates discussed their experiences undertaking a HDR as a “journey” and a number of them noted that they had “struggled through undergraduate study” before going on to complete a HDR. The need for support post-PhD was also mentioned by graduates as being key in developing a career as a researcher.

Research interviews with staff who work with Indigenous HDR students

Staff who have worked with Indigenous HDR students suggested several strategies to increase the number of students transitioning to HDRs:
• holding “think tanks” — opportunities for high-performing students to come together to debate and discuss cutting-edge research projects

• providing financial support for undergraduate students to work on research projects

• building networks (online and face-to-face) for Indigenous undergraduate students interested in Honours and HDRs

• developing flexible entry pathways to HDRs (similar to alternative entry pathways).

Staff also identified reasons why the numbers of Indigenous students transitioning from undergraduate study to HDRs are low:

• financial pressures experienced by Indigenous students (many are mature age and many have families)

• Indigenous graduates can get higher salaries outside of academia — HDR not necessarily financially the best option (also see ACOLA, 2016)

• Indigenous graduates are in demand and are often offered jobs before going onto HDRs

• academic staff are time poor, so have little time to build supportive relationships with undergraduates

• many staff who teach are research inactive and, therefore, not doing research led teaching

• due to work-load models, research active staff do not do much undergraduate teaching

• enrolment process can be long — many hurdles and barriers to enrolling

• Indigenous students can be “first in family” to go to university and undergraduate can be a challenge, so to do HDR is another level of challenge

• universities focus on professional pathways for undergraduates, rather than a research pathway

• university is perceived as not welcoming for Indigenous students

• often ethical challenges for Indigenous candidates

• only a small number of Indigenous academics and they are overworked.

All this data has been used, along with input from key stakeholders at the first symposium, to develop the suggested strategies to increase the number of Indigenous students transitioning from undergraduate to HDR study (see strategies within outputs and outcomes section).
Outputs and outcomes

Website
The website <www.indigenousresearchpathways.edu.au> is available for Indigenous students and university staff to facilitate and support the transition of Indigenous students from undergraduate to postgraduate research. Resources for universities and for Indigenous students to support them into HDRs are available on the website. Success stories from Indigenous graduates from across the disciplines are featured, focusing on pathways to HDRs, student experiences, positive support mechanisms and advice for Aboriginal and Torres Strait Islander students contemplating a HDR. The website also includes a listing of and links to relevant publications, upcoming events and links to other relevant sites. Flyers have been made for the website and will be circulated to promote the website to the higher education sector.

Artwork
The artwork by Aboriginal artist Aunty Denise Proud titled Building Pathways to Research (2015) was developed for the fellowship. I commissioned this artwork to be featured on the website to provide a visually engaging depiction of the many pathways into research for Indigenous students. The artwork is also featured on flyers and posters which promote the website. It will also be featured on the video clips of success stories on the website to demonstrate in a visual and symbolic way the many pathways into research and the possibilities of undertaking research in undergraduate study, HDRs and post-HDRs.

Strategies
Strategies developed to increase the number of Indigenous students continuing onto HDRs are a key output. These strategies have been drawn from recommendations developed at the national symposiums in February and November 2016 and from interviews with Indigenous HDR graduates and staff who work with Indigenous HDR students. The strategies are published on the fellowship website and can be implemented at all universities across Australia.

Strategies for individual staff:
- connect with Indigenous undergraduate students and communicate the pathways to and benefits of undertaking HDRs
- encourage Indigenous undergraduate students to undertake research opportunities (e.g. summer/winter internships).

Strategies for university faculties and schools:
- work collaboratively with the university’s Indigenous Unit/Centre and graduate school to identify and nurture high-performing Indigenous undergraduate students (for example, contact them mid-degree advising eligibility for Honours)
• provide scholarships for Indigenous undergraduate students to undertake an Honours year
• develop undergraduate courses with strong research components so Indigenous students can engage in research methods and develop research skills
• identify and promote Indigenous academics as role models and ambassadors to promote HDRs
• provide welcoming and supportive spaces that demonstrate a culture of research.

Strategies for Indigenous Units/Centres:
• assign a designated staff member to focus on pathways into HDRs – make this position focused rather than relying on an individual person
• identify and nurture high-performing Indigenous undergraduate students
• encourage Indigenous undergraduate students to gain research experience (for example, summer/winter internships) or courses with research components
• run masterclasses and seminars for Indigenous undergraduates to explain what a HDR is; outline the professional and personal benefits of undertaking HDRs; provide examples of research that benefits Indigenous communities; and discuss enrolment and admission processes, research ideas, and supervision
• communicate to Indigenous undergraduate students the diverse career opportunities available to HDRs graduates and the diverse pathways into a HDR (for example, working after completing undergraduate study, and then returning to do a HDR)
• highlight success stories from graduates
• develop outreach programs in schools and Indigenous communities — demonstrate how a HDR is worthwhile
• build a network/cohort of Indigenous undergraduate students interested in Honours and HDRs.

