# Transcript: NCSEHE Student Equity Snapshots Forum

What works? Success factors of outreach camps for Indigenous students

SARAH O'SHEA: Welcome, everyone. We're just going to wait a minute while everyone comes into the Zoom room. Thank you.

Thank you for joining us today. Before I begin, I want to acknowledge the Country that I'm currently located on. Today I'm located in the Dharawal nation and acknowledge with deep respect the traditional custodians of the lands the Wodiwodi people. I pay my respects to Elders past, present and emerging and to the Aboriginal people who continue to care for Country. I respect Aboriginal culture, language and history and continue effort to fight for Aboriginal justice and rights paving the way for a strong future. Thank you for joining us today. My name is Sarah O'Shea, Director of the National Centre for Student Equity in Higher Education, NCSEHE for short. NCSEHE is housed at Curtin university and funded by the Commonwealth Government with a dedicated mission to improve the higher education outcomes, access, participation, retention, success and completion rates for marginalised and disadvantaged people. We do this through a variety of strategies including research, practice and policy. Today I have the great pleasure of introducing Dr Katelyn Barney who is awarded a year-long Equity Fellowship to explore an evidence base to support effective outreach strategies for Indigenous students in order to increase the impact and university participation of Aboriginal and Torres Strait Islander students.   
  
This is a fascinating project and so well needed in the sector. My own involvement with outreach over the years has taught me there's so much more that we can learn and how we can do this effectively in a variety of settings and contexts. Today Katelyn will also be joined by Professor Maria Raciti from the University of the Sunshine Coast who is also involved in the project, participating in Katelyn's Advisory Committee. The session will be facilitated by Dr Nicole Crawford. Nicole has just completed her own Fellowship looking at regional, rural and remote mature-aged students and their mental health and wellbeing.   
  
We have taken a slightly different approach to this presentation and asked each of the Fellows to prepare a sort of TED-type talk where they will focus in on a specific area of their research. This is then followed by a live Q&A session which today, as I said, will be facilitated by Nicole.   
  
Before we start though, just a few housekeeping details. This webinar is being live-captioned by Bradley Reporting and will be recorded as well. The recording will be available on the NCSEHE website in the coming days. To activate the closed captions, click on the CC button in the tool bar. It's either going to be located on the top or bottom of your screen. We also have captions available via browser and Nina will add that to the chat pod now.   
  
If you have any technology difficulties then please email NCSEHE@Curtin.edu.au. Please start the session by going into the chat pod and introducing yourself. We have registrations from all over the country and quite a high number of people have registered for this session so we're really excited to hear your perspectives and questions that you might have about Katelyn's research.   
  
Perhaps when you introduce yourself you could also acknowledge the Country that you're located on. Please choose all panellists and attendees when you post but if you have a question for the panel, please can you put that in the Q&A which is a separate box on the side of your screen.   
  
You can also vote on questions that are in the Q&A box if you like them, that will push them further up the list and then we're more likely to get to them in the session. So without further ado, I'm going to stop now and introduce Katelyn's short video presentation. Thank you.   
  
(video plays)   
  
KATELYN BARNEY: Hi everyone. I'd like to start by acknowledging the traditional owners of the lands where I am today and paying my respects to their ancestors and their descendants who continue to have strong spiritual and cultural connections to Country. I also want to thank and acknowledge the Aboriginal and Torres Strait Islander Advisory Group that are working with me on my fellowship. I am a non-Indigenous woman born and raised here on Jagara and Turrbal lands and I want to thank and acknowledge the Advisory Group's support and guidance while I'm undertaking this Fellowship.   
  
I'd like to first share a story of one of the students who interviewed, so Sarah is an Aboriginal student studying science at university - who I've interviewed.   
  
When she was in Grade 10, Sarah attended an interstate five-day outreach camp at a university with 25 other Indigenous school students. This was her first time out of her home State. She knew she wanted to attend university but that would make her the first in her family to do so and she didn't know if she could afford it. The camp was a taste of what it's like to attend university. She did fun workshops across different disciplinary areas, experienced a residential college, visited the Indigenous centre on campus and found out about the financial and social support that was available for her.   
  
These were all great experiences. What made the greatest impact for Sarah was the people that she met. When I interviewed Sarah for this project she said the best aspect was meeting other Indigenous school students with dreams and goals like hers to attend university. She described it as being like a family. She was also really inspired by the Indigenous university students who were mentors and ambassadors on the camp. Many of whom had attended a similar or the same camp while they were at school. The camp demonstrated to Sarah that going to university could be a reality not just a dream. She applied for that university and she's now a student there. She keeps in touch with the students she met on that Grade 10 camp and also those she met on a second camp she attended in Grade 12. She's also now a student ambassador on that camp.   
  
