Fellow Profile

Dr Katelyn Barney
The University of Queensland

Dr Katelyn Barney is a Senior Lecturer in the Aboriginal and Torres Strait Islander Studies Unit, The University of Queensland.

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

Year completed: 2016

Expertise key words: Indigenous/non-Indigenous research collaborations; Facilitating pathways from undergraduate to HDRs for Indigenous students; pathways from undergraduate to HDRs for Indigenous students; Indigenous Australian contemporary music

What did you achieve?: During the fellowship I worked closely with an Indigenous advisory group to embed workshops for undergraduate Indigenous students to explain what a HDR is, 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. I assisted UQ's ATSIS Unit to identify and nurture high-performing Indigenous Australian undergraduate students which increased the number of Indigenous Australian undergraduate students gaining research experience (e.g. summer/winter internships). During the fellowship an increased number of universities began using my suggested strategies and website and this increased the numbers of Indigenous students continuing to HDRs. Since completing the fellowship, I began the role of HDR coordinator for Aboriginal and Torres Strait Islander HDR students at UQ and have assisted in developed strategies for increasing the number of Indigenous students undertaking HDRs and developed a program of capacity building events and workshops for current students. The website continues to have an increasing number of hits (measured through Google Analytics) and the numbers of Indigenous students undertaking HDRs continues to grow.

What does the sector need now?: Continued Indigenous leadership in this area to further engage in discussions on increasing the number Indigenous students continuing to HDRs.