

UNESCO Survey For Universities

Information on the contribution of Higher Education To the SDGs and to the “leaving no one behind” mandate

COORDINATED IN COLLABORATION WITH UNESCO CHAIRS

UNESCO is particularly grateful to the UNESCO Chairs for its vital support in coordinating the completion of this survey by the competent university authorities. The information to be compiled will be used as a basis for policy recommendations to advance the achievement of the Sustainable Development Goals and their aim of leaving no one behind.

The UNESCO Chair is requested to take the necessary steps to ensure that UNESCO receives the completed survey by 30 June 2020. The survey should be sent to the Higher Education Section to Paz Portales (p.portales@unesco.org), and Lidia Mazzilli (l.mazzilli@unesco.org). For questions or comments please contact them.

UNESCO Survey for Universities

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Introduction

This survey aims to produce evidence-based information to support UNESCO’s policy advice to Member States and other stakeholders in higher education. Its scope is the interplay between Higher Education and the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs).

The survey seeks to understand the extent to which higher education institutions and their actors are assuming the global agenda as a shared responsibility and contributing to its fulfilment at national, regional and international levels. It is addressed to education policy makers and to universities hosting UNESCO Chairs.

The survey will collect information on: 1) normative frameworks, and institutional and financial structures; 2) political priorities and national plans; 3) local, national and international actors; 4) knowledge and data production.

Rationale

Higher Education is well placed to make a unique and vital contribution to achieving the 2030 Development Agenda and related Sustainable Development Goals (SDGs). Higher Education¹ institutions and their leaders, researchers, students, and teaching staff have roles and responsibilities in *leaving no one behind* and in achieving a more sustainable world.

Education must provide students with the knowledge they need for addressing key challenges for constructing sustainable and fairer societies. Research can provide new ideas, solutions, technologies, and ways of understanding social transformations. Knowledge and information produced in higher education institutions in the various fields of sustainable development can contribute to better evidence-based policies, investment programmes, and in addressing context-specific development challenges. Higher Education expertise can support the implementation of policies by governments and other stakeholders including civil society and private sectors in relation to the SDGs.

As the leading UN Agency for the Sustainable Development Goal 4, UNESCO works for the right to education from a human rights approach and calls to assume the *imperative of inclusion with quality in tertiary education*. The organization also calls for improving evidence-based policies and working together to advance the SDGs.

In order to map the landscape, to identify promising practices and provide recommendations for research and actions for UNESCO, Member States, Higher Education Institutions, International Organizations and others, this survey will contribute to identify gaps in information, knowledge, data,

¹ In this survey we refer to university higher education

norms, and actions in two senses. First, regarding *leaving no one behind* in higher education. Second, to better connect universities with policy makers and other stakeholders toward the achievement of all the SDGs.

General Information

Please use as much space as necessary for your answers. Please respond in a concise manner

General Information	
<p>The University of Sydney is one of the world's leading comprehensive research and teaching universities. The University offers an exceptional range of disciplines – more than 400 areas of study – and the community includes more than 70,000 students, 8000 permanent and fixed-term staff and 350,000 alumni in more than 170 countries.</p> <p>Leadership has always been at the core of our values. We were one of the first universities in the world to admit students solely on academic merit, and to open our doors to women on the same basis as men. Our aim is to make lives better not just by producing leaders of society, but through equipping our people with the qualities that allow them to serve all our communities at every level.</p> <p>In creating the first university in Australia in 1850, our founders recognised the power of education to inspire positive change. We hold that belief just as strongly today.</p> <p>Research excellence</p> <p>Our research is driven by the big picture. From combating the world's deadliest diseases to inventing tiny devices that make a super-sized difference to computing, we excel in innovative collaboration.</p> <p>Supported by more than 90 research centres, our researchers are finding solutions to the world's greatest challenges – and many others – by changing the way they look at them.</p> <p>We work with the best companies, including Microsoft, GE and Qantas, to generate products, systems and services that benefit the communities we serve – locally, nationally and globally.</p> <p>A distinctive education</p> <p>The world is changing and university education needs to change as well. In 2016, the University reimagined the Sydney Undergraduate Experience – how academics teach and the what students learn – to prepare them for a future full of possibilities.</p> <p>The University of Sydney recognises that the future of work will be very different, so it's our ambition that every University of Sydney student will complete their degree with the confidence and ability to think critically, collaborate productively and influence the world.</p>	
<p>Enrolment: end of 2019 63,602 (EFTSL – Equivalent Full Time Student Load)</p>	<p>Distribution of enrolment: (EFTSL) Undergraduate: 37,146 Postgraduate (coursework): 22,756 Postgraduate (Higher degree research): 3,700</p>

I. Inclusion in Higher Education²

Please use as much space as necessary for your answers. Please respond in a concise manner

Component 1: Normative/institutional frameworks

I.1.1. The university/consortium considers non-discrimination in higher education in its normative framework?

☒ Yes
☐ No

Non-discrimination for both staff and students in higher education is driven by Commonwealth and State anti-discrimination laws which are translated into strategy, policies, procedures and targeted programs. Examples of relevant Commonwealth and State Legislation include:

- Age Discrimination Act (2004)
- Disability Discrimination Act (1992)
- Disability Standards for Education (2005)
- Disability (Access to Premises – Buildings) Standards (2010)
- Racial Discrimination Act (1975)
- Sex Discrimination Act (1984)
- Australian Human Rights Commission Act (1986)
- Workplace Gender Equality Act (2012)
- NSW Anti-Discrimination Act (1977)
- Modern Slavery Act 2018 (Cth)

These anti-discrimination laws are embedded in the University's strategic frameworks and relevant policies, procedures and programs. The University's policies, procedures and guidelines can be found on our [Policies webpage](#). Those linked specifically to diversity and inclusion can be found [here](#).

The University is also developing procedures to outline its commitment to DFAT's new [Preventing Sexual Exploitation, Abuse and Harassment \(PSEAH\) policy](#) which sets out the expectations and requirements for all DFAT partners (eg. the University as funded under the New Colombo Plan) to manage SEAH risks and incidents.

Staff:

The University enters in Enterprise Bargaining with its employees. Through an [Enterprise Agreement](#), the University is committed to employment practices that promote diversity and inclusion and help prevent and eliminate discrimination on the basis of race, colour, sex, sexual orientation, gender identity, intersex status, age, physical or mental disability, marital or relationship status, family responsibilities, pregnancy, religion, political opinion, trade union membership and activity, national extraction or social origin.

Students:

The University's work in supporting equity category students gain access to higher education is facilitated by the centralised area called Widening Participation and Outreach. Their work is primarily funded through two Commonwealth government initiatives – Higher Education Participation and Partnerships Program (HEPPP) - <https://www.education.gov.au/higher-education-participation-and-partnerships-programme-heppp> and the Indigenous Student Success Program (ISSP) - <https://www.niaa.gov.au/indigenous-affairs/education/indigenous-student-success-program>.

When available, please include definitions (inclusion, equity, non-discrimination, etc.)

Definitions of unlawful direct and indirect discrimination, harassment and sexual harassment are contained in [the Bullying, Harassment and Discrimination Prevention Policy 2015](#). The University also provides non-accredited professional development training on the definitions contained within the Bullying, Harassment and Discrimination Prevention Policy 2015 and how to recognise these behaviours.

² For the purposes of this survey, in some cases we will refer indistinctly to inclusion and equity in education. Understanding the differences between these concepts and that inclusion requires equity, we intend to open up the scope of responses since in some countries policies speak of inclusion and in others speak of equity to refer to the same thing.

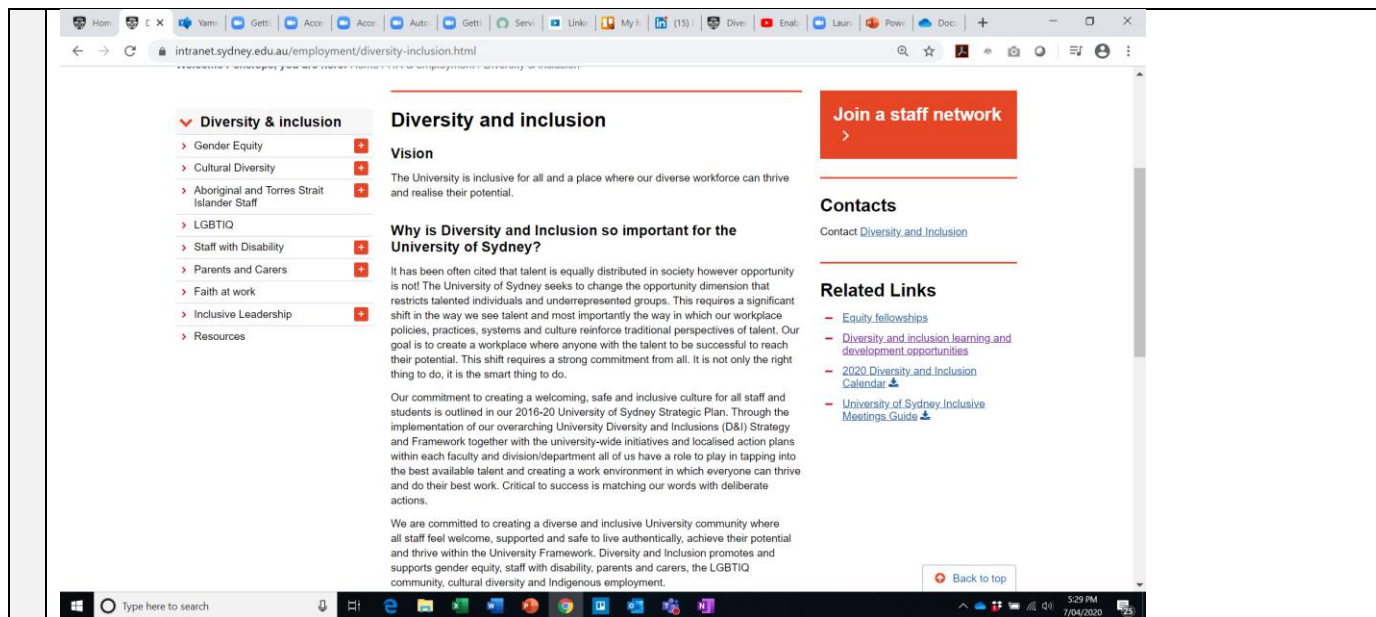
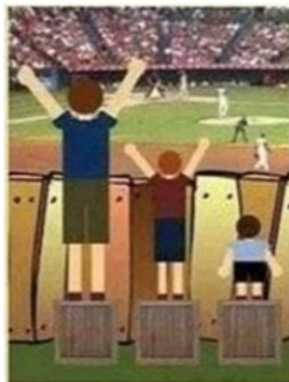


Figure 1: Screen shot from the [Diversity and Inclusion](#) page on the Staff Intranet

Equality versus Equity



Equality: It is assumed that everyone will benefit from the same supports. They are being treated equally.



Equity: Individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



No barrier: All three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Figure 2: A screenshot from the e-learn An Introduction to Disability Inclusion at the University of Sydney

Students:

The University relies on the government's definitions of equity categories to inform its own definitions – See Section I.4.2. for details.

I.1.2. The University normative framework include inclusion/equity as principles/objectives or consider them in any way	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Organisation The elimination of discrimination in respect of all areas, not just employment and occupation, is core to the University's vision and values . The University aims to value every member of its community for the contribution they make to a collective success and when there is disagreement, ideas are not dismissed, nor expertise undervalued. The values seek to never limit people's pursuit of excellence based on their background or circumstances and advocates for all to realise their full potential. This extends to the whole University community; staff, students and alumni. The University's work is stronger because it values different and unique perspectives.	