Sarah's story is an example of what works in outreach programs for Indigenous students. So most universities run camps for Indigenous school students to introduce them to university. So certainly the case for these initiatives is strong as there's much evidence around the areas Indigenous school students face in entering into university. The programs have many similarities, they're usually three to five days on-campus experiences where students get to do lots of different activities and there's usually run by Indigenous and non-Indigenous outreach staff and Indigenous student mentors as well.   
  
So as Sarah's story attests, these camps work for some students but we don't really understand how or why and so this is what my research Fellowship is trying to find out. My drive to do this is because I want to understand what works and this is echoing lots of previous research by Indigenous scholars talking about the importance of focusing on success.   
  
As Bronwyn Fredericks notes, what constitutes success remains an important question that must be addressed from the different perspectives of the Indigenous student, the institution, the government and the broader Indigenous community. For example, if an Indigenous student attends a camp but then goes on to attend a different university, this shouldn't necessarily be considered a failure because the focus is on this student and their individual pathway into university.   
  
So today I want to focus on three success factors of outreach camps for Indigenous students and three suggested strategies to improve outreach camps for Indigenous students. So the number one success factor is connections, so the connections and networks that students make while attending the camps, so family is a word that came up many times in interviews with students. Students talk about the importance of meeting like-minded Indigenous students from diverse places on the camps and they realise that they're not alone in their experiences and their goals. They report on keeping in touch with this network afterwards and many continue to friendships on campus.   
  
One student said uni is such a "white space" which highlights how important these networks and friendships are. This is supported extensively in the literature on Indigenous students and their transition into university.   
  
The number two success factor is the ambassadors or mentors. So, for the Indigenous school students, meeting Indigenous university students who were already on campus is a really important factor. Students talk about how if had spiring it is to meet — how inspiring it is to meet them and the realisation that university study is possible and achievable and ambassadors are an important part of demystifying university and demonstrating how for Indigenous students they can navigate, survive and thrive at university.   
  
And the third success factor is the experiences. So experiencing practical activities and specific disciplinary areas balanced with cultural activities. Students speak with excitement about getting opportunities to participate in hands-on physical activities or visiting labs or other exciting hands-on activities but equally important is cultural activities such as yarning circles around cultural identity.   
  
I'll now talk about three suggested strategies to improve outreach camps. So the number one suggested strategy is more post-camp engagement. So students talked about how they would like further follow-up from outreach staff after attending the camp and also staff talked about that this was something that could be done better. So this could be done through phone calls, further phone calls to the student after attending the camp or perhaps bringing the group back together either face-to-face or online to ensure that that relationship and that connection is continued and this would allow for a further focus on the whole-of-student life cycle through school into university and beyond.   
  
So the number two suggested strategy for improving outreach camps is building further Indigenous perspectives into the curriculum. This is something that both staff and students talked about could be done further and certainly some camps do include Indigenous perspectives on that disciplinary area but this could be further strengthened with collaboration between Aboriginal and Torres Strait Islander centres at the university and outreach staff to ensure that Indigenous perspectives are included in the curriculum.   
  
The number three suggested strategy for improving outreach camps is further collaboration between outreach staff and researchers. So many of the staff talked about they would like to further collaborate with researchers to evaluate their programs or learn more about how to evaluate their programs so part of my Fellowship is developing some resources that are for outreach staff so tips on evaluation as well as Indigenous perspectives on how to evaluate programs.   
  
Certainly, evaluation in Indigenous higher education is more and more important especially in this socially distanced world where universities are navigating and trying to respond and innovate in this socially distanced world.   
  
Many students, like Sarah that I talked about at the beginning, have attended multiple camps or returned multiple times to the same camp and certainly camps are an important part of a suite of outreach activities that can help lead Indigenous students in a pathway on to university and I hope my Fellowship findings can further strengthen evaluation of Indigenous-specific outreach programs and therefore strengthen those pathways for Indigenous students into university.   
  
(video ends)   
  
SARAH O'SHEA: Well, I'm sure everyone will agree that was a really interesting snippet of Katelyn's fascinating research and all the better for you doing it, Katelyn, in a very difficult year. I'm going to pass over to Katelyn and Maria now with Nicole and thank you Maria for joining today's session and being involved in this Q&A. I just want to remind everyone that we do have the Q&A box open and ready for questions. We don't have any questions as yet but we have lots of action in the chat pod so if anyone has a question, please post it now. OK, over to you three.   
  