Strategies for graduate schools:
• make enrolment processes clearer and quicker
• offer larger scholarships, top-up scholarships and part-time scholarships for Indigenous HDR students
• provide a welcoming and supportive space.

Resources
The resources for undergraduate Indigenous students are published on the website and include information about HDRs (including the benefits of undertaking HDRs), scholarship information, information on HDR programs across Australia, undergraduate research
opportunities and pathways to and from HDRs. Resources for universities include suggested strategies for individual staff, Indigenous units/centres, faculties/schools, and graduate schools to increase the number of students transitioning from undergraduate study to HDRs.

**Advancing existing knowledge**

While there is a growing amount of research on Indigenous participation in higher education (e.g., Andersen, Bunda, & Walter, 2008; Barney, 2016; DiGregorio, Farrington, & Page, 2000; Oliver, Rochecouste, & Grote, 2013) and on the experiences of and supervision of Indigenous postgraduate students (e.g., ACOLA, 2016; Barney, 2013; Council of Australian Postgraduate Associations, 1997; Day, 2007; Elston et al., 2013; Trudgett, 2009, 2014; Trudgett et al., 2016; Weir, 2000), prior to this fellowship, much less was known about how to build pathways and support Indigenous students to transition from undergraduate study into HDRs.

Improving postgraduate enrolments of Indigenous Australians at universities is critical. Increasing the number of Indigenous HDR students provides a pathway for Indigenous people into “careers in academia [which] is critical to supporting future generations of Aboriginal and Torres Strait Islander people to access and succeed in higher education” (Behrendt et al., 2012, p. 104; also see Page & Asmar, 2008). Increasing participation rates will achieve key national social justice goals of building a better future for Indigenous Australians and all Australians. This fellowship has been a particularly timely and valuable way of advancing existing knowledge because as the ACOLA Review of Australia’s Research Training System (2016) notes “improving Indigenous HDRs is a priority area where effective action is urgently needed. Initiatives to encourage Indigenous people to undertake HDR training would not only benefit individuals and communities, but would also have a significant benefit to the nation’s prosperity (finding 11, p. xvii)”. 

**Linkages**

The fellowship links to other projects and fellowships funded by the OLT\(^2\). There is a Seed Project led by David Singh entitled “Building supervisory capacity-working with Aboriginal and Torres Strait Islander HDR candidates to enhance completions”. This project complements the work of my fellowship by focusing on enhancing Indigenous HDR completions through the development of an Indigenous Supervisory Skills Framework that builds the cultural safety capacities of non-Indigenous supervisors of Indigenous HDR students. Chelsea Bond’s National Teaching Fellowship, focuses on enhancing the cultural safety of Indigenous academics who teach Indigenous studies. Karen Martin’s National Teaching Fellowship focuses on developing inclusive curriculum, and Aboriginal cultures and histories in courses to increase participation and outcomes of Aboriginal and Torres Strait Islander peoples in higher education. 

It also links with initiatives currently being implemented at UTS and The University of Melbourne to increase the number of Indigenous students transitioning to Higher Degrees.

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\(^2\) The OLT ceased on the 30 June 2016; the Australian Government Department of Education and Training continued to support the fellowship via the Promotion of Excellence in Learning and Teaching in Higher Education program.
by Research. Staff from the Centre for the Advancement of Indigenous Knowledges (CAIK) at UTS conducted their own two day workshop for prospective Indigenous research students for the first time in July 2016. Senior Indigenous academics delivered a series of lectures on research design, developing a research proposal and literature review, and Indigenous methodologies. The University of Melbourne Indigenous PhD Familiarisation Program ran for the second time in August 2016. The program included workshops to help prospective Indigenous research students prepare for commencing a PhD, introduced students to potential supervisors, guided students through the admissions process and provided an opportunity to develop networks. Staff from these institutions who are playing a leading role in these UTS and The University of Melbourne initiatives (Susan Page and Michelle Trudgett from CAIK, UTS and Chris Platania-Phung and Warwick Padgham from The University of Melbourne) participated in the fellowship’s national symposiums in February and November 2016 and both the CAIK workshop and the Melbourne Indigenous PhD Familiarisation Program were advertised on the fellowship website under upcoming workshops. The National Indigenous Research and Knowledges Network (NIRAKN) led by QUT also runs annual Beginning Candidacy workshops for prospective research students at universities across Australia. These future workshops will also be advertised on the homepage fellowship website.

Factors critical to success of fellowship

Close collaboration with the Indigenous advisory group throughout the fellowship was critical to its success. This was achieved through two advisory group meetings, regular email/Skype discussions with advisory group members, meetings with advisory group members in conjunction with the workshops for students and the first national symposium. Regular discussions with formative evaluator Susan Page also ensured that the fellowship activities were on track and provided an additional Indigenous perspective and feedback on my fellowship program.

