



## Call for Expressions of Interest:

### Peer-Researchers for a Research Project on Invisible Disabilities in Higher Education

**Project Title:** Enabling Equitable Learning Approaches for Students with Invisible Disabilities in Higher Education

**About the Project:** With funding support from the Australian Centre for Student Equity and Success (ACSES) Large Grant Scheme, this exciting research project aims to develop equitable learning approaches tailored specifically for students with invisible disabilities in higher education. Our goal is to ensure that educational environments are inclusive and supportive, recognising the unique challenges faced by students with invisible disabilities.

**Opportunity for Peer-Researchers:** We are looking to employ two passionate and committed students currently enrolled in an Australian university who identify as having one or more invisible disability(ies).\* As a peer-researcher, you will be a vital member of our research team, and will have a significant role co-designing and co-conducting the project (including qualitative and quantitative data collection and analysis) alongside academics and professionals as equals. Your lived experience and insights will be invaluable in shaping the direction and outcomes of this project.

**Role and Responsibilities:** As a peer-researcher, you will:

- Collaborate on background research to inform the project's direction.
- Co-design surveys, interviews, focus groups and workshops to understand the experiences of students with invisible disabilities and educators in higher education.
- Conduct (with support) interviews, focus groups and deliver collaborative workshops with the Chief Investigators of the project and industry partners.
- Assist in the delivery of workshops aimed at sharing research findings and engaging with the broader academic community.
- Co-author publications, with your contributions fully recognised and acknowledged.

### Benefits:

- Be part of a research team that values your input and treats you as a partner.
- Gain experience in academic research, including the design and execution of qualitative research design.
- Develop and enhance skills in qualitative and quantitative research methods, survey design, and workshop facilitation.

- Co-author publications that contribute to the academic field of higher education, disability studies, policy and/or law.
- Make a meaningful impact by contributing to the development of equitable learning approaches for students with invisible disabilities.
- Be awarded a 120-day contract over a 12-month period at a rate commensurate with HEW level 5.

**Eligibility:**

- Currently enrolled as a post-graduate or undergraduate student at an Australian university. (If undergraduate, preference will be given to students based at the University of Newcastle, NSW, to facilitate on-site mentoring and skill development and to ensure direct supervision and support)
- Identify as having an invisible disability.
- Demonstrated interest in disability studies, higher education, human rights law, policy or related fields.
- Strong written and oral communication and teamwork skills.
- Preference to be given to candidates who are available to commence work in mid-November 2024.

**If you are interested in this opportunity:** Please submit an expression of interest by 8<sup>th</sup> November 2024 (Fri). Your expression of interest should be no more than 500 words and include:

- Your reasons for wanting to join the research team and what you would hope to gain from the experience; and
- Your relevant skills and experience.

In addition to your expression of interest, please also provide:

- Your current academic status (i.e. your program and stage of study);
- A 1–2-page CV; and
- Your academic transcripts.

**Contact Information:** For more information or to submit your application, please contact Dr. Stephenson Chow at [Stephenson.chow@newcastle.edu.au](mailto:Stephenson.chow@newcastle.edu.au) and Dr Caitlin Mollica at [Caitlin.mollica@newcastle.edu.au](mailto:Caitlin.mollica@newcastle.edu.au)

We look forward to receiving your application and to working together to make higher education more inclusive for students with invisible disabilities.

(\*Note: 'Invisible disabilities' is broadly defined to include any disability that may not be immediately noticeable to others, including physical, mental health, and neurological conditions.)