NICOLE CRAWFORD: Thank you, Sarah. Hello Katelyn and Maria and hello to everyone joining us today around the country. I would like to acknowledge the Palawa people, traditional custodians of the lands where I'm talking to you from today in Lutruwita, Tasmania. I would like to pay my respects to the Aboriginal and Torres Strait Islander colleagues in our webinar. Welcome, everyone and thank you, Katelyn, for the lightning talk. It was really informative and succinct about what works and ideas about really strengthening the university outreach camps so I'm looking forward to exploring these ideas further with you now and with Maria. Maria is joining us as a guest presenter and Maria is a member of Katelyn's Aboriginal and Torres Strait Islander Advisory Group for Katelyn's Fellowship project. So we have about 40 minutes to have questions and answers and have a conversation and, yes, as Sarah mentioned there's the chat for comments, there's the Q&A for questions for Katelyn and Maria so I'm keeping my eye on the Q&A but I also have quite a few questions from a few of you already, quite a few of you actually asked questions when you registered so thanks heaps for those. We hope to get through those as well.   
  
To start with, Katelyn, can you tell us a bit about how you actually came to this topic for your Fellowship in the first place?   
  
KATELYN BARNEY: OK. Thanks, Nicole. Hi, everybody. I'm start by acknowledging the traditional owners of the lands where I am today and pay my respects to their ancestors and their descendants who continue strong spiritual and cultural connections to Country. So, I have been working at the University of Queensland in the Aboriginal and Torres Strait Islander Studies Unit for the last 12 years and I've been working on research that's really about pathways for Indigenous students into university and strategies to support Indigenous students. I also did an OLT national teaching fellowship that looked at pathways from undergraduate study into research higher degrees for Indigenous students so that led me to doing this Fellowship, also my background is in music, my PhD was actually working with Indigenous women who perform in contemporary music contexts and I continue to do collaborative research with Indigenous researchers on music-making as well.   
  
Really, as well, it came out of discussions with Professor Bronwyn Fredericks at UQ, she said many universities have outreach programs and particularly camps for Indigenous students but there's not a lot of published evidence about the impact of those programs and students' experiences of those programs. I had also talked with outreach staff about what programs they were doing and what kind of data they were already collecting and what further data they would like to gather to improve the programs. That's really what led me to the project.   
  
NICOLE CRAWFORD: Great. Thank you. In your video, you mentioned that you worked with an Aboriginal and Torres Strait Islander Advisory Group and I know that you also worked with an Indigenous Research Assistant on the fellowship. Can you tell us about how you collaborated with everyone?   
  
KATELYN BARNEY: Yes, I worked with an Advisory Group and Hayley Williams who is a current UQ PhD student just finishing her PhD who has been great to work with as a research assistant. I am a non-Indigenous researcher working in this space and I am really aware of the complexities and tensions around that and my research, I try to approach I guess to be really collaborative and I have done a number of collaborative research projects with Indigenous researchers and I'm always thinking about the Rs of working with Indigenous people in terms of respect, relationships, reciprocity, self-reflection and representation and they're embedded in the code of ethics that were released. I invited a number of Indigenous researchers, expert scholars to be part of the Advisory Group and I'm very grateful to them for being part of it and Maria is one of the members of this Advisory Group.   
  
We've had two advisory group meetings, one at the beginning of the Fellowship to ensure the timeline and the plan for the Fellowship was in place and then we had another second Advisory Group meeting recently that was to look at the data and findings and talk about the development of resources as well for outreach staff and then I've also asked the advice of Advisory Group members individually along the way about different aspects and working with Hayley as I mentioned has been fantastic. She and I have collaborated really on the project and undertaken the ethical clearance together and shared doing the interviews so it's been a very collaborative work.   
  
NICOLE CRAWFORD: Thank you. We've got a couple of questions in the Q&A that we'll address right now, I think, that flows on nicely. Actually, it might make sense to start with the one about the data you collected. We have a question from Janine. Can you tell us a bit more about the kinds of data you collected?   
  
KATELYN BARNEY: Yes, I did interviews, 32 interviews with current university students, Indigenous university students who did outreach camps while they were at school as well as 15 interviews with outreach staff who run programs, Indigenous-specific outreach programs and they're Indigenous and non-Indigenous staff and five interviews with parents or care-givers of those students we interviewed so there's that rich data as well as a survey that was sent out nationally to Indigenous centres and that was targeting again current university — Indigenous university students who did outreach programs while they were at school.   
  
NICOLE CRAWFORD: Thank you. Now, there's a question about the camps and about what age they should start and I — you mentioned the story of Sarah. Sarah did a camp Year 10, Year 12 and she is now at university so I'm wondering, Katelyn, if you can give us a sense if that's a pretty typical pathway but also, Maria, you might like to talk a bit about this as well in regard to the question about age and the timing, is it better that they're say in Year 7 or Year 8 versus Year 10 and Year 12 and then the question in the chat asks about the role parents should play in the camp. There's quite a few aspects to that. I'll throw those questions over to both of you. You first, Katelyn.   
  