The fellowship activities allowed for dialogue and debate among university staff committed to improving the pipeline of Indigenous students from undergraduate to HDRs. Creating a space for leading Indigenous academics to meet face-to-face and engage in discussions about the issues through the advisory group meetings and the national symposiums was essential. The symposium in February identified key strategies to increase the number of students transitioning from undergraduate to HDRs, allowed participants to share examples of programs at individual institutions and built relationships between scholars. The strategies published on the website, which were developed from the symposium and from interviews with graduates and staff, are further key factors for success as they offer university staff tangible suggestions to increase the number of Indigenous undergraduate students considering HDRs as an option. The second symposium in November built on the first symposium by sharing examples of good practice from universities who are now building pathways into HDRs and discussing ways these could initiatives could be embedded across the sector. The second symposium also provided a space to make links between graduate school staff, Indigenous staff and key people from professions to build relationships so the groups can work together at individual institutions to enact the suggested strategies.
Evaluation, dissemination and impact

Evaluation
Evaluation has been ongoing throughout the fellowship. Professor Susan Page has provided formative evaluation through her engagement as a critical friend from the beginning. Specifically, she monitored the progress of the fellowship, attended one of the workshops and both of the symposiums, and provided regular formative feedback to me. The input from the Aboriginal and Torres Strait Islander advisory group helped shape the direction and the theoretical and methodological framework used in the fellowship. Advisory group members were asked for feedback, direction and input throughout. The feedback was incorporated into the activities and subsequent advisory group meeting. Student participants in the workshops were also asked for feedback on workshop organisation, content and speakers. Feedback was incorporated into subsequent workshops. An external evaluator, Professor Carmen Robertson from the University of Regina, has provided a summative evaluation on the fellowship with an overview of the impact of its outputs and outcomes. She completed an evaluation of the symposium (via video recording), the website and the final fellowship report (see Appendix B).

Dissemination
Findings from the fellowship have been disseminated through the website, national symposiums, as well as through publications and presentations such as:


I am in the process of submitting articles to peer-reviewed publications and planning presentations at upcoming forums and conferences.

The development and inclusion of Indigenous HDR graduates’ and students’ voices through video clips on the fellowship website will highlight the diversity of pathways, benefits and careers from undertaking a HDR. Seeing Indigenous role models/success stories is key for Indigenous students to see the benefits of undertaking HDRs. Video clips will be available on the website in early 2017.
Impact

The fellowship has provided me with the opportunity to make a substantial impact on a key issue in higher education. The ability to continue to strengthen my connections with Indigenous colleagues and build new collaborative partnerships has been one of the biggest impacts. I was recently invited by Pro-Vice-Chancellor (Indigenous Engagement) Professor Cindy Shannon to lead the development of UQ’s strategy to implement stronger research pathways from undergraduate to postgraduate study for Indigenous students. A number of the suggested strategies from my fellowship are now being enacted at UQ. For example, I have worked with staff in the ATSIS Unit to:

- Send out to high performing Indigenous undergraduate students to let them know about undergraduate research opportunities and events
- Held another workshop for undergraduate Indigenous students (graduate school staff, undergraduate research staff, and Indigenous graduates presented)
- Ran a workshop for ATSIS Unit staff to let them know about HDR pathways, benefits and careers from HDRs
- Contributed to the development of a Graduate Certificate in Indigenous Research as an alternative pathways into HDRs.

I have also received invitations to present the fellowship findings at UQ and at local and international conferences.

The workshops had a positive impact on students who participated, with many noting that they had not previously considered a HDR as an option. At UQ, three of the students who attended the workshops have since enrolled in a HDR.

More discussion has been generated nationally about how to increase the number of Indigenous students transitioning from undergraduate study to HDRs. UTS, one of the fellowship institutional partners, has begun implementing systemic changes by running their UTS Indigenous HDR Program and offering larger scholarships for Indigenous students. Moves towards systematic changes have been made at The University of Melbourne with its Indigenous PhD Familiarisation Program. A similar program is also currently being developed by UQ for prospective Indigenous HDR students. Presentations about these examples of good practice will be shared at the second national symposium along with discussion about how these strategies can be implemented by all universities across Australia.

Measures of success over the next few years will include further awareness and use of my fellowship’s strategies, more ‘hits’ on the website (measured through Google analytics), and ultimately an increase in the numbers of Indigenous students continuing to HDRs.
Conclusion

I am pleased to observe that my fellowship program of activities — workshops, meetings, national symposiums, research interviews — has significantly increased awareness of Indigenous student participation in HDR programs across the disciplines as an issue for the sector. It also strengthened a network of influential Indigenous stakeholders in higher education with a focus on addressing this issue.