[The University of Sydney Strategic Plan 2016-20](#) and Culture Strategy are underpinned by the University's core values of diversity and inclusion; openness and engagement; respect and integrity, and courage and creativity. The University [values](#) and its commitment to the principles enshrined in anti-discrimination legislation have informed the development and implementation of key strategic frameworks and programs to embed diversity and inclusion into the culture, research, education and operations of the University. These frameworks and programs are:

[Culture Strategy](#) – *A Culture Built on Our Values*

[Wingara Mura Bunga Barrabugu Integrated Strategy](#) and [Unfinished Business Action Plan 2020](#) – *Imagining a uniquely Australian University*

[Disability Inclusion Action Plan 2019-24](#) – *Providing leadership to the community in developing an inclusive Australian Society*

[Women's Career Acceleration and Leadership Strategy](#) – *Increase female representation at leadership levels across the University.*

[SAGE and Athena SWAN Award](#) - *A leap forward for University gender equity*

Students:

The vision of the University of Sydney is to create and sustain a university in which, for the benefit of both Australia and the world, the brightest researchers and the most promising students, whatever their social or cultural background, can thrive and realise their potential. This commitment to equitable access connects directly to the vision of Widening Participation and Outreach (WPO) which is that young people, regardless of their cultural or social background can access, participate, and succeed in higher education.

WPO delivers, coordinates and supports initiatives that drive equitable access to higher education for diverse cohorts. This support is wide-ranging and takes the form of academic enrichment and personal capacity building programs, admission pathway initiatives, student success initiatives and research and evaluation.

I.1.3. The following organ(s) act as internal responsible unit for inclusion/equity in the university

☒ Rector (Office of the Vice Chancellor)

☐ Academic Affairs

☐ Special Unit

☒ Others: What internal counterparts are involved in dealing with exclusion? (please specify)

Organisation-wide:

[Deputy Vice Chancellor Indigenous Strategy and Services](#)

[National Centre for Cultural Competence](#) (NCCC)

[Culture Strategy](#)

[University Executive and its subcommittees](#)

Staff:

- Human Resources

- Research Portfolio and the Deputy Vice Chancellor Research

- Education Portfolio and the Deputy Vice Chancellor Education

- Faculties – Deans and Faculty General Managers – Faculties of Science and Arts and Social Sciences in particular

Students:

- The University has a centralised area which is responsible for increasing inclusion, access and attainment in higher education specifically for equity category students. Details on Widening Participation and Outreach can be found on their [webpages](#).

- [Student Support and Services](#)

- Faculties have Associate Deans responsible for areas including Student life, Diversity and Inclusion and linked to programs and advancement of Aboriginal and Torres Strait Islander students with requisite committees to make recommendations.

Component 2: Actions

I.2.1. Does your university conduct targeted policies, measures, programmes or projects to address inclusion/equity? ☒ Yes ☐ No

- ☒ Reformed admission procedures
- ☒ Outreach and bridge programmes
- ☒ Academic and career guidance and counselling
- ☒ Recognition of prior learning
- ☒ Affirmative action programmes
- ☒ Retention programmes
- ☒ Targeted academic accompaniment programmes
- ☒ Others (please specify)

Organisation-wide:

The University's vision and values embody diversity, inclusion and equity for all staff and students. As part of its commitment, the University has integrated several programs across the organisation to support its values:

- [The LGBTIQ Community](#) - *Supporting staff and students of diverse sex, sexuality and gender* including the [Pride Network](#). In 2019, the University was also named a Silver employer of choice for the [Australian Workplace Equality Index](#).
- [Disability Inclusion Action Plan 2019-24](#) - *ensuring that students, staff and visitors with disability have equal opportunities to excel at and enjoy our university.*
- Cultural Competency [resources](#) to help staff and students to build their understanding of different cultures and value the benefits that diversity brings to the University.
- Information on initiatives to encourage and celebrate the cultural diversity of the University can be found on [the Cultural Diversity](#) webpage.

The University has an Aboriginal and Torres Strait Islander staff network and the staff Mosaic Network for cultural diversity, as well as more than 40 student clubs and societies based around [ethno-cultural connections](#) and [many others](#) uniting people across cultures with a shared passion.

Staff:

HR EQUITY AND DIVERSITY POLICIES

Bullying, Harassment and Discrimination Prevention [Policy](#) and Resolution [Procedures](#) 2015
Resolution of Complaints [Policy](#) 2015
[Code of Conduct - Staff and Affiliates](#)
Confirmation of Aboriginal and Torres Strait Islander Identity [Policy](#) 2015
Leave [Policy](#) 2016

DIVERSITY AND INCLUSION DEVELOPMENT PROGRAMS FOR STAFF

[Sydney Women's Leadership Program](#)
Positioning for Promotion for Academic Staff C to D
[CEW Leadership Program](#)
[Vice-Chancellor's Sponsorship Program](#)

Aboriginal and Torres Strait Islander Coaching and Mentoring Programs including the Culturally Competent Leadership Program hosted by the NCCC. The CCLP supports leaders from across the University to develop their capability, capacity and resilience for culturally competent leadership. It also helps deepen connections between leadership, cultural competence and Aboriginal and Torres Strait Islander contexts.

DIVERSITY AND INCLUSION LEARNING MODULES FOR STAFF

[Diversity and Inclusion Curriculum](#)

See Section I.4.6 for a more comprehensive list of the University's diversity and inclusion training.

TABLE 1: COMPLIANCE AND BENCHMARKING

Activity	Frequency	Focus
Workplace Gender Equality Act Compliance Report	Annual	Gender Equity

Australian Workplace Equity Index	Annual	LGBTIQ Workplace Inclusion
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TABLE 2: STAFF SURVEYS

Survey	Frequency
Staff Engagement Survey	Every two years
Culture Survey	At the commencement of the Culture Strategy
Evaluation of Disability Action Plan 2013-18	At the conclusion of the Plan

TABLE 3: STAFF CONSULTATIONS

Staff Consultation	Frequency
Culture Strategy facilitated consultations with staff	Pulse check in 2020
Staff focus groups to evaluate Disability Action Plan 2013-18	At the conclusion of the Plan in 2019

- The University shows commitment to diversity and equity in STEMM themed areas.
 - It [joined](#) the Science in Australian Gender Equity (SAGE) program in 2016 as part of its values on [gender equity](#) and was [awarded](#) the SAGE Athena SWAN Bronze Award in 2019.
 - In 2019, the University of Sydney became an [inaugural champion](#) of the Decadal Plan, a framework to guide the actions of government, industry, academia and the education sector over the next ten years, to achieve gender equity in STEM areas.
- The University has set a 3% employment target for [Aboriginal and Torres Strait Islander people](#) representation in the University's workforce and 40% representation for women in senior leadership positions through the [Women's Career Acceleration and Leadership strategy](#).

Students:

The University values social inclusion and student equity and is committed to [widening access and participation](#) in higher education for students from a low socio-economic background, rural, regional and remote areas and Aboriginal and Torres Strait Islander backgrounds. Full details of all of the programs that the Widening Participation and Outreach area can be found in their [2019 Program Guide](#).

One program that has had successes in increasing access and participation of Aboriginal and Torres Strait Islander students in higher education is under the [Wingara Mura – Bunga Barrabugu \("thinking path to make tomorrow"\) Strategy](#), through which we aim to enrich Aboriginal and Torres Strait Islander participation, engagement, education and research. The [Wingara Mura Summer and Bunga Barrabugu Winter programs](#) which form an immersive experience on the University's Camperdown/Darlington campus give students from partner schools a full academic and student life experience at university. Details on the successes of the program, including the Gadigal Access Program and Mani Yura student services, can be found on page 10 of the [Unfinished Business Strategy 2020](#).

Outreach:

Community outreach makes up a large part of the University's education and research work. One such program based in the Faculty of Arts and Social Sciences is the [Refugee Language Program](#). The program provides free language classes, mentoring and a safe space for refugees to learn about Australian culture, create friendships and develop the skills, other than English, that they need to build their lives in Australia. Students also have an opportunity to volunteer in the program.

I.2.2. Is there any budget specifically devoted to inclusion/equity?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Staff:

There is an annual budget allocation for inclusion programs managed by the [Diversity and Inclusion](#) team in Human Resources. Funds are allocated to support:

- an annual program of targeted diversity and inclusion events;
- leadership development opportunities for academic and professional women and women from culturally diverse backgrounds;

- a development program for our Aboriginal and Torres Strait Islander academic staff;
- disability support fund for people with disability
- diversity training programs for all staff, and
- staff networks for Aboriginal and Torres Strait Islander staff, women, culturally and linguistically diverse staff, staff with disability and LGBTIQ staff.

The Diversity and Inclusion team within Human Resources comprises 4.8 FTE (Full Time Equivalent) subject matter experts.

The Research Portfolio has a commitment to diversity and enabling inclusion particularly through research funding.

- SOAR Fellowships have stipulations that at least 50% of awardees will be female, in line with the University's equity and diversity agenda. One prize is specifically designated to supporting a person identifying as Aboriginal or Torres Strait Islander. Up to \$50,000 per year for two years per award.
- Three Equity Prizes: Brown (colleagues with significant caring responsibilities); Laffan (colleagues with disabilities) and Thompson (women seeking promotion to levels D (Associate Professor) and E (Professor)). One prize is specifically designated to supporting a person identifying as Aboriginal or Torres Strait Islander. Up to \$60,000 per prize is awarded.

Students:

In 2018, the University of Sydney committed over [\\$4 million in scholarships](#) to aid the access of students from equity category backgrounds undertaking studies in [undergraduate \(international\)](#), [postgraduate \(international\)](#) and research ([domestic](#) and [international](#)) degrees. The University provides [specific scholarships](#) to assist Aboriginal and Torres Strait Islander students access higher education. More details on all University and Faculty-specific scholarships can be found at the corresponding links and below in section I.2.3.

In 2020, Widening Participation and Outreach received funding from the following sources:

HEPPP – 64%

ISSP – 8%

DVC-ISS Local Implementation – 3%

Operational funds – 17%

Philanthropy – 8%

The University also provides funding via its government-set [Student Services and Amenities Fee \(SSAF\)](#) to the two student unions on campus that provide services to support students. One of these unions is the University of Sydney Union (USU) which supports several [ethno-cultural clubs and societies](#) and [many others](#) supporting inclusion and diversity including clubs representing religion, LGBTIQ students and political alignments.

I.2.3. Is there any budget specifically devoted to meritorious students admitted through special inclusion/equity mechanisms? ☒ Yes ☐ No

Several scholarships are awarded to meritorious students, the details of which are included in the section above and further details can be found in the [Widening Participation and Outreach Annual Report](#). A sample of centrally allocated scholarship(s) are given below.

TABLE 4: DETAILS OF MERITORIOUS SCHOLARSHIPS AVAILABLE TO STUDENTS

Scholarship Name	Value
The University of Sydney Early Offer Year 12 Scholarships	\$2,242,263
Sydney Scholars Awards	\$585,000
The University of Sydney Access Scholarships	\$538,500
Susan Wakil Scholarship - Undergraduate Indigenous Awards	\$128,380
Susan Wakil Scholarship - Undergraduate Regional/Rural Awards	\$120,711
National Broadband Network Co. Undergraduate Scholarships in Engineering and IT for Aboriginal and Torres Strait Islander students	\$120,000

The University of Sydney Indigenous Entry Scholarships	\$92,500
Bank of China Social Inclusion Scholarships	\$58,500
The Gwen and David Moore Aboriginal Scholarship	\$50,000
The William John and Lizzie May Sinclair Scholarship	\$50,000
The University of Sydney Aboriginal and Torres Strait Islander Accommodation Bursary	\$50,000
Biomedical Industry Partners Scholarship in Engineering Leadership for Indigenous Women	\$36,000
The ITNewcom Foundation Aboriginal and Torres Strait Islander Leadership Scholarship	\$30,000
The Rosebrook Foundation Indigenous Accommodation Scholarship	\$30,000
Civil Engineering Undergraduate Equity Scholarship	\$24,000
Susan Wakil Scholarship - Undergraduate Greater Sydney	\$23,740
Indigenous Commonwealth Accommodation Scholarship	\$20,796
TOTAL	\$4,200,390

I.2.4. What resources are dedicated to inclusion/equity?

- ☒ Non tuition fees or low fees /no fees for certain groups
- ☒ Needs-based scholarships and grants
- ☒ Student loans
- ☒ Equity-linked financial incentives to receive public resources
- ☒ Others (please specify):

Students:

In Australia, students who are an Australian citizen or permanent resident are entitled to access an Australian Government loan scheme (HECS-HELP) that helps eligible students pay their student fees and other contributions. These loans have a fixed interest rate and are only repayable once a student has graduated and earns over AU\$45,881 (2019-20).