KATELYN BARNEY: OK. Yes, many of the students I interviewed had done multiple camps and many of them are more in Grade 10, 11 and 12 and there's not that many camps for say Grade 7 and Maria can talk to this in terms of the timing of outreach from her research is so key and so I think that's something that's probably missing is that there are many more camps that are focused on 11 and 12 and students — the students I interviewed who did those camps in 11 and 12 were already thinking about going to uni and it was more about fine-tuning which uni they might go to or which particular disciplinary area. I think the timing of outreach is so key and that perhaps having more camps that are for younger students would be really beneficial.   
  
MARIA RACITI: Yeah, and as Katelyn mentioned, my research in the fellowship and in other projects identified exactly that, that students move through a process of making the decision to go to university and what happens is there's often the crystallisation of what they're going to be when they grow up. It is called the crystallisation of occupational self and this occurs in late primary school, in Years 5 to 6. And it was identified that this is students from all backgrounds, but in particular there was a bit of a lag for students from low SES backgrounds and Aboriginal and Torres Strait Islander students in terms of progressing through this crystallisation and sort of answering that question we all give young people: What do you want to do when you grow up?   
  
As students moved into early high school, Years 7 and 8, this is when they started to explore occupations. So it was a really critical time because they had opened up to a whole wealth of possibilities. They hadn't cut off any pathways at that stage so they were still very much exploring occupations and what my research found was that there was a lag between the crystallisation and the exploration among low SES and Indigenous students so this is where widening participation was key, the timing right in that critical point would help students to advance their exploration so what it found is that students from other SES backgrounds moved through exploration much more quickly which meant they came to a decision about whether or not to go to university and what to do. They arrived at it quicker which meant they were more prepared so in Years 9 and 10 that's when the occupational decision is made and the key point of course being the beginning of term three of Year 10, that is an absolute critical incident because that's the point at which students will identify if they are on the ATAR pathway or not.   
  
That decision has to be made by then so WP just prior in those first two semesters or term two if you like of Year 10 absolutely essential and then in Year 11 and 12 they move to affirming which basically is "have I made the right decision?" They're looking for the feedback to know they're on the right path. These camps and demonstration of community and all those sorts of things help to affirm to them that they are doing the right thing and then in Year 12 it's confirming so it gets right into that nitty-gritty of which campus, which degree and precisely what I want so it comes down to logistics, do I have to relocate, what does this mean for me?   
  
As you can see rights at the beginning between crystallisation and late high school — sorry late primary school and exploration in Year 7 and 8, that's where the lag is and that's where outreach is best placed.   
  
NICOLE CRAWFORD: Thank you both. A theme that's popped up in each of the lightning talks this week has been about the importance of connections and relationships and again it is a major theme today, Katelyn, one of your key success factors so I'm wondering if you could elaborate on that a bit. Tell us a bit more about why connections are so important and to you, Maria, obviously these camps are face-to-face, I'm wondering if you would like to share some thoughts on what it all might mean in our new COVID world online. So start with you, Katelyn, and then to Maria?   
  
KATELYN BARNEY: Yes, I had noticed that as well watching the other talks this week that connections kept coming up as well and that was a really strong theme that came through interviews with students and staff and the connection — the peer connections that Indigenous students make with other Indigenous school students is something that was really key that they talked about that they got to meet other like-minded Indigenous students who were thinking of going to uni like them and there's also the connections they make with the ambassadors or mentors working on the camps and getting to see what the experience of going to uni would be like and talking about what it's like as an Indigenous student to be at university and also the connections between staff and students as well so I think it is really key and it's a strong theme that came through all of this Fellowship.   
  
MARIA RACITI: And completely agree, of course. The idea there too, just when you were talking, Katelyn, it reminded me of the notion of being, becoming and belonging and this is what these connections do, they identify and introduce people to other like-minded Indigenous students like them so there is that sense of belonging and also aspirational in terms of people who are becoming who they want to be or doing what they want to do so to speak. With other research that I've done in this space, I had a project a few years ago that I called iplace, Indigenous place, looking at the sense of place that Indigenous students have on university campuses. It was not only connection to help form and shape professional identity and start to develop a sense of professional identity about what they want to do, most importantly the camps helped with affirmation of Indigenous self. For some, it strengthened who they knew they were, for others it helped them alleviate shame or other experiences they had in the past. As we know, Indigenous students are a very small percentage of students across all schools so coming to these camps and being a part of, if you like, a concentration of like-minded students with the same aspirations or with aspirations was really quite helpful and affirming in I think deep ways for people to say, "Yes, I can be a part of this." And an affirmation of this is possible, this is something that I can do.   
  