Key success factors for entering into a HDR highlighted by Indigenous graduates include encouragement from individual academic staff (both Indigenous and non-Indigenous) to consider undertaking a HDR and gaining research experience as an undergraduate student that demonstrates to them the benefits of research. Carrying out research allows students to see the potential to make a difference through research; contribute to knowledge and develop Indigenous ways of doing and knowing research; and to assist their own communities.

The strategies to boost institutional capacity to support Indigenous students to transition from undergraduate to postgraduate study will be further embedded by working with institutions on implementing the strategies outlined in this report. I will continue to work closely with staff at universities to build the capacities of participating staff to further develop and implement effective support for Indigenous students to transition into HDR programs.

The fellowship website offers direction and resources for current undergraduate Indigenous students and prospective Indigenous HDR students, links to research programs, and financial scholarships across Australia. The publicly available website features success stories of past and present HDR students. It also provides information about career options for Indigenous people after completing HDRs.

Ultimately, the knowledge gained through the fellowship will inform universities and other research institutions’ programs for Indigenous students, empowering them to achieve their education goals, have their voices heard, and help build a better future for Indigenous Australians.

Future directions

I am passionate about and committed to improving the pipeline of Indigenous students from undergraduate study to HDRs. My vision is to grow networks and foster initiatives to achieve improved outcomes for Indigenous tertiary students. Drawing on my ongoing relationships with Indigenous scholars, I will continue work collaboratively with Indigenous staff to build the number of students transitioning from undergraduate to HDR study and bring more awareness to the issue across the higher education sector. The video clips of success stories will be completed and available on the website in early 2017.

Collaboration with Indigenous staff is crucial and, as Elston et al. (2013, p. 12) note, increasing Indigenous research capacity “requires senior Indigenous leadership and
significant investment and sustained efforts”. By building on my longstanding partnerships in Indigenous higher education, I plan to further develop a national network of key stakeholders and contribute to the growing community of scholars focusing on this area. This will extend the work of the fellowship by creating a space to further to engage in discussions on increasing the number of Indigenous students transitioning into HDRs, share the outcomes of workshops and other initiatives for Indigenous students to consider HDRs as an option, further build relationships between scholars keen to address pathways for Indigenous students into HDRs, and build relationships with leading international Indigenous scholars.

With the approaching conclusion of my fellowship, I was asked by Pro-Vice-Chancellor (Indigenous Engagement) Professor Cindy Shannon to develop a UQ strategy to implement stronger research pathways from undergraduate to postgraduate study for Indigenous students. In collaboration with Indigenous staff in UQ’s Aboriginal and Torres Strait Islander Studies (ATSIS) Unit, findings from the fellowship have contributed to development of this strategy.

An issue linked with the fellowship is developing a framework for culturally appropriate supervision of Indigenous HDR students. This was also discussed by graduates and staff interviewed and, building particularly on Trudgett’s work in this area, will form another area of future work.

Considering the pathways for Indigenous HDR graduates into academic roles is also important. Indigenous people are underrepresented as employees in Australian universities at all levels (Aboriginal and Torres Strait Islander Higher Education Advisory Council, 2015) and increasing the numbers of Indigenous academic staff is critical.

Overall, I will continue working towards increasing Indigenous HDR enrolments across Australia and stimulating change in universities to implement stronger research pathways from undergraduate to postgraduate study, as well as pathways post-HDR for Aboriginal and Torres Strait Islander graduates.
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Appendix A: Certification

Certification by Deputy Vice-Chancellor (or equivalent)

I certify that all parts of the final report for this OLT fellowship provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: Professor Doune Macdonald..........................Date: 11 July 2016........
Appendix B: Evaluator’s report

Pathways to postgraduate study for Indigenous Australian students: Enhancing the transition to Higher Degrees by Research

EXTERNAL EVALUATION REPORT

Prepared by:
Dr Carmen Robertson,
Professor of Art History, Coordinator of Interdisciplinary Graduate Programs,
Faculty of Media, Art, and Performance,
University of Regina, Canada
June 2016

An Australian Government Office for Learning and Teaching Funded Fellowship

National Teaching Fellow: Katelyn Barney

The University of Queensland with support by James Cook University, University of Technology Sydney, Batchelor Institute
External Evaluator Final Report

Executive Summary

My experience in Canada as an Indigenous researcher, professor of Indigenous art history, Graduate Coordinator of Interdisciplinary Programs, and former Associated Dean of Graduate Studies and Research in the Faculty of Media, Art, and Performance at University of Regina has resulted in a wide range of experiences with mentoring Indigenous student progress from an undergraduate to a graduate level of education. Using this as a frame of reference for my external evaluation, the Pathways to Postgraduate Study OLT-funded National Teaching Fellowship stands as an exemplar in that it aims to improve and support the transition of Indigenous Australian students to Higher Degrees by Research (HDR) programs at Australian universities. Low rates of Indigenous students currently enrolled in HDR programs demonstrate a need for new approaches to supporting Indigenous students in their quest to gain HDRs. Over the course of the two-year timeframe, the Pathways program achieved significant results in assessing needs and initiating outcomes. Beginning from a realisation that while much research had been done regarding Australian Aboriginal students already in HDR programs, the principal investigator Dr Katelyn Barney and her team identified that little research had been done to assess the supports and ways in which undergraduate students were prepared for HDR programs. Working with an Indigenous advisory group, Barney et al. facilitated an approach to address this issue and promote a national dialogue in higher education to forge pathways for Aboriginal and Torres Strait Islander students from undergraduate study into HDR programs across the disciplines.