The University's widening participation and outreach activities are linked to annual Commonwealth government funding. These activities and outcomes are tracked via [HEPPP reporting](#) submitted to the Federal Government.

There are numerous scholarships (both University and Faculty-level) which have been mentioned in Section I.2.3. A list of scholarships for undergraduate, postgraduate and higher degree research students can be found on the [Scholarships webpage](#). Further details can be found on the University's [Admission Pathways](#) webpages which show the alternative pathways to university for students from disadvantaged backgrounds that don't rely solely on academic merit.

The University has mentoring schemes aligned with our equity categories. One example is the [Lucy Mentoring Program](#) for students identifying as female who are studying Law, Business or Economics. Through the program, they receive mentoring and education about the opportunities available for employment and leadership from mentors in the corporate and public sectors.

The University also supplies funding via its government-set [Student Services and Amenities Fee \(SSAF\)](#) to the two student unions on campus that provide services to support students such as free discount cards for students who come from low-income backgrounds and student societies who support and encourage diversity, inclusion and equity in the student cohort.

I.2.5. What is the scope of the actions addressing inclusion/equity?

Organisation-wide:

The University's [Culture Strategy](#) defines the scope of actions addressing inclusion, diversity and equity. The strategy has 5 core aims of the Culture Strategy aligns with the overall University Strategy 2016 - 2020:

1. Demonstrate leadership at all levels
2. Embedding our values of courage and creativity, respect and integrity, diversity and inclusion and openness and engagement.

3. Promoting understanding across institutional barriers

Staff:

The scope of actions that HR lead or support ranges from policy development and implementation, to compliance reporting and benchmarking, managing staff grievances of harassment and discrimination, equity employment programs, professional development programs, supporting staff networks, events, and provision of workplace adjustments for staff with disability.

TABLE 5: THE HR FUNCTION LEADS OR SUPPORTS THE FOLLOWING INCLUSION AND EQUITY ACTIVITIES

Inclusion Activity	HR Lead / Support
Diversity and Inclusion Annual Events	Diversity and Inclusion Team
Leadership development programs	Workforce Development
Implementation of the Disability Inclusion Action Plan 2019-24 <i>Objective 3: The University is an Employer of Choice for People with Disability</i>	Workforce Development Recruitment Operations HR Business Partners Workforce Information and Reporting
Evaluation of Disability Action Plan 2013-18	Chief HR Officer Diversity and Inclusion Team
SAGE Project HR Action Plan	Diversity and Inclusion Team
Leading AWEI Benchmarking Report	Diversity and Inclusion Team
Leading the WGEA Compliance Report	Diversity and Inclusion Team Workforce Information and Reporting Reward Team
Managing the Disability Support Fund and the provision of workplace adjustments for staff with disability	Diversity and Inclusion Team Staff Health Support Team
Resolution of complaints of harassment and discrimination	Workplace Relations HR Business Partners
Diversity support for Staff Networks	Diversity and Inclusion Team
Targeted diversity employment programs	Workforce Development Diversity and Inclusion Team Recruitment Operations HR Business Partners Workforce Information and Reporting

The SAGE Program, and its successful [application](#) for the Athena SWAN Bronze Award includes the scope, data and monitoring of diversity and inclusion measurements through the University staff cohort. Data is also supplied in the application. The scope of the SAGE Program is outlined below.

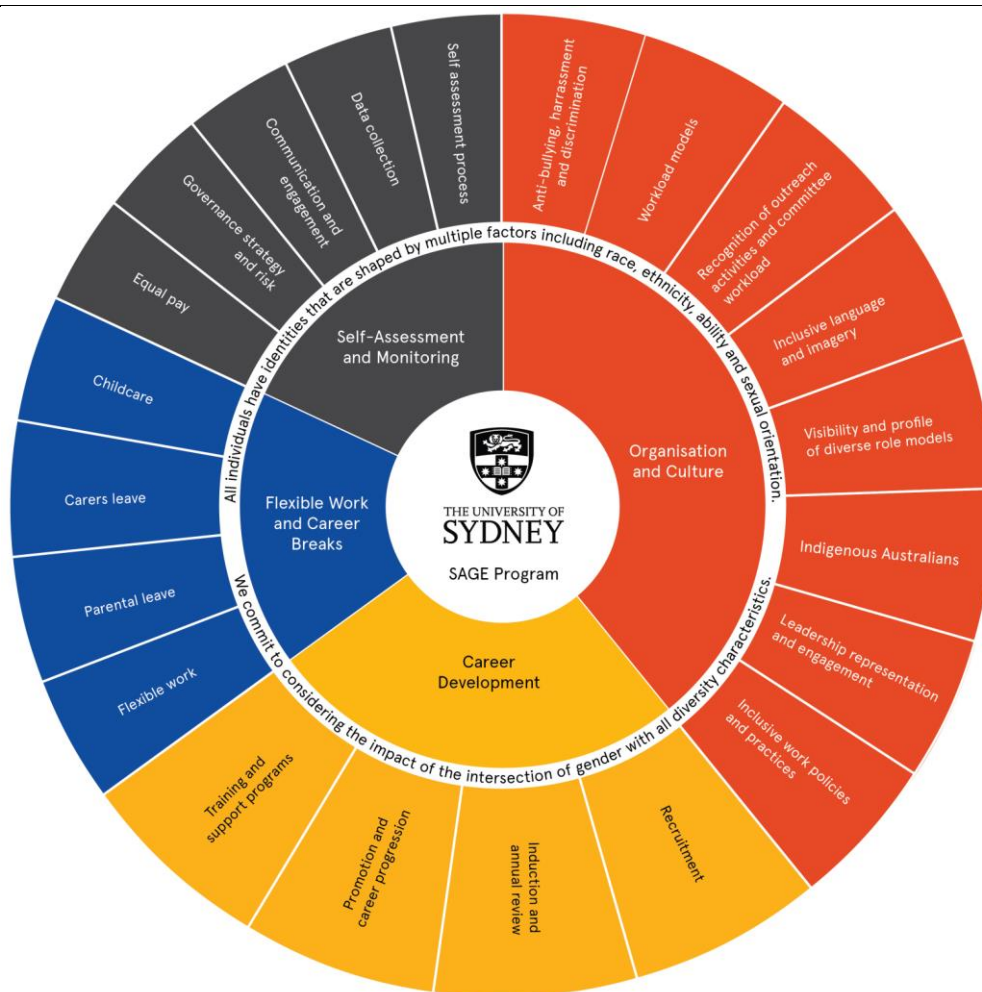


Figure 3: The scope of the SAGE Project

I.2.6. What are the organs/agents directly defining, implementing and monitoring inclusion/equity measures and programs at the university?

Responsible:

Organisation-wide:

Governance and accountability for diversity and inclusion is shared across several governance committees, implementation groups and assessment teams. The University of Sydney Senate is the governing body of the University and oversees all major decisions concerning the conduct of the University.

TABLE 6: GOVERNANCE

Function	Governance Structure
The Senate oversees all major decisions concerning the conduct of the University	The University of Sydney Senate
The People and Culture Committee monitors and advises Senate on the University's human resources, Senate governance, culture, and safety, health and wellbeing	People and Culture Committee of Senate
The University Executive (UE) makes recommendations to the Vice-Chancellor for University-wide planning, decision-making and oversight. It reports to Senate on the prosecution and management of initiatives under the University's strategic plan, and on the academic and financial health of the University	University Executive (UE)

<p>The University Executive (UE) Indigenous Strategy and Services Committee will develop strategies, policies and procedures and co-ordinate activity across the University to implement, monitor and refine the Indigenous Participation, Engagement, Education and Research Strategies.</p>	<p>Indigenous Strategy and Services Committee</p>
<p>The Culture Advisory Council provides strategic advice that will inform the Culture Strategy and support its progress; identifies opportunities and challenges concerning the Culture Strategy and advises on responses to them. It acts as a forum for the discussion and analysis of ideas concerning organisational culture and leadership. The Culture Advisory Council is diverse in its composition and comprise experts and leaders drawn from a range of fields, who have experience in handling matters of organisational culture, and who support the mission of The University of Sydney.</p>	<p>Culture Advisory Council</p>
<p>The Disability Inclusion Action Plan Consultative Group oversees the implementation of the objectives of the Disability Inclusion Action Plan 2019-24</p>	<p>The Disability Inclusion Action Plan Consultative Group</p>
<p>The SAGE Program and Self-Assessment Team are responsible for supporting and monitoring the implementation of the SAGE/Athena SWAN Bronze Award Action Plan and applying for the next SAGE Award in 4-5 years. The Action Plan includes 89 individual actions grouped into broad themes with an intersectional focus in all areas, including:</p> <ul style="list-style-type: none"> • recruitment • career progression • parental leave and flexible work • organisational culture • communications and engagement • collecting, analysing and interrogating University-wide data that will underpin our next SAGE Athena SWAN Institutional application • representing and championing the principles of Athena SWAN 	<p>SAGE Self-Assessment Team</p>
<p>Student specific:</p> <ul style="list-style-type: none"> • The Deputy Vice Chancellor Education (DVCE) is responsible for policy, programs and initiatives related to student life, experience and affairs. The DVCE also oversees the Mana Yura program which provides admission pathways, assistance and support to all Aboriginal and Torres Strait Islander students throughout their university journey — from admissions to graduation. This includes pastoral care, advocacy support, mentors and faculty staff; Mana Yuri can also provide referrals and tutorial assistance. • The Widening Participation and Outreach area coordinates the widening participation agenda on behalf of the university in consultation and collaboration with faculties and central professional service units. 	
<p>Organs/agents:</p>	
<p>Vice Chancellor's Office The Vice Chancellor's Office oversees and monitors the University's Culture Strategy (mentioned in detail in previous sections) and programs as part of the University's values of Diversity and Inclusion.</p>	
<p>Vice Principal Strategy Portfolio The University's VP Strategy Portfolio contains several teams that assist in defining and monitoring diversity, inclusion and equity programs, projects and reporting. One of those areas is the University's Institutional Analytics and Planning (IAP) area. It provides the University with a range of analyses and information to support the strategic planning of key decision makers and the wider University of Sydney community. It is responsible for providing data, monitoring and reporting frameworks to monitor and report against all KPIs and programs including those linked to increasing diversity, inclusion and equity at the University of Sydney.</p>	
<p>Human Resources Monitor aspects of the above governance outlined in Section I.2.5.</p>	

Employee and Student Unions

The National Tertiary Education Union (NTEU), Community and Public Sector Union (CPSU) and the University of Sydney Union (USU). The employee and student unions associated with the University work in partnership in the defining and implementation of diversity, inclusion and equity-building measures and programs.

SAGE Project

The SAGE Program (mentioned in previous sections) includes a SAGE Action Plan which contains 89 actions intended to build and improve equity, diversity and inclusion. The Action Plan also nominates who is responsible for actions; who is accountable for the actions and what indicators will be used to measure success. The SAGE Program works with a Self-Assessment Team (SAT) with staff membership from a broad diversity of backgrounds and experiences to monitor the implementation of the Action Plan and work towards the next SAGE/Athena SWAN Application. The SAGE Program has also established an Advisory Council to provide support and advice to the SAT.

I.2.7. Is there any accountability system/authority in the university related to inclusion/equity?

☒ Yes
☐ No

Definitions of unlawful direct and indirect discrimination, harassment and sexual harassment are contained in [the Bullying, Harassment and Discrimination Prevention Policy 2015](#).

Widening Participation and Outreach's work is given direction through a Widening Participation Strategy Working Group which comprises representatives from faculties and professional service units.

I.2.8. Does your institution have any special relationship with high schools (secondary level) in any way (outreach and bridge program)?

☒ Yes
☐ No

What is the scope of these programs?

