

Institute for Social Science Research - PhD Student Project

ISSR Impact Area: Education

Title: *Higher Education Equity in Australia*

Supervisor/s: [Associate Professor Wojtek Tomaszewski](#)

Funding:

Student Scholarship required, top-up funding may be available to suitable candidate

Project description:

Since 1990s, successive Australian governments have assisted six identified equity groups to access Higher Education: (1) Aboriginal and Torres Strait Islander Australians; (2) People from low socio-economic status (SES) backgrounds; (3) People from non-English speaking backgrounds (NESB); (4) People from regional and remote areas; (4) People with disability; and (6) Women in non-traditional subject areas (WINTA). These groups had been historically under-represented in Higher Education and the pattern largely persists to this day.

This project feeds into a broader program of work aimed at developing robust evidence to inform equity policy development and practice in Australia. It aims to establish a robust evidence base about access, participation, retention, and success in higher education for disadvantaged groups, including the officially recognised equity groups, and emergent categories. The focus is on rigorous evidence-based and evaluative research, drawing on cross-disciplinary methodologies and expertise from fields including education, sociology, economics, econometrics, demography, and statistics.

The candidate:

We are seeking a candidate who has an excellent academic record and a particular interest and commitment in conducting high quality research in the field of equity in higher education. Applicants demonstrating strong quantitative, qualitative or mixed-method backgrounds are welcome to apply.

Achievable Outcomes:

- A PhD from The University of Queensland in a relevant field
- Experience working within an interdisciplinary team of researchers
- Experience with oral/written presentations at national/international conferences
- Scientific papers in high impact research journals