Obviously, moving into with COVID and that idea of how can we replicate this in a digital environment, I guess that's also part — I think having taught myself for most of this year online I know it is possible to build those authentic relationships and you can do that online in an environment and you can create immersive environments for students to be part of but even just in terms of social capital, connecting people together in virtual worlds so that when they do — if they do come together face to face they have someone else to talk to so the isolation is gone and with isolation going also self-doubt leaves as well or confidence grows.   
  
NICOLE CRAWFORD: Thank you. We have a question here in the Q&A pod. You've focused on three critical success factors and in three areas that can be strengthened. The question is about are there things that could be improved? Are there some things that should stop and be removed from these types of camps?   
  
KATELYN BARNEY: I don't think there are necessarily things that should be removed but I guess the post-engagement was something that came out strongly, both staff talked about that they thought the post-engagement with students could be better as well as students said that they would have liked more follow-up and I guess that's about also the connection and continuing the relationship but it also could be about asking the students what didn't work, I guess, could be to continue that. Certainly that post-camp engagement I think is something that could be improved.   
  
Then of course the discussion around what outreach staff talked about, they would like to know more about how to evaluate their own programs so they might use a survey but not quite sure about how to implement the feedback. I think further resources for outreach staff is really key or opportunities to collaborate with researchers to evaluate their programs.   
  
MARIA RACITI: And I would like to —   
  
NICOLE CRAWFORD: Jump in, Maria, for sure.   
  
MARIA RACITI: Just amplify the point about the post-experience engagement. In terms of seeing it as the beginning of a relationship that's built between the university outreach staff and the students themselves irrespective where they go. These connections are important and rich, I think, for the bigger issue around social good and social justice for Indigenous people.   
  
NICOLE CRAWFORD: Thank you. So, you've elaborated on one of the critical success factors. Could you maybe elaborate a bit more on another, about the role of the ambassadors in the outreach camps, Katelyn?   
  
KATELYN BARNEY: Different camps seem to call them different things, ambassadors or mentors or other terms, and they're really key. They're usually Indigenous university students, some of whom have done the camp themselves which is always a really nice link between that they themselves had that outreach experience and are now at university. Again, it is about those connections between the school student and the university students and university students talking about what's their experience like on campus and varying degrees in different camps ambassadors in some actually lead the camps or have varying roles but they are a thing that students really talked about was very key and some of those connections students maintain so they might have met a mentor while they were a student on camp and they continued that connection and it was somebody they knew then on campus whether they became a student as well. So they are a really key part.   
  
NICOLE CRAWFORD: Thank you. I've got a question here from a participant. They popped this question in when they registered and it is: What percentage of students who attend an outreach camp go on to uni? I'm wondering if either of you have answers to that question or thoughts on what might be being measured here and what does that mean.   
  
MARIA RACITI: I'll let you go first, Katelyn.   
  
KATELYN BARNEY: OK. It is difficult to measure. Some universities do gather data around they might know which students have done camps at their universities and then come to that university and might not know if that student had then gone on to a different university and there's no national data on that, that engagement and outreach and then transition to university and it is difficult to measure and also a question around what does success mean in this context and is it only about that student going on to that university or to university in general or if a student decides that uni is not for them, that could still be a success in terms of students making the decision of what's right for them. I think there's a lot of questions around what does success — of course success means different things to different people as well.   
  
MARIA RACITI: Probably for me it touches on the tension which I think is often the elephant in the room which is what is the difference between marking, recruitment and widening participation. I think WP we need to have a stronger argument around WP is the social good and providing these students and Mary Kelly always expressed it well that WP is come to university whereas marketing is come to our university. So this is where the tangle or the tensions start to arise with evaluation because in order for WP activities and outreach evaluation is needed to demonstrate it. I always look at WP as a return on objectives rather than return on investment and I think it is important it is framed that way. I also think it is valuable for people conducting outreach to make sure that they are evaluating or have an evaluation schedule in place so that they're able to demonstrate that.   
  
Often, I think the impression I get is that further upstream in university hierarchy interest is on that conversion rate between how many came to the camp and how many enrolled so I think it is important the counter argument that WP is about the greater social good and addressing inequality and inequities rather than it being on recruitment and conversion.   
  
NICOLE CRAWFORD: Thank you. We have got a couple of questions in the Q&A. The first one I'll ask to both of you. It comes from Kate and Kate is a learning adviser at USQ and just explaining they're soon to welcome some Indigenous learning advisers to their team in the library and looking forward to this and the knowledge and perspectives they will bring to their team and to the university more broadly. Do you have any suggestions for how these advisers could best support outreach activities at the university?   
  