The University has a range of programs associated with high schools. The Widening Participation and Outreach (WPO) area undertakes programs in high schools looking at increasing access and participation for students, especially those from low-socioeconomic status and indigenous backgrounds. A full brief of these programs can be found on the [WPO high schools page](#) and the WPO 2019 Programs list.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Number of										
Student engagements	3920	5443	11,608	17,583	19,995	24,538	30,033	31,876	36,748	35,756
Parent engagements	12	776	408	493	549	333	371	449	449	304
School engagements	18	18	103	224	212	123	174	314	614	725
Teacher professional learning	73	228	213	434	142	212	186	454	366	502
Volunteer engagements and student leader (current University of Sydney enrolled students)	0	2566	2617	2547	2967	4452	13,536	14,388	15,240	12,493

Table 7: Details of high school engagements by Widening Participation and Outreach since 2009.

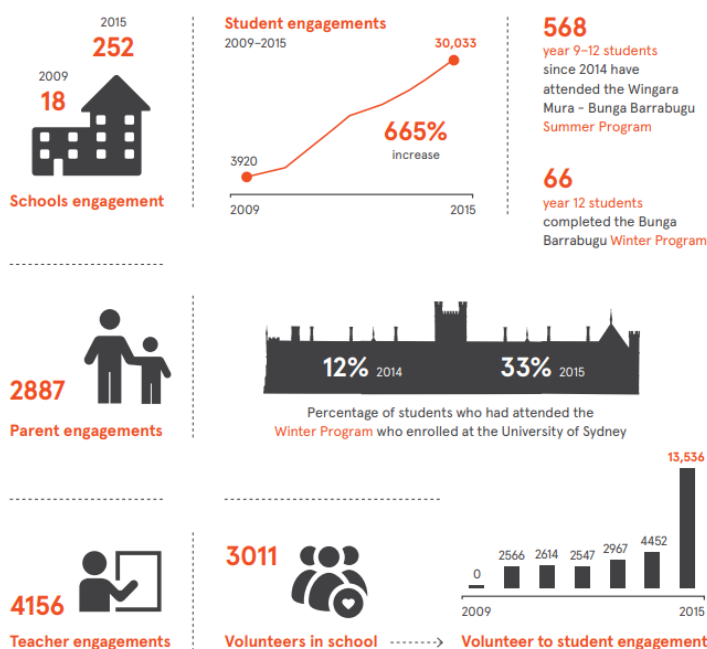


Figure 4: Summary of high school engagement activities in 2018

The University also operates a [preparation program](#) in conjunction with Taylors College. The program is for international students and students from a non-English speaking background. English language courses are taught at an intensive level to assist students accessing university and many of the students stay with host families in Sydney giving them a cultural immersion before they begin their university journey.

The University's faculties also have programs related to their specific area of study. Some examples are provided below:

- [LINK Project: Widening participation in English](#) which aims to build collaborative partnerships with low-socioeconomic high schools across western Sydney and regional NSW and bring the humanities to life and demystifying university study in the process.
- [The Science Alliance](#) With programs ranging from public lectures to HSC workshops, and from teacher seminars to holiday camps, it aims to make science exciting and accessible. There is also a big focus on increasing female participation in STEM based degrees and, later, employment.

What is the institution applying those programs? (please briefly explain)

Explained above

Component 3: Collaboration

I.3.1. Actors: Does your university work with partners in favour of inclusion/equity in HED?

☒ Yes
☐ No

Organisation-wide:

The University partners with UN Special Rapporteur for Discrimination against Women and Girls, Elizabeth Broderick. The University [commissioned](#) Elizabeth Broderick to prepare a report and recommendation on cultural renewal at its residential colleges that are home to over 2000 students, especially in gender equity and inclusion. The University accepted and will action all the report's recommendations. As part of the University's public program and outreach, the University's Vice Chancellor held a public conversation with Elizabeth Broderick and ABC journalist Sarah Ferguson looking at *What are the pathways to cultural change? How do we initiate, nurture, but most importantly, entrench cultural change?* These activities are part of deeper partnership between the University and Elizabeth Broderick and her team at the University.

Staff:

The University has a partnership with [Franklin Women](#). Franklin Women is a social enterprise whose mission is to empower

women to pursue rewarding careers across the health and medical research sector. The partnership includes the formation of a [mentoring program](#) for staff identifying as female across the Sciences including the health and medical disciplines.

Students:

Widening Participation and Outreach work with several partners to assist in access to university. They are listed below and details can be found on the [WPO Access webpages](#).

Community

1. [The Smith Family and their Learning for Life Program](#) – Students from Low-SES backgrounds
2. [Education Out West](#) – Supporting students in Regional West NSW
3. [Country Education Foundation](#) - Supporting students in rural and regional areas.
4. [Seymour Centre's](#) Arts Education Program – Immersing equity category students in arts and theatre.
5. [Story Factory](#) - Part of WPO's school literacy development program to promote creative writing, literacy and English-specific subject skills.
6. Western Sydney University - Project partners on an individual-based socio-economic disadvantage measure, commissioned under the Higher Education Participation and Partnerships Program (HEPPP) National Priorities Pool.

Libraries

The following libraries are part of WPO's study support and mentoring program with partner high schools throughout the western Sydney area:

- [Max Webber Library, Blacktown City Council](#)
- [HJ Daley Library, Campbelltown City Council](#)
- [Fairfield City Open Libraries](#)
- [Liverpool City Library](#)

Research:

The University contributes to diversity and inclusion through its research. An example of this is the [Centre for Disability Studies](#). The Centre for Disability Studies (CDS) is a non-profit organisation, affiliated with the University's Medical School. Their focus is on designing and developing research, teaching and workforce development initiatives, and clinical practice that informs disability policy and practice. Their work is guided by the lived experience of people with disability, and they strive to meaningfully engage people with disability in the creation, development and execution of their programs.

1.3.2. Networks: Does your university work in networks with others? With other universities/networks/organizations/communities?	<input checked="" type="checkbox"/> Yes
	<input type="checkbox"/> No

The University of Sydney fully embraces SDG17 - Revitalize the global partnership for sustainable development. Partnerships form the very core of the University's education and research activities. The University is part of domestic and global partnerships across government, NGOs and industry. [The list of networks](#) is extensive, so several examples have been included here in lieu of an exhaustive list.

The University is [part](#) of Universities Australia, a body of 36 Australian universities that advocates the vast social, economic and cultural value of higher education and research to Australia and the world. The group includes [work](#) on diversity and equity in the sector. The University is also part of the [Group of Eight, a](#) network of eight of Australia's research-intensive universities. The Go8 is focused on, and is a leader in, influencing the development and delivery of long-term sustainable national higher education and research policy, and in developing elite international alliances and research partnerships. The Go8 also has several sub-working groups aligned with SDG topics including Sustainability.

In February 2019, the University of Sydney [launched](#) the [FoodLab Sydney](#) project, applying food security research to support local food entrepreneurs and residents of the City of Sydney. The Food Lab is led by the University of Sydney's Sydney Environment Institute, in collaboration with the City of Sydney, UNSW Canberra, TAFE NSW and FoodLab Detroit in the US. The program centres on a custom-designed training course that will support residents with ideas for food businesses or social enterprises. It has a focus on food insecurity.

The University's [Sydney Policy Lab](#) works in partnership with Wayside Chapel, a charity and Parish Mission of the Uniting Church in Australia. The Wayside Chapel offers programs and services which attempt to ensure access to health, welfare, social and recreation services. The centre assists homeless people and others on the margins of society. The partnership

between the Wayside Chapel and the Sydney Policy Lab included the hosting of a '[Side by Side](#)' conference in February 2020, developing discussions on *How we can create a fair and equitable society?*
The Sydney Policy Lab has a [research partnership](#) with the Paul Ramsay Foundation to understand the impact of cycles of disadvantage on the ultimate outcomes of the life of a child.

Professors Marian Baird and Rae Cooper are Directors of the [Women and Work Research Group](#). The aim of the research group is to build equitable workplaces and sustainable careers for women. The Centre engages closely with debates about trends impacting the workforce and bridging the gap between academia and policy. It also conducts research for developing evidence-informed policy in matters pertaining to women, work and family. The recent [publication](#) of their [Australian Women's Working Futures Survey](#) provided a watershed moment in workplace gender equality. It was the first-time women aged between 16 and 40 years – in a nationally representative cohort – were asked about their own working futures. Professors Baird and Cooper have made significant contributions to both government and corporate policies about parental leave, women and leadership, flexible and equitable work arrangements and domestic and family violence leave.

The Australian Research Council Centre of Excellence for [Children and Families over the Life Course](#) is a national research centre investigating the critical factors underlying disadvantage to provide life-changing solutions for policy and service delivery. The Centre is administered by The University of Queensland and is a collaboration with The University of Sydney, The University of Melbourne and The University of Western Australia as well as international partners and experts. It is supported by key government agencies that have responsibility for developing and implementing Australia's social and economic welfare programs, and by non-government organisations that work at the front line to deal with real-world problems of poverty and disadvantage.

Professor Tim Soutphommasane, Dr Jane Park and Dr David Smith lead the University's [Race and Diversity Network](#), which brings together academic staff whose work engages with racism, racial diversity and racial justice.

Widening Participation and Outreach

1. National Centre for Student Equity in Higher Education - <https://www.ncsehe.edu.au/>
2. Equity Practitioners in Higher Education Australasia - <https://www.ephea.org/>
3. Country Education Foundation - <https://cef.org.au/> - Identifying students to participate in equity programs
4. Harding Miller Education Foundation - <https://www.hardingmillereducationfoundation.org.au/> - Identifying students to participate in equity programs
5. Education & Training Out West - <https://etow.com.au/> - Identifying students to participate in equity programs
6. Clontarf Foundation - <https://clontarf.org.au/> - Identifying students to participate in equity programs

I.3.3. International cooperation: Does your university receive collaboration from any United Nations or any other International Agency, NGO, Foundation for working in favour of inclusion/equity in Higher Education?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
--	--

UN Global Compact

The University is a [signatory](#) and embraces the principles of the UN Global Compact as part of its responsibilities and contributions to the UN SDGs. The University of Sydney Business School [adopted and implemented](#) the United Nations Principles for Responsible Management Education (PRME) initiative in 2016. In 2020, it shared [its second report](#) on their PRME projects and initiatives and details of how they have integrated the UN SDGs into the Business School's research and curriculum.

The University is also a [member](#) of the United Nations Sustainable Development Solutions Network.

UNESCO

In 2013, Professor Elaine Baker from the School of Geosciences, received the [prestigious appointment](#) of a UNESCO Chair in Ocean Governance from the United Nations Educational, Scientific and Cultural Organisation. Professor Baker leads the partnership between the 28 organisations involved in the [University of the Sea](#).

In 2016, the University of Sydney gained two out of three [Australian L'Oréal-UNESCO For Women in Science fellowships](#), with two early-career veterinary science researchers achieving the accolade just one week after the University led the Prime Minister's Prizes for Science.

Other

As well as the mentions in the sections I.3.1 and I.3.2, the University also fosters international collaboration and cooperation through its research linkages. The Times Higher Education (THE) Impact Rankings submission contains

examples of these including Professor Kathy Belov's membership of the Americas, Asia and Australasia, the Association of Pacific Rim Universities (APRU). She sits on the International Policy Advisory Committee (IPAC) which consists of selected Senior International Leaders who provide further guidance and leadership of the APRU International Secretariat future strategy and policy direction. Professor Belov is also a member of APRU's [Asia Pacific Women in Leadership \(APWiL\) program](#).

I.3.4. Does your university works/collaborate with secondary education institutions?

☒ Yes
☐ No

- The University has Memorandums of Understanding with the state-level Department of Education that identify several areas of collaboration from infrastructure to research partnerships and application.
- Select undergraduate and postgraduate degrees require practical work experience in secondary education institutions as part of their academic progression. An example is [EDSE4043: Professional Experience B](#). It is a mandatory unit of study that provides a range of professional experiences in secondary schools, enabling the students to explore, enact and reflect upon the links between the theory and practice of their chosen profession. It must be completed by all Bachelor of Education students before they achieve their degree.
- The University regularly visits, and facilitates campus visits, of high school students across New South Wales to talk to them about university life and their options. The University also provides immersive experiences for students across equity categories

Widening Participation and Outreach

See Sections I.2.8 and I.3.1

Component 4: Knowledge and data production

I.4.1. Does your university produce information on the following issues?

Information on the below issues can be found in greater detail in the University's annual Report 2016 – 20.

