



The Kungullanji Program and Indigenous Undergraduate Research

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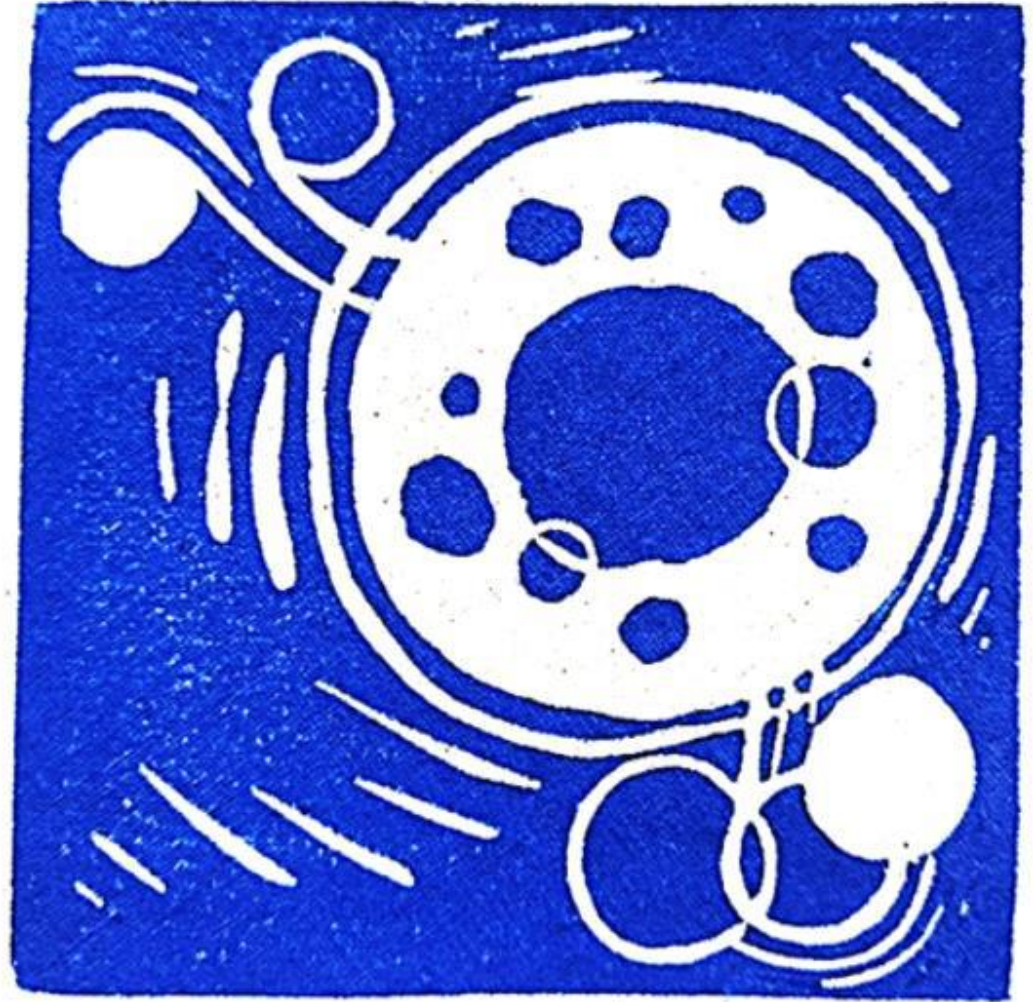
ACKNOWLEDGEMENT OF COUNTRY

Griffith University acknowledges the Traditional Custodians of the land on which we are meeting and pays respect to the Elders, past and present, and extends that respect to all Aboriginal and Torres Strait Islander people.

The Australian education model was and continues to be **based on a Eurocentric model** of schooling that aligns all pedagogy and curriculum to the cultural **norms and values of the colonisers**, imposing top down “solutions” on Aboriginal peoples with **little or no consideration of Aboriginal voices, or the needs, values, interests and aspirations of Aboriginal peoples.**

– (Morrison et al. 2019)

What is the Kungullanji Research Program?



A group of approximately 15-20 people are seated in a circle on black chairs in a room with a high ceiling. A large yellow duct runs horizontally across the upper part of the frame. In the background, there is a purple door and a whiteboard. The text "Indigenous ways of knowing, being and doing" is overlaid in white, with a vertical line separating the word "Indigenous" from the rest of the phrase.