The program achieved a number of noteworthy results as a result of a four-phase design that undertook workshops and interviews with Indigenous students, regular meetings with an appointed Indigenous advisory group, and a culminating national symposium to disseminate findings widely with additional universities and other institutional stakeholders. In broad terms, the outcomes include:

- a public website
- strategies for success (available on the website)
- creation of resources for Indigenous students and for universities
- establishment of a network of higher education institution stakeholders committed to action.
Acknowledgments

I wish to thank Dr Katelyn Barney for having the foresight to design this program of activities and for inviting me to serve as the external evaluator. My thanks also to each of the members of the program team and the students who contributed their nuanced expertise throughout the fellowship term.

1. Evaluation approach

The fellowship identified the importance of an ongoing evaluative process both internally and externally with four clear evaluative directions that included the advisory group team, scholarly input, student input and finally an external evaluator.

First, members of the team were continually asked for feedback, direction, and input throughout the fellowship. Online evaluation methods were utilised after each of the Indigenous advisory and stakeholder meetings to follow up on feedback provided during each of the meetings. In the data collection phase, students were interviewed and asked for their understanding of HDRs in a pre- and post-workshop assessment tool. That data was then qualitatively analysed using software tools to capture the themes and ideas conveyed by students, and other participants.

1.1 Role of the external evaluator

I was brought into the fellowship at its earliest stages during the grant-writing phase and was present at some meetings and discussions over the two-year period via web-based tools. While I was unable to attend the final symposium, I was able to view the video transcript of the events and assess the website.

2. Evaluation

In my assessment, the fellowship more than achieved the outcomes proposed in the OLT grant proposal. Throughout the course of the fellowship, but especially during the final months, the fellowship exceeded its espoused goals in transformative ways. The impact of this fellowship on future students is particularly noteworthy because of sustained advances. While each of the noted outcomes below are in themselves significant developments for supporting Indigenous students in transitioning to HDRs, together the five key facets of this fellowship outlined below demonstrate a forceful and authentic commitment to positive change.

2.1 The Indigenous advisory meetings

The Indigenous advisory group was comprised of nine Indigenous scholars at six institutions. The initial meeting organised during phase one set the parameters for the fellowship, provided an evaluative framework and led to the ethics clearance process. A second Indigenous advisory group meeting held during phase four allowed for a sharing of the workshop experiences, focused discussion, strategic planning of the building of the website structure and the organisation of the symposium. Clearly, the group, especially during the
second meeting, worked well to accomplish the goals of the advisory group and to inject an array of experience and opinions to strengthen the fellowship.

2.2 The workshops
During the first two phases of the fellowship, four half-day workshops were conducted at three institutions (UQ site was repeated). Attendance at the first two workshops was lower than expected and as a result Barney et al. sought ways to attract greater number of students to the subsequent workshops. The issue faced by Barney et al. is not unusual when working with Indigenous peoples. It is recognised that trust building and facilitating a community for Indigenous students is key to success. This takes time. Given the time frame for a grant fellowship, however, long-term relationship development was not possible. Researchers engaged in Indigenous methodologies recognise the difficulties faced by researchers attempting to work within the limited timeframes afforded in granting programs. For the final two workshops cash vouchers were provided as incentives for attendance. This solution significantly improved attendance numbers, bringing together a larger interview group and more pre- and post-questionnaires for data analysis through NVivo. One intangible benefit of the half-day workshop was the opportunity for students and staff at the host institutions to meet and find potential support in their exploration of HDR programs. Clear from the findings was the limited understanding of graduate program structure within universities. Demystifying this process within a group of peers is an excellent way to engage students.

The effort to re-evaluate initial design of the workshops resulted in a more robust final set of gatherings. And while Barney et al. found it challenging to work with staff at multiple institutions, each with different bureaucratic structures for connecting with students, this experience impacted the outcomes of the fellowship in positive ways. Recognising the unique ways in which different universities provide support and services to students allowed Barney et al. to acknowledge the importance of ensuring outcomes, such as the website, would be attuned to varied users.