KATELYN BARNEY: That's a really interesting question. I guess it's been out of scope of my work but it is a really interesting point. In some universities learning advisers are quite separate to outreach staff although of course there's cross-overs and should be collaboration in that space. Maria, did you want to add anything?   
  
MARIA RACITI: Sorry I was just answering a question at the same time so not paying huge amount of attention, sorry, just being myself here. So that was about the interaction with learning and teachers — with learning advisers. I think there's lots of influences that are part of this process. It is very much the village that comes together to inform and give great advice to people and help them to I guess shape their path and author their own future for them. Even as you found in your research, influence from teachers, tutors and lecturers was pretty key but I think any person within the university has that power, remembering universities are big places and people are still looking for personal relationships and points of contact and touch points, any touch point I think is incredibly valuable to helping someone along their journey.   
  
NICOLE CRAWFORD: Thank you. Maria, there's a question here for you about the outreach camps and the best years — you mentioned say Years 7 and 8, the question is about what style of outreach is best for certain years so Year 7 and 8 example visit schools or have camps at uni and if camps, how to make it to be age suitable to Years 7 and 8 as opposed to Years 10 to 12.   
  
MARIA RACITI: Of course it has to be age and stage appropriate. Sometimes these are about — often what I found was students by the time they got to junior high school, Year 7 and 8, had already decided if they were going to go or not. They may not have known what they were going to do or what they would go but it is called circumscription of the process, they've said, "This is not for me." I think in one of my reports I said even if the idea of posters in the school that says, "Uni is for everyone," or something as simple as that where it is promoting this idea "don't cut off this option just now." In terms of age and stage appropriateness I think you start with perhaps smaller visits to campus which we know work well or virtual campuses which we know we can do as well and that type of engagement moving up towards more immersive experiences in 7 and 8 such as day trips and something that is longer than an hour basically, that is a couple of hours moving up to a camp.   
  
I think it's important — one of the things I found in either research too was there is a very important relationship between outreach staff and principals. Principals are very much — have a very, very important role and are very much the gatekeepers and sometimes don't necessarily understand the difference between participation activities and marketing. When they're approached about these types of things that may be why outreach is funnelled to Years 10, 11 and 12 because they're thinking it is more along the recruitment process than along introducing the idea that university is a possibility for people as well.   
  
So I think right at the beginning it just might be questions along, "What do you know about university? Has anyone in your family gone before? Who do you think goes to university and why would you need to?" These very — sort of questions that just promote thought about it without driving them into a decision because it is too premature, they don't have decision-making ability at that stage and even by the time they reach Grade 10 they still don't have the ability to make complex decisions which is what they're being put on.   
  
One of the biggest things we see in young people is they think if they choose to go to university or once they choose a career they're locked into it so they still have this sense but what we find in Years 5, 6, 7 and 8, there's this sort of imagination, I called it dreaming, they're dreaming of all the possibilities, all the possible future selves that they could be. So I would just start out with those simple questions, moving to more campus visits, more resources being made available and opportunities to engage both parents as well as the student themselves.   
  
NICOLE CRAWFORD: Thank you. Another suggestion in your video, Katelyn, was about having more Indigenous perspectives in the curriculum and I was just wondering if you could tell us a bit more about this. Was this something that the students mentioned that they'd like to see, the students that you interviewed, and I wonder, Maria, if maybe you'd like to elaborate on this one too around, you know, just the complexities involved in Indigenous perspectives. Perhaps to you first, Katelyn, then to you, Maria.   
  
KATELYN BARNEY: Yes it was something that — a theme that came through in the interviews with students, saying they would have liked more Indigenous perspectives in the hands-on activities so if it was say in biology or to have more Indigenous perspectives on that content and so students said they would have liked to have that in the camp. Of course, equally important are those cultural activities most camps do, whether that's yarning sessions or painting sessions that happen alongside hands-on activities but this was about the curriculum of the camps and ensuring Indigenous perspectives on that curriculum.   
  
MARIA RACITI: I think we all are aware that embedding Indigenous knowledges and perspectives or Indigenising the curriculum has been a long-term agenda and particularly peaked following the review in 2008. Many of us have been along this pathway and know that some universities have done an absolutely — universities have done an absolutely splendid job of embedding Indigenous perspectives in the curriculum, others are lagging behind or the pace has been slow. While the pace has been slow it's still been occurring and one of the things in research that I had done as well was had a look in this iplace project, had a look at what are the concerns that academic staff have about embedding Indigenous knowledges and perspectives in the curriculum?   
  