☒ Gender distribution (Staff and students)

Staff:

Combined totals of academic and general staff positions 2015–19 by appointment term and gender

	2015			2016			2017			2018			2019		
	Women	Men	Total	Women	Men	Total	Women	Men	Total	Women	Men	Total	Women	Men	Unspecified Total
Continuing	2063	1782	3845	2192	1884	4076	2262	1976	4238	2397	2002	4399	2383	2021	4404
Fixed term	1853	1256	3109	1814	1204	3018	1945	1287	3232	2165	1381	3546	2409	1451	3860
Total	3916	3038	6954	4006	3088	7094	4207	3263	7470	4562	3383	7945	4792	3472	1 8265

Table 8. Academic positions categories by gender (Annual Report 2019)

Students:

Undergraduate enrolments by attendance and gender

Domestic/ international	Attendance type	Gender	Enrolments (UG)	
Domestic	Full time	Women	11,806	
		Others	15	
		Men	8,926	
	Invalid	Women	0	
		Part time	Women	2,071
			Others	6
	Men		1,797	
	Domestic total			24,621
	International	Full time	Women	6,854
Others			1	
Men			4,585	
Invalid		Women	0	
		Part time	Men	0
			Women	755
Men			330	
International total			12,525	
Grand total			37,146	

Postgraduate enrolments by attendance and gender

Domestic/ international	Attendance type	Gender	Enrolments (PG)	
Domestic	Full time	Women	3,894	
		Others	5	
		Men	2,757	
	Invalid		2	
		Part time	Women	3,877
			Others	6
	Men		2,899	
	Domestic total			13,440
	International	Full time	Women	7,225
Others			0	
Men			4,570	
Invalid		Women	11	
		Men	7	
		Part time	Women	777
Men			426	
International total			13,016	
Grand total			26,456	

Table 9: Enrolments by gender and intake (Annual Report 2019)

☒ **Proportion of girls in STEM programs**

All University domestic and international students enrolled in undergraduate, postgraduate (coursework) and postgraduate (research) students at 10 December 2018

	Total	F	M	X	%F	%M	%X
	STEMM						
Faculty of Engineering and IT	9070	2705	6362	3	30	70	<0.1
Faculty of Science	10,092	5987	4100	5	59	41	<0.1
Faculty of Medicine and Health	9178	5771	3402	5	63	37	<0.1
Faculty of Health Sciences	4250	2876	1374	-	68	32	-
School of Architecture, Design and Planning	2352	1295	1057	-	55	45	-
	Totals						
non-STEMM	32,777	20,767	11,988	22	63	37	<0.1
STEMM	34,942	18,634	16,295	13	53	47	<0.1
University programs	2690	1805	885	-	67	33	-
University of Sydney Total	70,409	41,206	29,168	35	59	41	<0.1

Table 10: Students in STEMM (Science, Engineering, Maths and Medicine) by gender (Athena SWAN application)

☒ **Distribution by specific groups (socioeconomic level, ethnicity, etc.)**

Staff:

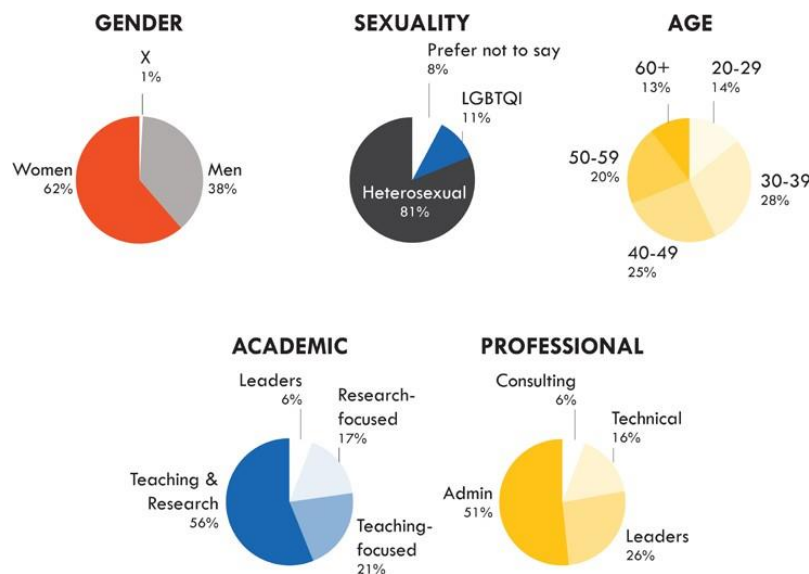


Figure 5: Distributions of staff over various groups (SAGE/Athena SWAN application)

Students:

See section I.4.3

☒ Proportion of females among full professors

* Level E = Professorial Level

Academic staff positions 2015–19 by appointment term, level and gender

	2015			2016			2017			2018			2019		
	Women	Men	Total	Women	Men	Total	Women	Men	Total	Women	Men	Total	Women	Men	Total
Continuing															
Level E & above	88	247	335	107	266	373	125	283	408	133	305	438	125	317	442
Level D	120	223	343	132	250	382	150	257	407	161	250	411	170	245	415
Level C	217	247	464	225	239	464	230	253	483	219	260	479	232	249	481
Level B	173	145	318	175	152	327	189	174	363	182	169	351	187	170	357
Level A	25	19	44	31	21	52	36	33	69	36	28	64	44	26	70
Subtotal	623	881	1504	670	928	1598	730	1000	1730	731	1012	1743	758	1007	1765
Fixed term															
Level E & above	71	169	240	78	166	244	80	175	255	84	177	261	95	173	268
Level D	77	82	159	64	75	139	62	83	145	74	88	162	72	89	161
Level C	133	123	256	131	107	238	132	95	227	131	96	227	143	98	241
Level B	238	191	429	230	187	417	237	184	421	292	203	495	311	230	541
Level A	318	270	588	316	262	578	329	316	645	355	316	671	356	317	673
Subtotal	837	835	1672	819	797	1616	840	853	1693	936	880	1816	977	907	1884
Total	1460	1716	3176	1489	1725	3214	1570	1853	3423	1667	1892	3559	1735	1914	3649

Table 11: Academic staff by level in STEMM and non-STEMM faculties (2014 - 2017) (SAGE/Athena SWAN application)

☒ Who is left behind in higher education development? (who aren't making it to university)

See Section I.4.3

I.4.2. Is information or statistic related to inclusion/equity under production/produced?

☒ Yes
☐ No

Information from Institutional Analytics and Planning and the Government Team produce the following information that is reported to the government:

- Women - derived by the student's gender, which is self-declared
- Indigenous status - derived by the student's self-declared Indigenous status and the student's home country
- Non-English speaking background - derived from the student's language spoken at home and the year of arrival in Australia
- Disability, which is entirely student self-declared
- Low SES, which is based on the student's home address in combination with the student's Centrelink details (Centrelink details not provided by us)
- Regional/Remote: derived from the address and the ABS classification.

The latest data and government analysis of this data can be found here - <https://docs.education.gov.au/node/53025>

What information and data are available on which equity groups (socioeconomic groups, rural/origin, gender, disability, indigenous groups, refugees, any other category)?

See section I.4.3 below.

I.4.3. Does your university produce information on access: selectivity rate at admission, enrolment by category?

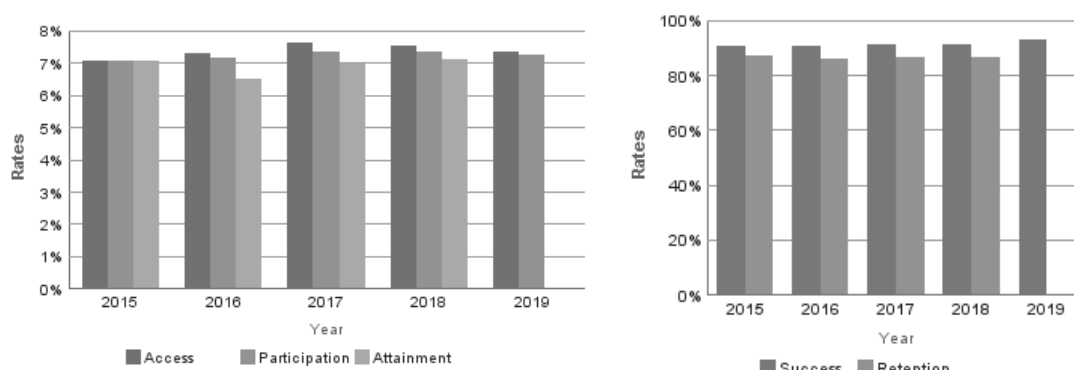
☒ Yes
☐ No

Information on various diversity, inclusion and equity categories, programs and statistics can be found in the University of Sydney's publicly available annual report. The annual report for 2019 can be found [online](#).

☒ Selectivity rate at admission (application success rates)

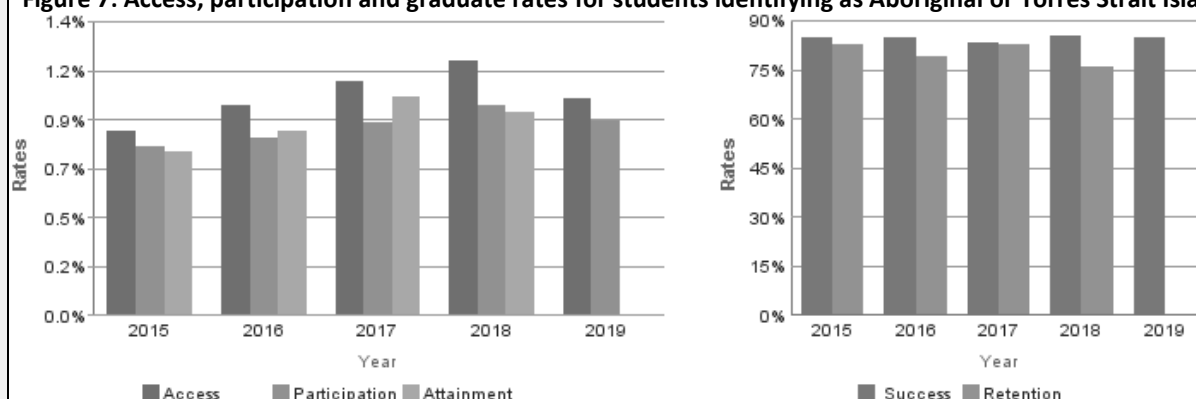
Figure 6: Access, participation and graduate rates for students from low socio-economic status backgrounds

** Retention and attainment data for 2019 was not available at time of the production of this report.



*as part of the overall student cohort

Figure 7: Access, participation and graduate rates for students identifying as Aboriginal or Torres Strait Islander



* as part of the overall student cohort

☒ enrolment by category

Numbers of students in equity categories by Faculty:

Faculty Codes:

BUS – Sydney Business School

ENG – Faculty of Engineering and IT

FASS – Faculty of Arts and Social Sciences

SCIE – Faculty of Science

FMH – Faculty of Medicine and Health

UADP – University of Sydney School of Architecture, Design and Planning

ULAW – University of Sydney School of Law

USCM – University of Sydney Conservatorium of Music

Figure 8: Gender

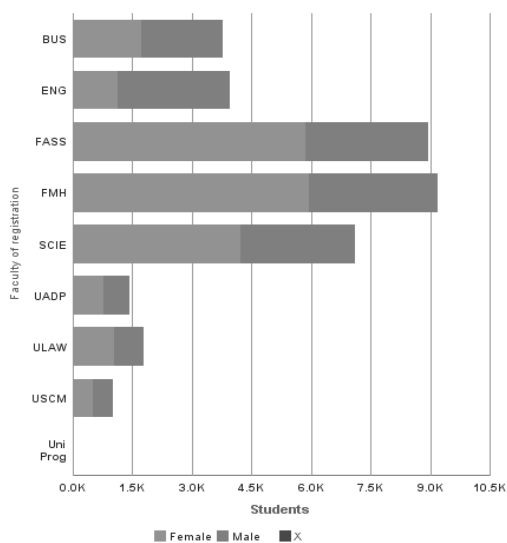


Figure 9: Students identifying as Aboriginal or Torres Strait Islander

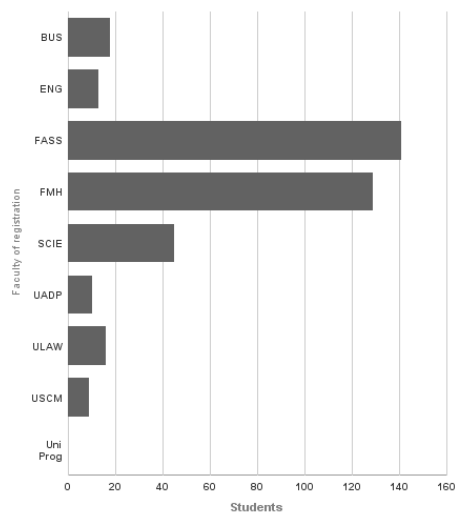


Figure 10: Students from regional areas

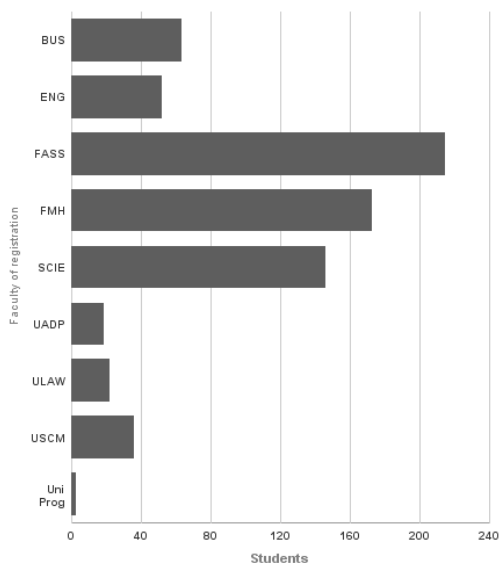


Figure 11: Students from remote areas

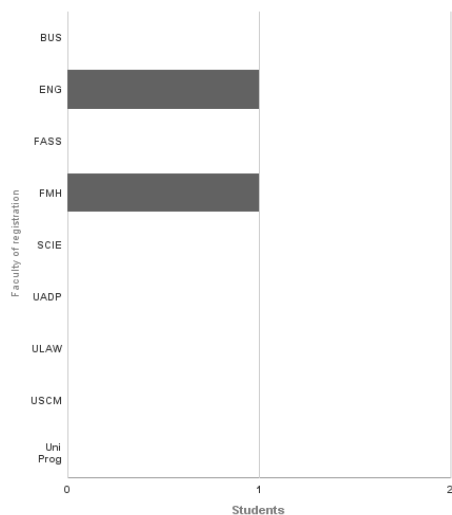


Figure 12: Low Socio-economic status background

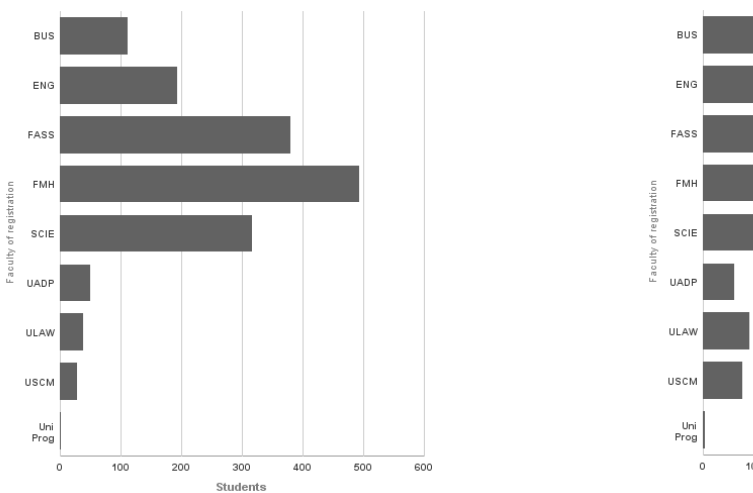


Figure 13: Students with a disability

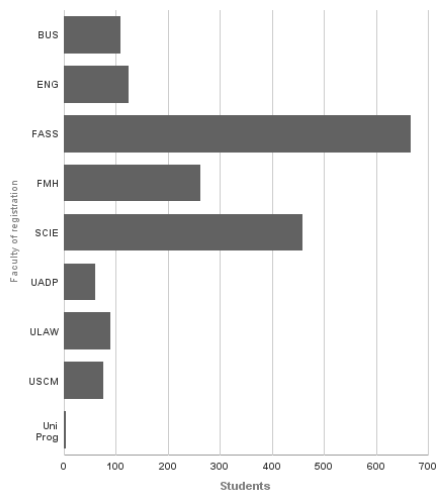
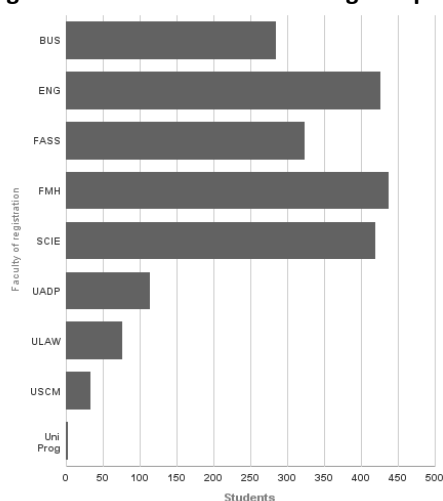


Figure 14: Students from non-English speaking backgrounds



Others. Please specify

N/A

I.4.4. Does your university produce information on academic performance?

☒ Yes
☐ No

☒ Rate of success per year

☒ Dropout rates

☒ Graduation rates (per category)

The University reports internally and externally on the academic performance of the University across our undergraduate, postgraduate and Higher Degree by Research education offerings. This is reported live internally throughout the year, overall statistics every semester, again internally, and annually to an external audience as part of the [annual report](#).

Table 12: Attainment (graduation) results per equity category:

Year	Low SES	Regional/ Remote	Disability	Women in Non- Traditional study areas	Mature age	Non-equity
2018	7.06%	4.94%	5.35%	17.52%	0.28%	64.87%
2017	6.95%	5.25%	4.87%	16.93%	0.12%	65.73%
2016	6.46%	5.24%	5.27%	14.85%	Not measured	67.37%
2015	7.05%	4.72%	4.97%	15.01%	Not measured	66.85%

* filtered for domestic student cohort only

Please inform us if these data have been produced considering:

☒ Gender

☒ Socioeconomic status (internally)

☒ Ethnic affiliation

☒ Other: specify

The University is required by law to report on its enrolment and the diversity of its student cohort. These figures can be found in previous sections of this report and in the University's Annual Report. The annual report for 2019 can be found [online](#).

I.4.5. Does your university have a framework, standards or goals to achieve regarding inclusion/equity in higher education?

☒ Yes
☐ No

Information provided in previous sections and information contained within the Widening Participation Annual Report 2019 and Strategy 2016 - 2020.

The DVC Indigenous Strategy and Services action plan, [Unfinished Business](#) contains strategies and goals on increasing participation of Aboriginal and Torres Strait Islander students at the University of Sydney (Theme 4: Pathways and

empowering Aboriginal and Torres Strait Islander students).

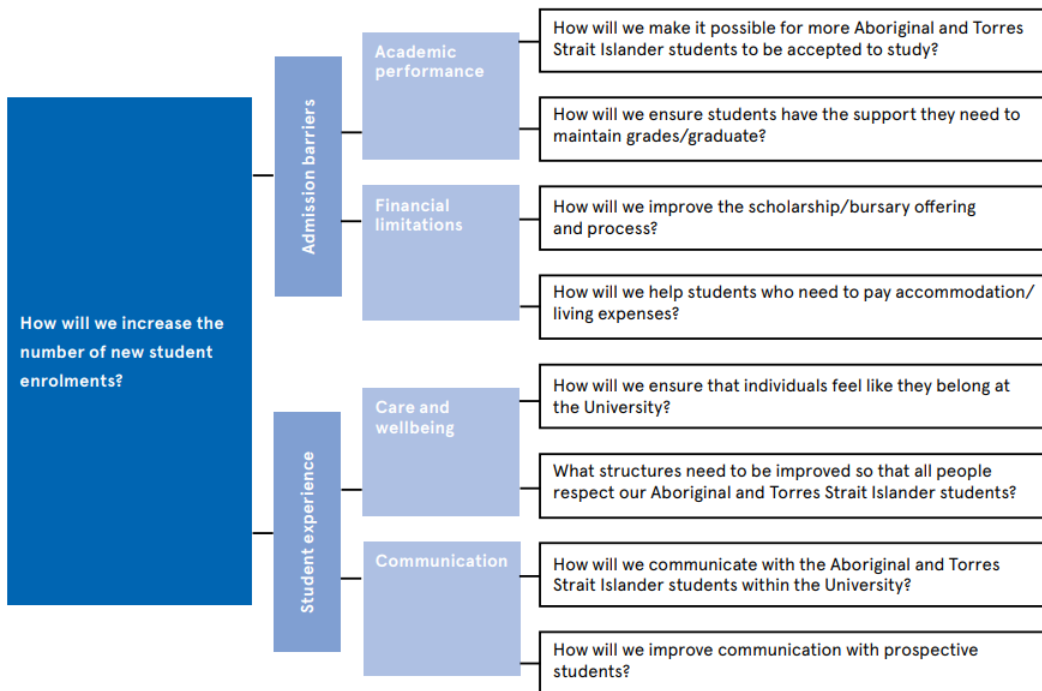


Figure 15: Framing the issues – students (Unfinished Business Strategy 2020)

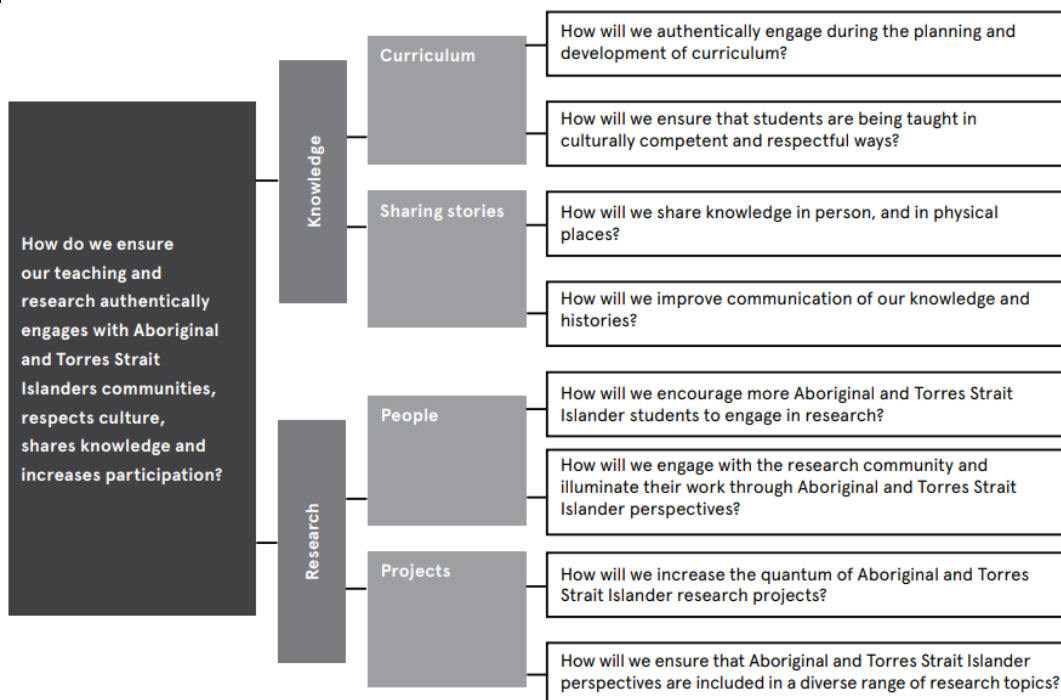


Figure 16: Education and research: Framing the problem (Unfinished Business Strategy 2020)

I.4.6. Is your university including the subjects related to inclusion/equity in study programmes? Please specify fields or areas and scope

☒ Yes
☐ No

Staff:

Staff are provided with several diversity and inclusion training opportunities including:

Learning & development

- > Orientation and induction
- > Research
- > Teaching
- > Workplace ethics and integrity
- > Work health and safety
- > **Diversity and inclusion**
- > Cultural Competence
- > Wellbeing workshops
- > Career development
- > External learning & development options
- > LinkedIn Learning
- > Project management
- > Supporting students

Diversity and inclusion

Program	Description	Recommended completion	Audience
Inclusive Teams Workshop (intact teams) - Becoming a high performing, inclusive team Contact us to schedule the workshop for your team	An interactive workshop for intact teams to reflect on their team dynamics in creating an inclusive workplace culture and the impact on performance. The session is practical with the opportunity to practice ways of managing different thinking styles and agree what's most important for their team dynamic. The group will share feedback in relation to how they currently demonstrate inclusive behaviours and will identify the opportunities to encourage true diversity of thought.	As required	All staff
Cultural Competence	The NCCC has designed five online modules for professional and academic staff to help provide the skills necessary for our community to become open and inclusive	As required	All staff
Introduction to Disability Inclusion	This module introduces the concepts of disability inclusion, in an online format. It complements the face to face training.	As required	All staff
Sexual Orientation, Gender Identity and Sex Characteristics Diversity and Ally Training	Learn how you can create an inclusive community for Lesbian, Gay, Bisexual, Transgender, Intersex and Queer (LGBTIQ) people at the University of Sydney. Gain a better understanding of the natural variance in human sexual orientations and gender identities and sex characteristics; explore relevant terminology, stereotypes, assumptions and understand the unique challenges LGBTIQ people face.	As required	All staff
Disability Confidence Training for University Staff	Suitable for staff at all levels who would like an introduction to understanding disability in the Australian context and in the workplace	As required	All staff
Disability Confidence for Supervisors and Managers	A workshop to help you create a welcoming workplace for people with disability, people management and disability, understanding legal obligations and getting support	As required	Supervisors and Managers
Supporting Students with Disabilities	Designed for academic/support staff to be proactively prepared to support students with disability.	As required	Staff supporting students who have a disability
Positioning for Promotion - for women academics	The Positioning for Promotion program led by Dr Shelda Debowski aims to guide women in their transition from Level C to Level D through building their academic strategy, leadership identity and visibility. The program provides two forms of support: <ul style="list-style-type: none"> three workshops for participants to review their identity, leadership roles, career strategy, goals and promotion portfolio individualised coaching on career strategies and experiences (pre-promotion and post-promotion) The program is designed to ensure that all participants who go for promotion are guided and supported throughout the process, whether successful or not.	As required	Women academics at level C considering applying for level D

Figure 17: A list of diversity and inclusion training available to all staff at the University

Students:

The University has over 400 units of study linked to the SDGs, 158 of which deal with diversity and inclusion (linked to SDGs 5 and 10).

SDG5 examples:

- EDUH1006 Identifying Health Determinants
- SCWK5011 Violence Against Women
- SEXH5414 Public Health: Sexual and Reproductive Health

- GCST1604 Introduction to Diversity
- GOVT3986 Gender, Security and Human Rights

SDG10 examples:

- SCWK5012 Health and Inequality
- ECOP2616 Inequality and Distribution
- ANTH2600 Poverty and Inequality
- ECOP6017 Inequality in the Global Economy
- LAWS6334 Gender Inequality and Development
- PHIL2663 Justice

Further information can be found in the University's [SDG Progress Report 2019](#).

To what extent are your university's inclusion/equity promotion policies or measures influenced by government policies in this area?

In developing its social inclusion policies, the University is informed by government policy and priority, current research into equity practice, the needs of the University community and the resources available.

Are there any government regulations or incentives that help your university with its inclusion/equity promotion policies?

☒ Yes ☐ No

Answered in Section I.1.1

Are there any barriers that prevent you from implementing your inclusion/equity promotion policies or measures effectively?

☒ Yes ☐ No

The University is proud of the significant achievements it has made in enabling and increasing diversity, equity and inclusion, as an employer and as a leader in research and education. The strategic frameworks, programs, initiatives and policies highlighted in this report have facilitated cultural change throughout the organisation. We aim to create and sustain a university in which, for the benefit of both Australia and the wider world, the brightest researchers and the most promising students, whatever their social or cultural background, can thrive and realise their potential.

While considerable progress has been made in implementing our ambitious diversity and inclusion programs, some challenges persist that the University will continue to address:

- The digital and built environments present access barriers for some of our staff and students with disability. Our Disability Inclusion Action Plan outlines actions to address these barriers.
- Gender representation at senior levels and the gender pay gap. The Women's Leadership and Career Acceleration Strategy and Executive Remuneration Policy have been developed to address gender equity. The SAGE Athena SWAN program addresses gender equity in STEM. The Vice-Chancellor's Sponsorship Program for Culturally and Linguistically Diverse Women aims to build the leadership capability of our academic and professional women from culturally and linguistically diverse backgrounds.
- The University has further demonstrated its commitment to gender equity by leading and participating in [a joint sector statement](#) on our commitment to supporting gender equity in our response to COVID-19 decisions.
- Representation of Aboriginal and Torres Strait Islander peoples in our workforce and student body. The Wingara Mura Bunga Barrabugu Integrated Strategy and Unfinished Business Action Plan 2020 deliver a comprehensive program to support inclusion of Aboriginal and Torres Strait Islander peoples and develop deeper knowledge of Aboriginal and Torres Strait Islander culture and history.
- The Governance structure to support equity, diversity and inclusion within the University could be reviewed to provide greater clarity and a more institutionally aligned approach. Thus, giving the University Executive clearer insight into progress on diversity and inclusion goals and a process for responding to emerging opportunities

and critical matters within their respective areas.

II. Contribution to the Sustainable Development Goals Agenda

Component 1: Normative/institutional frameworks	
II.1.1. The university/consortium considers SDGs as part of its institutional framework/strategies/mission, etc.?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>The UN Sustainable Development Goals are a consideration in multiple areas of the University's research, education and operations activities. The University is currently launching its first Sustainability Strategy covering both environmental and social sustainability. The UN SDGs form the very heart of this strategy, not just aligning with them but using the SDGs to concentrate efforts under the strategy to genuinely contribute to the goals. The University demonstrates its contribution to the SDGs through the internal reporting framework of the Sustainability Strategy and through an annual submission to the STARS Ranking as a part of the Association for the Advancement of Sustainability in Higher Education (AASHE).</p> <p>As part of the Sustainability Strategy, the University will start to report its research efforts and outcomes in line with the SDGs from the end of 2020. In the meantime, research will be represented as part of an SDG Progress Report.</p>	
II.1.2. The following organ(s) act as internal responsible unit to support actions in favour of SDGs	
<p><input type="checkbox"/> Rector <input type="checkbox"/> Academic Affairs <input checked="" type="checkbox"/> Special Unit <input checked="" type="checkbox"/> Others: What internal counterparts are involved in dealing with SDGs? (please specify)</p> <p>The University's new Sustainability Strategy includes the creation of an Office of Sustainability to coordinate all activities related to Sustainability, including SDGs.</p> <p>The Research Portfolio plays a part in dealing with the SDGs by facilitating and tracking the University's research, including those aligned with the SDGs.</p>	
Component 2: Actions	
II.2.1. Does your university conduct <u>special</u> policies, measures, programmes or projects regarding the SDGs Agenda (degree program, curriculum, linkages with outside organizations, etc.?)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>As mentioned above, the University's Research Portfolio also extensively supports SDG-related activity through research and global partnerships with other universities, governments, NGOs and industry. The University's sustainability research and education databases contains a list of researchers and education offerings indicated and aligned to the SDGs to encourage cross-disciplinary work within the same SDG i.e. researchers from the Faculty of Arts and Social Sciences working on SDG 13, Climate Action are connected with colleagues in the Faculty of Science researching similar solutions to the goals.</p> <p>The five faculties and three schools of the University also support SDG activity through not only SDG 6, provision of quality education – but also learnings related to the SDGs individually and the applications of the SDG-related education to real life. Information on a selection of these offerings can be found in the University's SDG Progress Report 2019.</p> <p>The University of Sydney also offers the Master of Sustainability, a postgraduate degree designed to give students an understanding of complex sustainability challenges and discover tools to measure, report on and identify solutions to these challenges. The degree covers all areas of the 16 core SDGs; environmental science to finance,</p>	

from law to urban planning, and from sustainable building design to public health. Students learn about energy conservation, population health, food security, sustainability policy, and sustainability analysis tools. The University continues to build SDG-related material through its undergraduate, postgraduate and higher research degree programs.

The University also integrates the SDGs into large parts of its curriculum. An example can be found in the Sydney Business School where the School has integrated the principles and recommendations of the United Nations Principles for Responsible Management Education (PRME) initiative [into its research and education](#). One example is that learning outcomes linked to individual units of study include outcomes linked to the SDGs and a deeper understanding of Sustainability.

The University also offers students over 400 units of study that cover all 17 SDGs. Examples and a list of these units can be found in the University's SDG Progress Report.

The University's contributions to the SDGs are also supported by over [90 research centres and institutes](#). Some key examples are mentioned below:

[Sydney Environment Institute](#)

Their mandate is to engage with social, cultural, historical, political and economic processes and meanings as a necessary element of dealing effectively and justly with ongoing transformations of the planet. The Institute aims to harness the existing capacity of Sydney's expansive range of environmental scholars in order to tackle entrenched problems, design and implement strategies for surviving our increasingly unsustainable world, and facilitate work toward genuine and sustainable social, cultural, and environmental transformation.

[The Warren Centre](#)

The Warren Centre brings industry, government and academia together to create thought leadership in engineering, technology, and innovation. It constantly challenges economic, legal, environmental, social and political paradigms to open possibilities for innovation and technology and build a better future.

The centre provides independent advice on technology and innovation to government and to industry. They leap ahead of what people are thinking about today and focus on the places where technology is taking society. It promotes excellence in innovation through delivering collaborative projects, supporting and recognising innovators across the profession, and providing independent advice to government and industry.

[Sydney Policy Lab](#)

The Sydney Policy Lab exists to create surprising and dynamic partnerships between communities, policymakers and some of the world's best researchers. A new major multi-disciplinary initiative of the University of Sydney, the lab provides an experimental space for people from all backgrounds to meet with researchers from the University. Working together, it creates:

- opportunities to make a positive difference to many people's lives, through new ideas for effective and lasting policy change
- training and events that are designed to enable the sharing of ideas and to generate energetic discussion between people of all backgrounds
- a stronger community of changemakers, who can share their challenges and their successes – supporting each other in a community of practice
- new collaboration that enables them to build truly inclusive coalitions for change across academia, philanthropy, community action, industry and politics.

The University Public Programs such as [Sydney Ideas](#) also contributes to the support of work towards solutions for the SDGs. Its program brings together great thinkers, researchers and practitioners in all areas of the SDGs in lectures and conversations to create inclusive conversation and solutions to some of the biggest SDG challenges and Wicked problems.

The University reports on its SDG contribution as signatories to the United Nations Global Compact and to the UN Sustainable Development Solutions Network. See Section I.3.3 for full details.