2.3 The website
A major end result of this fellowship involved the creation of a public website to share the findings of the fellowship and, most importantly, to provide an online platform for information and support for Indigenous students considering HDRs. The website design is therefore key to its success as a useful tool for students. Barney et al. succeeded in the creation of an accessible and visually appealing site that provides useful resources, a series of narratives from successful Indigenous HDR students and a selection of research programs students can navigate through easily.

Much planning has gone into the site to ensure its interactivity and usefulness for students considering HDRs, as well as for university advisors and other stakeholders. The site is clearly laid out and easy for users to navigate using a menu bar. The content included in each of the sections of the site is informative. It is clear that much work went into the implementation of this website.

The commissioning of artwork for the website by Indigenous artist Aunty Denise Proud provides both a visually engaging and symbolically important support for the site and the
fellowship more generally. Including this commissioned work of Indigenous art as part of the overall design of the site speaks to the holistic connections between community, culture and educational opportunities inherent in the design of the Pathways program of activities.

Another key strength of the website is the inclusion of narratives by former students that share their HDR experiences. The personal nature of a number of the testimonials offers a potential HDR student commonality and understanding with the experiences they read. This section of the website would benefit from the addition of short videos of the testimonials in order to alleviate the text-heavy aspect of these sections and to allow for an even greater personal connection. While acknowledging cost issues, such an infusion of oral storytelling to the website might be a future consideration.

The website offers students a much needed tool for accessing resources related to an investigation of HDR programs at a wide variety of Australian institutions. This is an impressive and tangible outcome of the fellowship that serves as a legacy supporting the transformational goals of the overall fellowship.

### 2.4 National symposium

A national symposium held at UQ in February 2016 titled “Aboriginal and Torres Strait Islander Pathways to Success: Enhancing the Transition to Research Higher Degrees” demonstrates yet another significant outcome of the grant. Thirty-two delegates attended the symposium representing ten universities. Additionally, six relevant organisation stakeholders took part in the event. Facilitated by Professor Cindy Shannon, presentations and small break-out sessions shaped the productive community-building dialogues over the course of the one-day event.

The facilitations of face-to-face relationship building opportunities among such an array of passionate supporters of the aims of this event demonstrates a milestone that will help build future success. Forging relationships in and between universities and other institutions is an immeasurable outcome, yet one that may form significant future partnerships. Awareness of best practices, supports and the growth of a network of committed supporters fostered by the symposium will surely improve and impact student success.

### 2.5 Team leadership

Team leadership is key to the success of this fellowship. Dr Katelyn Barney demonstrated the highest level of both leadership and management skills in working with the Indigenous advisory team over the course of this fellowship. The passion and deep commitment to the program and transformative learning that she demonstrated and modelled for others involved in the fellowship resulted in successful outcomes that will have a clear and lasting impact for Indigenous students. It is difficult to organise such a diverse group of researchers from geographically distant institutions as was assembled for this fellowship, yet Barney was able to evince timely results and keep the program and members on task throughout the data collection and findings portion of this fellowship. Given the challenges of working with more than one institution with a variety of bureaucratic processes in relation to Indigenous student success, I am incredibly impressed with Barney’s efforts.
The sophistication inherent in the structuring of this fellowship demands attention also. In crafting the goals and outcomes, identifying advisory group members and institutional partners, data collections methods, evaluation and reportage, website design, and implementation and dissemination strategies through the national symposium, the Pathways fellowship program demonstrates an unwavering commitment to the values and success of Indigenous student transition to HDR programs.

3. Concluding remarks

As the external evaluator, I wish to assert that in my estimation the objectives of the fellowship far surpass the preliminary objectives of the grant. As noted, strong evidence demonstrates that the goals and outcomes of the National Teaching Fellowship titled Pathways to Postgraduate Study for Indigenous Australian Students: Enhancing the Transition to Research Higher Degrees were achieved through a multifaceted design of the Pathways fellowship. The workshops, for example, while only one facet of the fellowship integrated within a larger structure to improve transitions for students and provided a solid base from which to establish innovative and tangible outcomes. Because of the many aspects of the fellowship design and implementation, Indigenous students, institutional staff, and faculties all play a role to facilitate change.

While the notable outcomes of this fellowship will continue to expand with the promotion and support of the website, as well as through the improved network of institutional stakeholders, the realisation of the Pathways fellowship facilitated unimagined collaborative and collegial forums to support further success. The Pathways fellowship, then, successfully provides Australian Indigenous students considering HDRs with the needed tools to consider options, find supports and ultimately enter into HDR programs.
Appendix C: Example workshop agenda

OLT National Teaching Fellowship
Pathways to Postgraduate Study:
A Workshop for Aboriginal and Torres Strait Islander Undergraduate Students

AGENDA

Level 4 Meeting Room, Room 471, Global Change Institute (20)
The University of Queensland
Thursday 12 November 2015

9:30 Welcome and Introductions: Cindy Shannon

9:35 Overview and Introduction to Workshop: Katelyn Barney

9:45 Opportunities, Benefits and Employment from Undertaking Research Degrees:
Georgina Duncan (Graduate School) and Georgia Mitchell (UQ Advantage)

10:15 Morning Tea

10:30 Experiences and Pathways of Indigenous Graduates and Current Research Students: Simone Reynolds, Stephen Hagan and Condy Canuto

11:30 Evaluation of Workshop and Lunch
Appendix D: Evaluation of national symposium (February 2016)

Can you provide feedback on the organisation of the symposium?