We often just go to the default. Oh, it's fear. But I wanted to actually tease that out. Fear of what? What exactly is the fear, so you can do something of it. Fear is too broad of a construct. Some of the concerns they raised — and interesting points too, was, for example, they knew academic staff indicated they knew less about Torres Strait Islander people and their culture than Australian Aboriginal peoples and their culture. Many were not even familiar with the term "cultural safety" or phrases along that line. Obviously, there's huge disciplinary differences here, clearly. So in health areas, for example, and social work and the like there is obvious embedding of Indigenous knowledges and perspectives as required by their professional bodies but also teach passionately as well.   
  
There was a fear they couldn't find the right information, fear of being seen to be patronising. They had a fear of misappropriating knowledge and another fear was a fear of student resistance and negative discussion in the classroom that they couldn't handle. They didn't know also — they were fearful about getting information wrong and then not knowing who to ask for assistance and also the survey people responded and said they'd had little personal and/or professional involvement with Indigenous peoples which undermines their confidence as well.   
  
So I thought unpacking those sorts of things were really key because it means that we can then go forward and I think they're all things that can be addressed.   
  
NICOLE CRAWFORD: Thank you. I might head to the Q&A for a couple of questions now. So, a participant has written about how — sharing that their son did an engineering camp recently and that was to solidify the ATAR as being a pathway and just mentioning some of the things you touched on, Maria, about building positive relationships with other students. The person has a question here about the follow-up from universities after the camps. They've asked: How much of that is factored into the camp programs?   
  
KATELYN BARNEY: I think that is a really important question and different camps do that to varying degrees in terms of follow-up, whether that's follow-up with phone calls or possibly some camps do try and bring the students back together, either virtually or face to face. There can be — and staff talked about this — a complexity around privacy and whether they can contact the students or contact the parents again post-the camp. That can be a factor around keeping that post-camp contact but I think it is really key to keep that ongoing connection and relationship going beyond just attending the camp and staff are certainly aware of that. Also staff are so busy and moving on to the next camp and the next activity that it's additional things to keep working on. I know some camps they employ their own student ambassadors to do that post-camp engagement as well, to keep the connections between the ambassadors and students which is another way that camps do that.   
  
MARIA RACITI: I think just a bit like we were talking before about timing, this idea of understanding that camps are one of a broad — as Katelyn identified, one of a broad suite of options for outreach that people engage in and even if those engagement activities are mapped against the ages and stages people are going through it is a great thing but this post-camp engagement and evaluation are absolutely critical to demonstrating, I guess, the value and that return on objectives that we're all trying to achieve in terms of bringing about change and improving people's quality of lives.   
  
NICOLE CRAWFORD: Thank you. Another live question from the Q&A pod to both of you: Do you have any thoughts about the kids who don't get to go to the camps? Those who miss out.   
  
KATELYN BARNEY: The criteria of camps varies from university to university. Some universities open their camps to anyone who might want to attend, others are more selective in terms of looking at school results and what level they're performing at. That's right, there are differing ways that students are selected for those camps and I know some of the outreach staff who I've talked to have a view that camps should be for anyone who might be interested in university. Then there's also, I guess, the others side of that, people saying they don't want to set students up to be — if they're not going to be able to come to university, you don't want to be opening that opportunity if it's not going to be possible but also that some camps, as part of that then, if they attend that camp and participate in some course work as part of that, that guarantees them entry or a scholarship as well so some universities are making that — some universities are making that strong link as welt.   
  
MARIA RACITI: There's some quite sophisticated versions of camps out there and I do get the point about not wanting to set people up for failure or disappointment but maybe that comes down to the purpose of the camp being clearly stated. The other part is accessibility and is a 15-year-old going to do OK on their own away from their family as well if they're having to travel long distances to attend a campus? So, I guess there's opportunities there to extend the footprint of it and it's making sure of course that outreach opportunities — other outreach opportunities beyond camps are provide. This is where we could get really creative and have virtual camps for example and that you could have camps that are targeted at those people who are still exploring and these could be a bit of a virtual camp or camp experience or even just a live webinar like this that would give people in regional, rural and remote areas more access to just answering those questions of "is this right for me? Will I fit there?" Before making the big decision to go to a camp and travel and all that they have to do for it.   
  
KATELYN BARNEY: Outreach staff have been really creative during the time of COVID. There have been online camps that have occurred and outreach teams are being really innovative in terms of looking at having Q&A sessions or developing new websites or choosing modules out of camps that are most — that they think are the best 90-minute modules and doing them online for students. There has been some really innovative work done in this space due to COVID.   
  
NICOLE CRAWFORD: Thank you. Here's another question from the Q&A pod: What are the likely implications for outreach arising from the passage of legislation recently that provides demand-driven funding so no caps on places for regional and remote Indigenous students? So the specific questions are: Will we see more outreach? Will there be more competition for students? How might we respond to these changes in the most culturally appropriate way?   
  
