



2027 Summer Research Projects – Office of the Deputy Vice Chancellor for Indigenous Engagement

The Office of the Deputy Vice Chancellor for Indigenous Engagement has three available projects, led by [Professor Bronwyn Fredericks](#)

1. Universities and treaties, MOUs and agreements with Indigenous peoples
2. The music scene during the pre-Fitzgerald Inquiry years in Qld and Australia (1982-1992) and link to political times. Are we seeing the same now?
3. University education and scholarships: How much difference do scholarships make to Indigenous students?

1. Universities and treaties, MOUs and agreements with Indigenous peoples

Project title	Universities and treaties, MOUs and agreements with Indigenous peoples
Hours & delivery	Project work will be undertaken in the office at St Lucia campus, for the 6 week period (11 January to 19 February 2027). The student will work 30-36 hours per week.
About the project	This purpose of this project is to document the extent and scope of formal agreements between universities and Indigenous peoples in Australia and internationally. This includes MOUs or other formal agreements developed between a university and Indigenous peoples as well as agreements made under formal treaties between the state and Indigenous peoples (e.g. partnerships under the Treaty of Waitangi in NZ). The project will identify the existing agreements and document the context and process for developing these agreements, the scope and content of the agreement and the commitments made by the university, the extent to which the commitments are integrated into the university's strategic plan and management arrangements, and how these commitments are supported and progress monitored. It will also look at the ways the agreement and commitments were communicated at the development and over time.
What you'll do	With guidance, you will: • conduct a literature review using scholarly sources and public materials produced by universities and Indigenous organisations; • document the information about these agreements in a structured format developed jointly with the supervisor; • write an overall report on the types of agreements, the scope and content, and the implications for universities and Indigenous peoples.
What you'll learn	You will learn about processes for sourcing relevant material and documenting it in a structured way. You will also learn about the different types of commitments made by universities in relation to Indigenous peoples and the agreements that support these commitments.
Project outcomes	The student's report and structured information will be used to support the development of academic papers and further research on this topic.
Who should apply?	This project is suitable for a student who likes to gather and organise information and who has good analytical and writing skills. Applicants should have an understanding of Aboriginal and Torres Strait Islander cultures, identities and knowledges.
Team & supervision	The project is led by Professor Bronwyn Fredericks, Deputy Vice-Chancellor (Indigenous Engagement). The student will work closely with Richard Leo who will provide guidance and supervision.
Contact	If you have any questions, please contact k.hassall@uq.edu.au



2. The music scene during the pre-Fitzgerald Inquiry years in Qld and Australia (1982-1992) and link to political times. Are we seeing the same now?

Project title	The music scene during the pre-Fitzgerald Inquiry years in Qld and Australia (1982-1992) and link to political times. Are we seeing the same now?
Hours & delivery	Project work will be undertaken in the office at St Lucia campus, for the 6 week period (11 January to 19 February 2027). The student will work 30-36 hours per week.
About the project	Social dissent, reactions to political corruption, and emerging national socio-cultural conflicts prompted a dynamic music scene in Queensland (and broader Australia) in the 1980s and early 1990s. The Fitzgerald Inquiry (1987-89) exposed and unravelled political corruption in Queensland. The Royal Commission into Aboriginal Deaths in Custody (1987-91) drew attention to systemic racism. At the same time, changes to government policies triggered debate on racism, discrimination and other socio-cultural conversations. Within this context of social dissent and the public acknowledgment of corruption and racism, musicians were able to reflect the pain and describe the injustices, building community and a wider awareness of these issues. The current music scene has features in common with that era. The project will consider current trends in the music scene compared with the period 1982-1992 and how the current scene reflects social concerns today.
What you'll do	With guidance, you will: • source literature on trends in the Queensland and broader Australian music scene currently and in the period 1982 to 1992, using scholarly sources and other materials; and • write a literature review identifying common threads and differences in the way the music scene reflects broader social and political issues in these two periods.
What you'll learn	You will build skills in sourcing relevant literature and identifying themes across a body of literature. You will also learn about the links between the music scene and social issues and the ways that music can change the community's understanding of injustices.
Project outcomes	The student's literature review will be used to support the development of academic papers and further research on this topic.
Who should apply?	This project is suitable for a student who is interested in music; the sociology of music; Australian culture, politics and history; and the ways musicians respond to social issues. Applicants should have an understanding of Aboriginal and Torres Strait Islander cultures, identities and knowledges. Applicants should have completed at least 2 years of a coursework program and be making satisfactory academic progress in their current program.
Team & supervision	The project is led by Professor Bronwyn Fredericks, Deputy Vice-Chancellor (Indigenous Engagement). The student will work closely with Richard Leo who will provide guidance and supervision.
Contact	If you have any questions, please contact k.hassall@uq.edu.au



3. University education and scholarships: How much difference do scholarships make to Indigenous students?

Project title	University education and scholarships: How much difference do scholarships make to Indigenous students?
Hours & delivery	Project work will be undertaken in the office at St Lucia campus, for the 6 week period (11 January to 19 February 2027). The student will work 30-36 hours per week.
About the project	The goal of this project is to compile and analyse the evidence on university scholarships for Indigenous students and the effects on their education, workforce participation and life trajectory.
What you'll do	With guidance, you will: • source literature on the effects of scholarships for university students with a focus on Indigenous students in Australia and similar countries, using scholarly sources and other materials; • analyse available data on the provision of scholarships, student participation and retention rates and other available data; and • write a report providing an overview of the research and other evidence.
What you'll learn	You will build skills in sourcing relevant literature and data and identifying patterns across these information sources. You will also learn about Indigenous education and workforce participation patterns and challenges.
Project outcomes	The student's report and source materials will be used to support the development of academic papers and further research on this topic.
Who should apply?	This project is suitable for a student who is interested in the role of education in society and the relationships between education, workforce participation and life trajectories. Applicants should have an understanding of Aboriginal and Torres Strait Islander cultures, identities and knowledges. Applicants should have completed at least 2 years of a coursework program and be making satisfactory academic progress in their current program.
Team & supervision	The project is led by Professor Bronwyn Fredericks, Deputy Vice-Chancellor (Indigenous Engagement). The student will work closely with Richard Leo who will provide guidance and supervision.
Contact	If you have any questions, please contact k.hassall@uq.edu.au