- Well organised. Lots of information prior to attending. Nice big room — shame it was hot. Great food and opportunities to have conversations.
- Very well organised prior to event and during.
- Very well done.
- Extremely well planned. Great food.
- Excellent organisation. Fantastic mix of participants.
- Very good.
- Yes, very well organised — well timed, good group size and appropriate audience.
- Very smooth and flowed well. Great to hear success stories.
- Interesting speakers, nicely balanced representation. Timely breaks and good food!
- Excellent, great opportunities to explore a critical issue. Loved the fan!
- Excellent!
- Very well organised as always.
- Excellent organisation and format. Good balance between presentations and discussion. Room would be better mid-year.
- Well organised! The format provides opportunity for optimum feedback.
- Very well organised in every respect, thanks — and a great set of people.
- Very impressive.
- Overall very well organised, timing was good, etc.
- The participant list was brilliant. The symposium was very well run.
- Highly informative and was tremendous to meet with everyone across Australia all committed to this endeavour.

What did you expect from the symposium? Were your expectations met?

- Yes — hear what is going on, what opportunities are available.
- I expected to find out what was happening — processes — at other institutions. Yes, expectations were met.
- General discussions around HDR. Yes.
- To have input into a national conversation. To hear of “what works” and what needs to be done. Expectations were exceeded.
- I was interested to hear what was working/not working at other unis. Yes, expectations were met.
- Not quite as much discussion on successful or elements of success in terms of “pathways”.
• Yes, my expectations were met — and exceeded. The groups contributed to well-informed discussions. Obvious that the correct people were invited to ensure robust, useful and constructive discussion.

• I think it would also have been good to hear about challenges — from institutions and individuals. Maybe some concrete recommendations and statements too would have been good to feedback into schools and faculties so that we can start acting.

• Yes, I found the discussions and presentations informative.

• Time to talk, explore ideas — yes.

• Network with others, hear what was happening at unis. Yes, expectations met.

• Important to have an update on the project. Learn from others and hear relevant information from key presenters relevant to the topic. Expectations were well met.

• Expected: a view on HDR transitions from undergrad from a variety of perspectives. Met? Yep.

• A list of strategies/points/ideas that could be incorporated in the final report. Expectations met. Good selection/range of speakers.

• General learning and ideas, possibly networking. Met.

• No expectations.

• Networking and sharing ideas.

• Excellent networking opportunities and great exchange of ideas. Expectations met.

• Expectations met and exceeded. Lots of networking opportunities. Larger number of “stakeholders” attended, which was good.

Do you think the format of the symposium worked?

• Yes, lots of time to speak to others. Short presentations. Formal and informal works well.

• Very well. Lots of opportunities for networking.

• Yes.

• Great format with good variety of speakers and many opportunities to provide input.

• Yes.

• Yes.

• Yes, appropriate for the size.

• Yes.

• Yes.

• Yes, very good flow, group was good size, not too big or impersonal.

• Yes, liked the presentations and small-group discussions.

• Yes.

• Yes, see above.

• As comments for point 1. The format allows to stimulate discussions and form recommendations.

• Yes.
• Yes — good mix of talking and listening. Well done.
• Yes.
• Yes, presentations were all relevant and informative. Group discussion also.
• Yes. Maybe few questions for the group discussion.

What could have been improved?
• The room/air con/noise (not your fault).
• It was fantastic for me.
• The room — too hot!
• Room — air conditioner.
• Different room.
• Maybe developing a shared vision of why improving pathway is important and how institutions could work together? But not really sure.
• N/A.
• The room! The chairs are uncomfortable and it’s not great for people who are hearing impaired.
• The obvious which was out of your control — the heat and the noise. It’s probably a good room out of summer.
• Cooling! Great day, well organised, thank you.
• Room, but it was close to bookshop.
• Won’t say anything about the room. Food was great!
• In hindsight, the weather.
• I think all bases have been covered.
• Nothing. I’m used to the room, but would be good to communicate to UQ groups and businesses that the machine and truck noises are unfair.
• Sound wasn’t very clear at times. The room was hot and noisy. It would have been good to hear from all Aboriginal and Torres Strait Islander researchers. More success stories students who have graduated and why it worked for them. Too much focus on the financial rather than the emotional and academic causes for discontinuation of university education.
• Nothing.
• Only the venue.
• Location.