MARIA RACITI: Hopefully we will see more students from regional, rural and remote areas. Some of you may be aware I was on the task force for the Napthine review and a part of that intention was to reduce barriers to Indigenous students and particularly from regional, rural and remote areas from accessing university. Hopefully the intention is that we will have more but also I think a mart of it focused on - a part of a focused on Indigenous students was to ensure if universities reach their cap that Indigenous students are not counted in that cap which means they can enrol anybody who is willing and able into the program they like so they're not going to turn people away because they don't have a space for them. Again, it helps to achieve that social — address social injustice.   
  
NICOLE CRAWFORD: If there is going to be more competition?   
  
MARIA RACITI: I don't know. Maybe that's a good thing because it means students will also start to understand that they can see value in being, becoming and belonging and these options are available to them too.   
  
NICOLE CRAWFORD: Thank you. So we've got about five minutes left so I've got just a couple of concluding questions. Katelyn, can you sum up two to three main learnings from your fellowship project?   
  
KATELYN BARNEY: OK, I think one of the main learnings is that camps are really crucial but they are part of a suite of activities. Students talked about that is really helped them dream bigger or it was about meeting a community of people and beautiful comments from students that it was like a family. "Family" is a word that came up over and again in interviews and attending a camp is a really safe space and can be a way for students to come on campus and engage in that way. I think they are crucial and students also are doing a diverse range of other outreach activities often and attend multiple camps or return to camps. Also another key finding, I think, is around the need for further collaboration between outreach staff and researchers or more resources for outreach staff so that they can evaluate their programs to keep on improving them and to keep increasing those pathways for Indigenous students into university.   
  
NICOLE CRAWFORD: Thank you. My last question is to ask you about what is next for your Fellowship and for your research but we've got a bit of time up our sleeve so I want to pop one more in that came from a participant when they registered because I think it might be perhaps a bit outside of the scope of your project but maybe you can tell us if it's been done elsewhere or might be future research. The question is: Many of our students are Elders or older leaders and may not have done tertiary study recently or at all. Do these strategies that you've mentioned apply in the same way to this demographic or differently? Does the research indicate any particular needs for Elders in tertiary programs?   
  
KATELYN BARNEY: I think it is a really interesting question and it is out of the scope, I guess, of the Fellowship because I focused mainly on outreach programs and particularly camps that target school students and I'm not aware of outreach camps that particularly target non-school leavers or mature-age students but I know — universities do have — some universities have outreach activities for non-school leavers and they're a really important cohort. I think it would be an important topic for future research.   
  
NICOLE CRAWFORD: Thank you. So, to finish off with, can you tell us a bit about what's next for your Fellowship and then down the track for your research?   
  
KATELYN BARNEY: I've got to write up the final report. I'm also having a webinar on the 23rd of November. Originally it was going to be a face-to-face symposium which is now a webinar. NCSEHE will be advertising that and that's tips from Indigenous researchers around evaluation for outreach staff. I'm also just — I've also just started a new research project that's funded by NCSEHE with Bronwyn Fredericks, Tracy Bunda and the team looking at completion rates, what the success means and what impact are universities making in terms of improving completion rates for Indigenous students.   
  
NICOLE CRAWFORD: Thank you. I can see Sarah has joined us. We might stop there and hand back to Sarah so thank you both very much and thank you to everyone out there in Zoom land for your questions. Over to you, Sarah.   
  
SARAH O'SHEA: Thank you, Nicole. Thank you both Katelyn and Maria for just such a terrific and insightful presentation and talk. I know that I've learned an awful lot listening to this and I'm sure others have. The chat function and chat pod has been full of comments and positive feedback. I would just like to thank you all for taking the time to do this t is very much appreciated. Now, just before we finish I would really like to again thank you and let everyone know that tomorrow we do have another two sessions coming up so they're our final two webinars for the week and both are looking at the disability field so if you'd like to register for those, you are still able to register. There is some registrations still available. We'd be really happy for you to do that. For those of you who maybe haven't engaged with the Centre yet, please do consider coming on and having a look at our webpage. We have a lot of research up there. As Katelyn mentioned, we're constantly funding research related to student equity and higher education. If you come to our website then you will see an invitation to receive our newsletter and also we always have events and we try and publicise what's going on across the sector so please go online and have a look at what we've got there.   
  
With that, I will finish up and again thank our presenters and our terrific facilitator and, yeah, really looking forward to reading your report, Katelyn. So thank you for participating in the Fellowship program. Bye, everyone.   
  
Webinar concluded