Indigenous ways of knowing, being and doing

Social Capital to Empower Access to URE

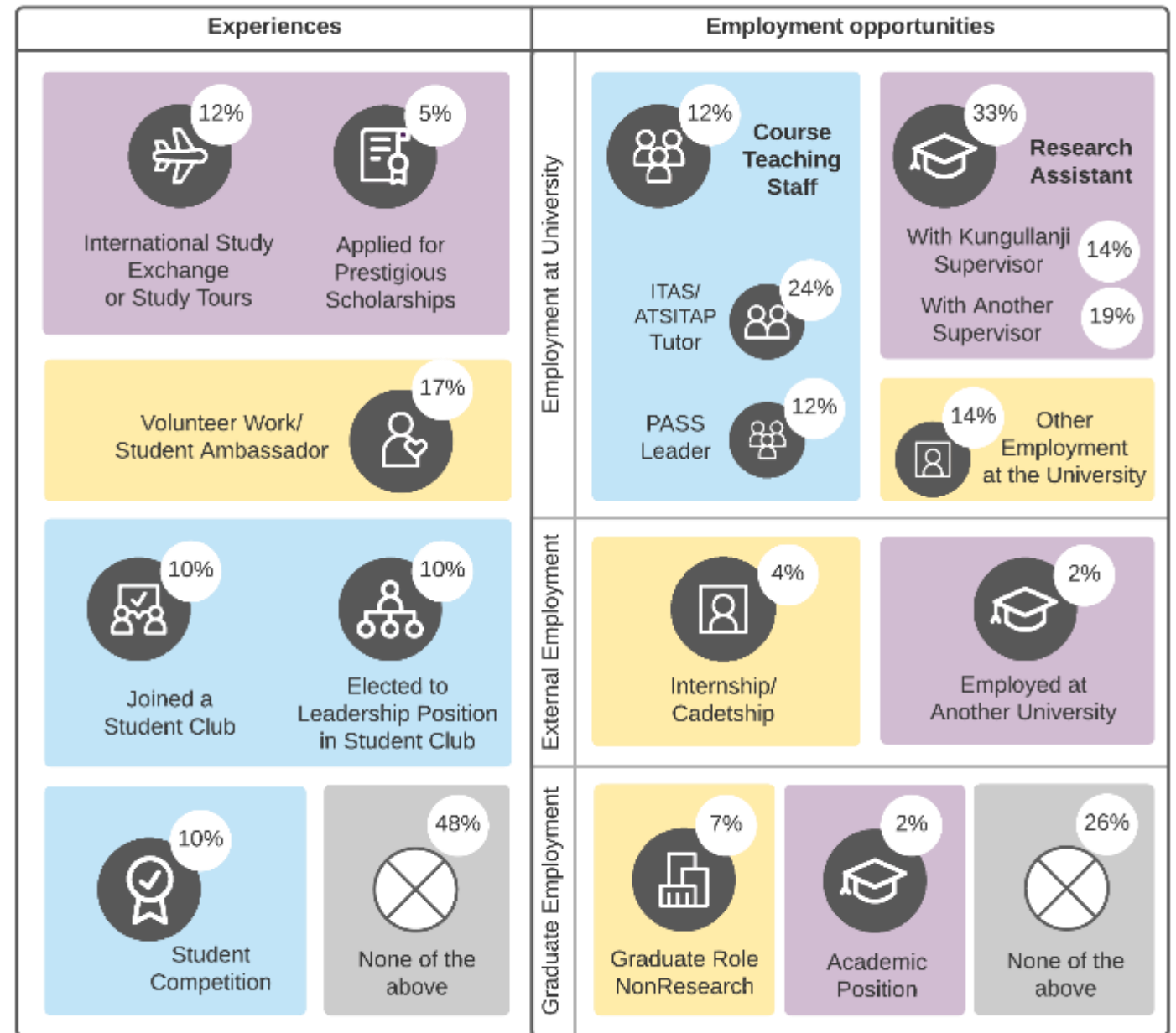


Cooper et al (2021)



Post-program Increased social capital and success

- ✓ **Increased publications** – 10% published a journal article in their field, 26% presented at a National or International Conference
- ✓ **Increased engagement** in other initiatives, programs and extra-curricular activities
- ✓ Increase in Indigenous **HDR applications and acceptances**
- ✓ **Higher employment** – during studies in research positions and graduate employment





Community of Indigenous Scholars



“Never before in my studies, have I felt a part of something bigger and like I could make a difference.”

– Kungullanji Scholar, Yarning circle 2016-17

“Being provided opportunities like this and so early on in my degree changed my career trajectory. It gave me the confidence to go after big aspirations and made me trust my own potential.”

– Kungullanji Scholar, Post-Program Survey 2021

Some final thoughts...

- Think about how **Indigenous ways of knowing, being and doing** can be incorporated into UREs. How can you use existing Indigenous social capital?
- **Recognise strengths** of Indigenous peoples outside of academic norms and include other definitions of “success”
- **Examine structures and systems** that may present barriers for students to access and participate – where are there opportunities to improve and build on existing success? How can these be designed *with* Aboriginal and Torres Strait Islander peoples?



Thankyou

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