Where do we need to go from here?
• Continue the work. Keep in touch.
• Identify 2 or 3 outcomes from the project/today and follow those up.
• Forward to more completions.
• Keep network active, e.g., online Moodle portal.
• Continue a network of practitioners in this space. Break down competition between universities.
• Keeping a network of communication and support.
• Attack the top first! If change can be implemented at the highest level, then cultural change to attitudes and priorities will eventuate.
• Translate to talk into strategy and action — tactics for us to implement to start getting traction.
• Keep networking and, as Cindy suggests, working together as a group to improve pathways to success.
• Maintain networking opportunities, share expertise and information. This is new work in the section which requires focused energy and attention to create positive change in Indigenous research and researchers.
• Get website up and running. Disseminate report to participants and target individuals to send to. If OK with all participants, share email addresses, to keep in touch. Food was great!
• A more focused approach to the establishment of a network.
• Website, networking, position/discussion paper to Universities Australia and government for consideration.
• Continue the work to improve transitioning numbers!
• I think well wrapped at final session. For academics, ideas as to what members can do.
• Other than the obvious of collecting feedback and student data and responding to this (which is often neglected), I am unclear as to what you are asking.
• Work out technologies for sharing and collaboration.
• Fantastic you have organised this. Always be good to remain together, with next one on “larger” group of unis talking about what they have done, how it’s gone, etc.
Appendix E: Evaluation of second national symposium (November 2016)

Can you provide feedback on the organisation of the symposium?
- Fantastic. Well organised from start to finish. Amazing catering!
- Just that I am so pleased to have heard about it. Katelyn is so open to participants – really generous.
- Very thorough, high quality speakers. Good interaction with others.
- Well organised thank you.
- Excellent.
- Great, well organised and planned.
- The symposium was well organised and ran smoothly.
- I found it to be very well organised. Thoughtful presentations. Great day!
- Well organised. I found out about it via a forwarded email.
- Well organised. Good range of topics and opportunities for discussion.
- Well organised.
- Very well organise, good range of participants/perspectives and opportunities for discussion.
- Very well organised Katelyn and good content, time for questions, good mix of representation from HDR sector and comments.

What did you expect from this symposium? Were your expectations met?
- To learn about ideas for pathways to success. Expectations exceeded - I am going away with lots of ideas to implement.
- Clear strategies. Yes!
- Renew networks, build and strengthen through Indigenous/non-Indigenous collaboration.
- Discussion, information – yes.
- Above and beyond. I expected networking (I actually met my second cousin for the first time!)
- Similar outcomes to previous symposium. Expectations met. Great to hear from HDR graduates.
- I had no expectations but enjoyed the presentation and relevant discussion.
- Learning more about examples of good practice. Update on policy. Strategising about responses.
- Expected to hear about established/future/blue sky pathways. Expectations were met.
- Recommendations/strategies to present to Higher Education sector.
• I would have expected more current undergrad students as they know what they want to make them feel safe at uni.
• To network with academics/professionals with similar interest in the topic and gain new knowledge and ideas to take back to my institution.
• Yes.

Do you think the format of the symposium worked?

• Yes.
• Yes.
• Yes well-spaced, ample group time. Well timed re: ACOLA.
• Yes – perhaps more small breaks.
• Yes
• Yes I liked all the individual stories.
• Yes, was engaging.
• Yes, well balanced – various presentations. Good format.
• Yes.
• Yes allowed me to achieve my expectations.
• Nothing to note.

What could have been improved?

• Nothing. It was excellent.
• A phone call chat before my presentation (with Katelyn) re expectations might have helped with it being better targeted.
• Very little. All round well facilitated.
• Repetition amongst presenters re stats, ACOLA etc. This is always hard with multiple presenters (letting them know how is covering what material).
• As above.
• Nothing I can think of.
• I was content with the format.
• Just maybe a little more time for discussion.
• Is there a network/distribution list for people to be involved?
• All good!
• More workshop less presentation.
• Some presenters lost behind front desk.

Where do we need to go from here?

• Send an email of participants/network (if they consent). Share PowerPoint slides (if they consent)
• Looking forward to readings the final report. Thank you.
• Another similar opportunity with a sense of purpose.
• Cross-institution collaboration to identify areas of comparative strength and leverage off this.
• Lobby UQ upper echelons for institutional change.
• Finalise report. Send report to participants and also Universities Australia, and Minister for Education, and Department of Education for implementation.
• Not sure but need to increase HDR students.
• I would really like to see the final report and access to examples of good practice to inspire it to happen across the sector.
• Involvement of VCs, high level involvement – forward copy of fellowship report. Network to share best practice. Engagement of professional/admin staff.
• Approach made to Universities Australia to have recommendations endorsed.
• Talk to undergrads – get their opinions, work with schools to build the conversations around undergrad and postgrad study.
• Sustain momentum by circulating report and encouraging discussion and ongoing collaboration.
• Continue format and again next year.