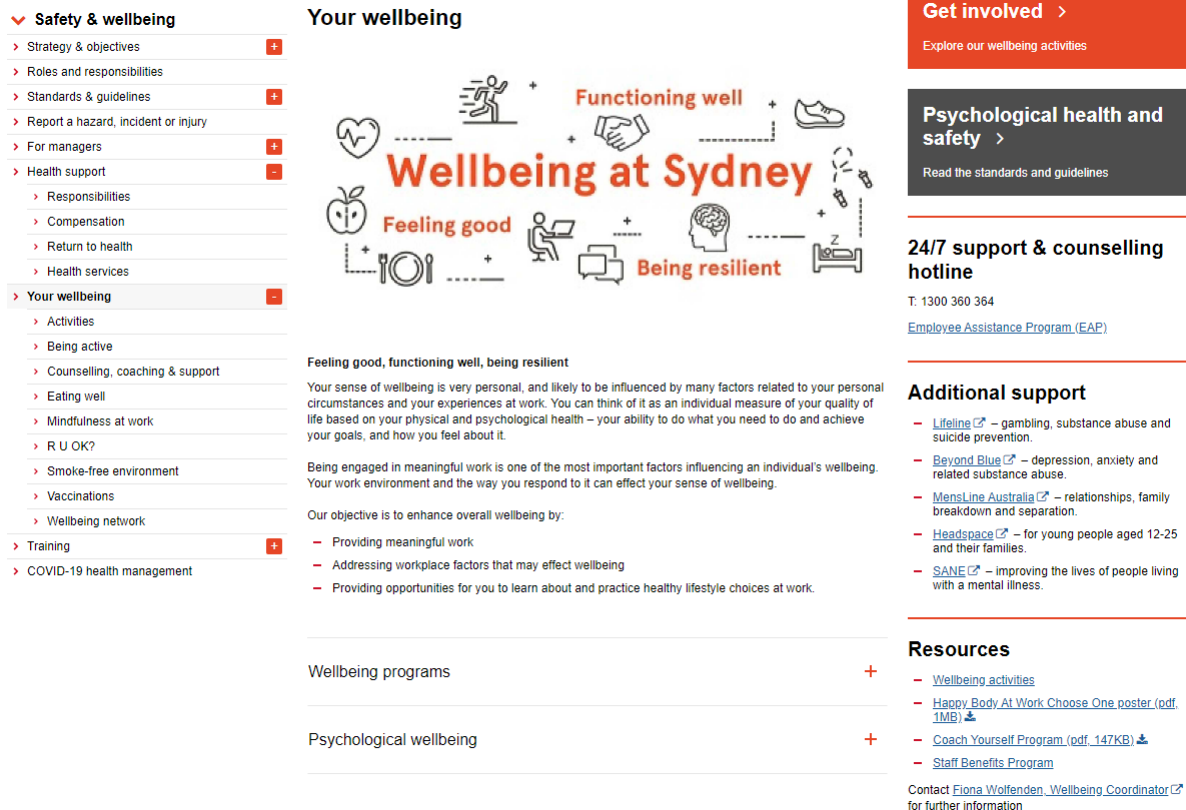
II.2.2. Is there a budget specifically devoted to actions related with SDGs?

☒ Yes ☐
No

The University has significant internal as well as externally funded budgets dedicated to Research and Education and specifically SDG 6 – Quality Education.

Examples of where budgets allocated to SDGs involving diversity, equity and inclusion; SDG 5 (Gender Equality), SDG 10 (Reducing inequality) and SDG 17 (Partnerships for the Goals) have been provided throughout this report.

The University also has budget allocated to SDG 3 – Good Health and Wellbeing through its [Student Support Services](#) and its staff-centric [Safety and Wellbeing](#) area which, in addition to the provision of mental health and healthy living support, also provides free annual flu shots as well as free financial and psychological counselling.



Get involved >
Explore our wellbeing activities

Psychological health and safety >
Read the standards and guidelines

24/7 support & counselling hotline
T: 1300 360 364
[Employee Assistance Program \(EAP\)](#)

Additional support

- [Lifeline](#) – gambling, substance abuse and suicide prevention.
- [Beyond Blue](#) – depression, anxiety and related substance abuse.
- [MensLine Australia](#) – relationships, family breakdown and separation.
- [Headspace](#) – for young people aged 12-25 and their families.
- [SANE](#) – improving the lives of people living with a mental illness.

Resources

- [Wellbeing activities](#)
- [Happy Body At Work Choose One poster \(pdf, 1MB\)](#)
- [Coach Yourself Program \(pdf, 147KB\)](#)
- [Staff Benefits Program](#)

Contact [Fiona Wolfenden, Wellbeing Coordinator](#) for further information

Figure 18: Screenshot of University's internal health and wellbeing site

II.2.3. What are the organs/agents directly applying such actions?

Please see previous section for details.

II.2.4. Is there any accountability system/authority related to actions in favour of the SDGs involved?

☐ Yes
 ☒ No

Not presently. However, as part of the University's Sustainability Strategy 2020 – 2025, the Office of Sustainability will be, in part, responsible for holding areas of the University accountable for their contribution towards the strategy's targets. These targets align with the SDGs including a commitment to achieve Net Zero Emissions by 2030 in line with the UN's 1.5-degree call to action.

Externally, the University's submissions to the THE Impact Rankings and the STARS ranking (2021) hold us accountable for contributions across all 17 SDGs. Our public biennial reporting to the UN Global Compact also holds us accountable to their 10 principles of human rights, anti-discrimination and the environment.

II.2.5. Is your university using the information/knowledge produced to advice/support public policies in favour of the SDGs?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>The University extensively uses the knowledge and information it produces to provide advice and support on public policies and responses to policy. We do this through the research publications (academic, public facing and interest pieces) and through partnerships with local, state and government agencies. In addition to the Research Centres and Institutes already mentioned (the majority of which has extensive government links such as the Sydney Policy Lab, Sydney Institute of Agriculture and the Centre of Sustainable Energy Development), the University also has extensive external relationships which provides both academic and non-academic information to organisations to inform policy development, response and implementation.</p> <p>We do not have a centralised or publicly available link or document with a comprehensive list of these information sources.</p>		
Component 3: Collaboration		
II.3.1. Actors: Does your university work with domestic partners regarding the SDGs Agenda?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
This has been answered in various sections throughout the report. No new information to be entered here.		
II.3.2. Networks: Does your university work in networks with others regarding the SDGs Agenda? With other universities/networks/consortiums/organizations/communities?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>The University has relationships and partnerships with many international organisations and bodies whose activities embody the principles and goals of the SDGs. In addition to examples provided throughout this report, several further examples are provided here (this is not an exhaustive list of partnerships).</p> <p>Organisation for Economic Co-operation and Development (OECD) The University has an extensive partnership with the Organisation for Economic Co-operation and Development (OECD) activities which embody and seek solutions to issues associated with the UN SDGs and Global Compact principles. The University shares its academic expertise at the OECD Forum, held annually in Paris. At the OECD Forum in 2019, our academics joined leading thinkers to discuss issues and potential solutions to tackle intergenerational inequality.</p> <p>In 2013, the University of Sydney signed the first internship program with the OECD. Our students from different disciplines around the University undertake OECD internships around the globe across a broad range of subjects. The University also hosts a Global Voices scholarship with one of our Public Policy students, Isabella McDougall, joining the OECD Forum in Paris.</p>		
II.3.3. International Cooperation: Does your university receive collaboration from any United Nations or any other International Agency, bilateral donor, NGO, or Foundation for working in favour of the SDGs in Higher Education?		<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Please mention them and briefly explain See Section I.3.3 and the included THE Impact Submission for 2019.</p> <p>Please mention the fields of work when mention the partners (sciences, education, health, social protection, environmental issues, water, governance, justice, etc.) See included THE Impact submission 2019.</p>		
Component 4: Knowledge and data production		
4.1. Does your university produce information on the following?		
<p>Key fields/areas or work regarding the SDGs? (Sciences, education, health, social protection, environmental issues, water, governance, justice, etc.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>		

The University produces extensive volumes of publications and information through its research and teaching activities. A [full list of our research areas](#) can be found on our website. A summary of that information can be found in this report and in the University's [SDG Progress Report 2019](#).

The University's THE Impact submission (included with submission – **confidential**) also provides detailed information on specific examples of the fields of study and research and other work the University does that contribute to the SDGs.

What is the mechanism to produce knowledge/information?

Research: journal and book publications, contributions to policy and decisions (state and federal government), conferences, media (visual and written).

Who is coordinating knowledge/information collection?

Research Portfolio (DVC Research) – the Research Portfolio collates all available research knowledge for reporting

Vice Principal Strategy (including Institutional Analysis and Planning area)

Vice Principal External Engagement

University Infrastructure

Office of Sustainability (from 2021)

Any information or statistic is produced?

☒ Yes ☐ No

Does your university have a framework, standards or goals to achieve regarding higher education and SDGs?

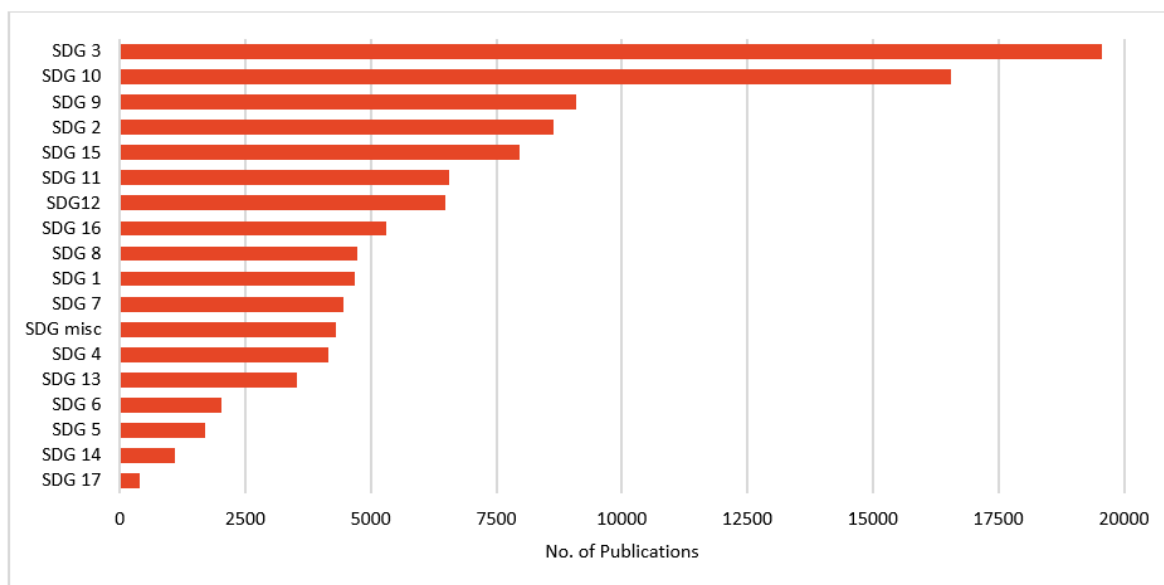
☐ Yes ☒ No

Development of such a framework and goals will be one of the key actions of the University's new Sustainability Strategy 2020 – 2025.

Is your university conducting research related to the fields in the SDGs Agenda?

☒ Yes ☐ No

This has been answered in previous sections. Below is a chart demonstrating the research publications linked to the University as per each of the 17 SDGs (ranked from highest to lowest).



Number of research publications since 2014 as aligned to the SDGs.

Is your university including the subjects of SDGs Agenda in its study programmes?

☒ Yes ☐ No

These have been previously mentioned throughout the report.

- Over 400 units of study aligned to the 17 SDGs throughout all study areas and faculties.
- Master of Sustainability – Postgraduate program
- [Master of Human Rights](#) – Postgraduate program

The University's SDG Progress Report contains further information and examples where the SDGs have been included in study programs.

The University's new Sustainability Strategy 2020 – 25 contains initiatives and goals aligned with developing dashboards collating information on the University's study programs aligned with the SDG Agenda. It also contains goals on developing dedicated programs linked to sustainability in both the undergraduate and postgraduate areas.

Please complete this table and provide any additional information and links to supporting documents for all cells you marked.

Please see the evidence marked in images and links throughout this report. The main relevant documents to this table are:

- The University's 2019 THE Impact Ranking submission (submitted confidentially)
- [The University's 2019 SDG Progress report](#)
- [The University of Sydney Annual Report 2019](#)

Contribution of Your Institution to the Sustainable Development Goals

SDGs	Preparation of Skilled Professionals	Knowledge Generation, Adaptation & Diffusion	Institutional Development & Capacity Building	Values & Citizenship Skills
1. Poverty Ended				
2. Sustainable Agriculture to End Hunger				
3. Healthy Lives				
4. Inclusive & Equitable Quality Education				
5. Achieve Gender Equality				
6. Water & Sanitation for All				
7. Sustainable Energy				
8. Inclusive & Sustainable Economic Growth				
9. Resilient Infrastructure				
10. Reduced Inequality				
11. Sustainable Cities				
12. Sustainable Consumption & Production				
13. Managed Climate Change				
14. Sustainable Marine Resources				
15. Sustainable Use of Terrestrial Systems				
16. Peaceful & Inclusive Societies				
17. Global Partnership for Sustainable Development				