



Responses to Questions on Notice from the Legislative Council
Portfolio Committee No.3 – Education, Budget Estimates 2025-2026
hearing on Friday 29 August 2025

3 October 2025

1. Question from The Hon. Rachel Merton MLC

The Hon. RACHEL MERTON: Professor, I understand that there were three positions advertised. What were the roles? What was the cost to the university?

ANNAMARIE JAGOSE: As I started out mentioning, I don't actually know which three positions you're referring to. I'm very happy to take that on notice and come back to you to confirm.

The Hon. RACHEL MERTON: Anything on the cost?

ANNAMARIE JAGOSE: Without knowing what the positions are, I wouldn't hazard a guess at the cost.

The Hon. RACHEL MERTON: I appreciate that you need to seek more information on this, but were the roles available only for Aboriginal and Torres Strait Islander candidates?

ANNAMARIE JAGOSE: Again, with no knowledge of the roles, I wouldn't be able to say whether they were identified positions or not. I can take all of that on notice.

Please refer to Q69 - 74 of Supplementary Questions responses.

2. Question from The Hon. Susan Carter MLC

The Hon. SUSAN CARTER: In the minute I have, perhaps I can pick up from questions from my colleague. I just wanted to confirm, in relation to research collaborations with Iran, I think I understood Professor Dowton that Macquarie has no research collaborations with Iran.

S. BRUCE DOWTON: Correct.

The Hon. SUSAN CARTER: And, Professor Jagose, is that true of the University of Sydney as well?

ANNAMARIE JAGOSE: As I said, to the best of my knowledge.

The Hon. SUSAN CARTER: Is that something that you could perhaps investigate and take on notice because I understand you wouldn't be across the whole research—

ANNAMARIE JAGOSE: Certainly.

The University has no research collaborations with Iran.

3. Question from Ms Abigail Boyd MLC

The CHAIR: I might go to the University of Sydney and Professor Annamarie Jagose. Can I ask how many formal change management processes the uni has initiated since 2023, and how many staff positions have been affected by each of them?

ANNAMARIE JAGOSE: I will definitely have to take that on notice.

Please refer to Q101 of the Supplementary Questions response.

4. Question from The Hon. Susan Carter MLC

The Hon. SUSAN CARTER: How often is the University of Sydney subject to a SafeWork investigation? Five times a year? Once a year? Once a decade?

ANNAMARIE JAGOSE: I would have to take that on notice.

SafeWork NSW exercises various regulatory powers, ranging from responding to concerns lodged with it, through to investigations, issuing notices and prosecutions.

A review of records from 2020 shows that the University has not been notified of the commencement of any formal investigation in accordance with enforcement guidelines by SafeWork NSW.

5. Question from The Hon. Susan Carter MLC

The Hon. SUSAN CARTER: Perhaps we can come back to complaints if we have time. With respect to the other recommendations, have formal protocols with both the New South Wales police and the Federal police been concluded?

ANNAMARIE JAGOSE: Prior to the Hodgkinson review, we had in place formal protocols.

The Hon. SUSAN CARTER: I'm wondering, then, why that was a subject of one of the recommendations of the review if they were already in place.

ANNAMARIE JAGOSE: I can take it on notice.

The University has had internal protocols in place for some time relating to when police assistance should be sought and has regular interactions with police to discuss security related matters. In response to the recommendation of the Hodgkinson Review, the University proposes to regularise its meeting frequency with the NSW police.

6. Question from The Hon. Susan Carter MLC

The Hon. SUSAN CARTER: In terms of students completing an online module about disagreeing well, have you got any research about whether that's something that is just "click through" or whether it really has an educative effect for students?

ANNAMARIE JAGOSE: I'd have to take that on notice.

The University of Sydney provides courses, resources and content designed to empower students to recognise, navigate and reduce racism and discrimination and to 'disagree well'. Online modules provide participants with accessible, self-paced learning to support a deeper understanding of these concepts.

To maximise their effectiveness, the online modules are co-designed with student organisations, including the Australasian Union of Jewish Students and the Sydney University of Muslim Students, and are refined each year through student co-design and feedback.

Completion of the updated module is now mandatory for student organisation office bearers from Semester 2, 2025.

Online modules about disagreeing well are just one part of a suite of work being undertaken at the University to deeply consider campus culture. For example, the [Campus Collaboration project](#) at the Sydney Policy Lab is working with students and staff to understand the wealth of existing thinking and practices that go to the heart of how to invigorate campus life and foster a culture of thoughtful disagreement. Importantly, it takes a community-led approach that invites the expertise of staff and students from across the University of Sydney.

7. Question from the Hon. Dr Sarah Kaine MLC

The Hon. Dr SARAH KAINE: Thank you all very much for appearing today. Before I ask individual questions, I wondered if you all might take on notice to provide your reflections on our progress to the representation of women at the upper echelons of universities in New South Wales. Professor Parfitt, I wondered if I could go to you. You know I have a particular interest in UTS. In an article in *The Australian Financial Review* in April, the journalist reflects:

The University's 2032 Strategy emphasises the value of cultivating a university community that mirrors the diversity of the wider society. As noted in our 2024 Annual Report, women represent 74% of our University Executive, comprising 14 of 19 members.

The University is investing in career development, adopting inclusive recruitment practices, and fostering safe, supportive, and welcoming workplaces for all staff.

The University continues to pursue our goal of gender equity by engaging with the Athena Swan/Science in Australia Gender Equity (SAGE) initiative and the Champions of Change Coalition Programs, reporting to the Workplace Gender Equality Agency (WGEA), and supporting the Women at Sydney staff network.

8. Question from Ms Abigail Boyd MLC

The CHAIR: We have two minutes for crossbench and two minutes for the Opposition, and then we will go to Government questions. I have one for all of you. We know there's an enormous and growing mental health crisis, and it's often crashing down on young people of university age. We also know that a lot of universities are going through extremely turbulent job cuts and restructures, which puts a huge psychological strain on staff as well. In that context, what are you each doing to monitor and identify deaths on campus and/or suicides amongst staff and student cohorts? Can I start perhaps with you, Professor Carlin?

TYRONE CARLIN: Sorry, Chair, was your question deaths on campus?

The CHAIR: Deaths and suicides amongst staff and student cohorts—is it something that you monitor?

The health and wellbeing of our students and staff is of utmost importance to the University. Students are offered a range of support, information and resources including a 24/7 mental wellbeing support line.

Deceased staff members undergo a separation process with the separation reason noted as 'Death in Service.'

Deceased and suicidal students are considered a critical incident, and are managed under the Student Critical Incident Procedures 2024. A reporting mechanism exists for staff, students and members of the public to report student critical incidents to a dedicated Critical Incident team within Student Wellbeing. The Student Wellbeing team reports to University Executive on trends and incidents on an ongoing basis.

The [NSW Suicide Monitoring System](#) reports on suicides in NSW. It includes data on suspected and confirmed suicides.

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