UTS is an agent for social change, transforming communities through research, education and practice.
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Acknowledgement of Country
UTS acknowledges the Gadigal People of the Eora Nation and the Boorooberongal People of the Dharug Nation upon whose ancestral lands our campuses stand. We would also like to pay respect to the Elders both past and present, acknowledging them as the traditional custodians of knowledge for these lands.

UTS staff and students celebrated the 2018 Sydney Mardi Gras as part of the UTS float.
Universities exist for the public good, with responsibilities to the communities to which we belong, both local and global.

It is with great pleasure that I introduce the first UTS Social Justice Report produced by the UTS Centre for Social Justice and Inclusion, following the official launch of the centre in 2018.

UTS has a proud history of honouring its role as a public purpose institution. In 2018 our students, staff, alumni and industry partners jointly solidified our social charter by contributing their vision to the UTS 2027 strategy. The strategy was shaped by a collective imagining of what our future could look like, and the response from our community was overwhelming in upholding the social justice principles that now underpin UTS 2027.

Execution of these principles through teaching, research and practice will be a whole-of-university effort, supported through the Centre for Social Justice and Inclusion. The Centre will catalyse, connect and lead social justice initiatives at UTS and act as a gateway for community to engage with the university.

This report is a demonstration of UTS’s social impact. Some of the activities within these pages reflect new and experimental ways of working with communities and individuals to address social issues. Some reflect the ongoing legacy of continued engagement with community partners over many years.

The exemplars presented here speak for a wider effort that cannot be contained within these pages, involving many more people from within and beyond UTS than we can pay tribute to here. To all of you, I offer humble thanks and gratitude. Your dedication and hard work is crucial to delivering our social justice agenda, and your support for building a diverse and inclusive environment defines the culture of UTS.

The Hon. Verity Firth
Executive Director, Social Justice, UTS

Welcome

Above: Verity Firth, Executive Director, Social Justice, UTS.

2018 saw the launch of the UTS Centre for Social Justice and Inclusion.
UTS announced a ground-breaking proposal to build Australia’s first truly comprehensive Indigenous Residential College, a world-class facility for both Indigenous and non-Indigenous students (with an Indigenous majority) with the celebration of indigenous identity and culture at its core.

UTS among the first cohort of Australian institutions to receive the award.

Athena SWAN Bronze Award
The Athena SWAN Bronze Accreditation recognises our work in progressing gender equity in STEMM, and marks a step change in our approach to gender equity and diversity at UTS and in the wider sector.

Eleventh UTS Human Rights Awards celebrated
Recognising the contribution of staff and students at UTS who, through their spirit and commitment, are creating a more equitable university and society.

UTS among the first cohort of Australian institutions to receive the award.

UTS Centre for Social Justice and Inclusion launched
The coordinating vehicle for driving the university’s social justice agenda, and increasing community engagement. The centre is also responsible for delivering strategic and collaborative programs to contribute to a healthy, sustainable and socially just society both within and beyond the UTS campus.

Carnegie Community Engagement Classification
UTS is now co-leading the national pilot for the Carnegie Community Engagement Classification, coordinating 10 Australian universities to accredit themselves against the framework. The goal is to enhance collaboration between universities and their communities for the public good.

First UTS Mardi Gras float
The first UTS Mardi Gras float participated in the 40th anniversary of the Sydney Mardi Gras in a vibrant celebration of diversity and acceptance. Participating in the parade was symbolic of our commitment to social justice at UTS, and a reminder that our university is a safe space for LGBTQIA+ people.

Progressing systematic evaluation of the UTS Social Impact Framework
Our emerging approach to demonstrating and further enhancing UTS’s social impact agenda saw a detailed indicator system developed for outcomes of the university’s Social Impact Framework. Embedding evaluation strategies and processes within the framework is the important next step in moving from development to implementation.

Recognising the contribution of staff and students at UTS who, through their spirit and commitment, are creating a more equitable university and society.
We honour and thank Aunty Joan Tranter, who has been with UTS since 1997 and was UTS’s longest serving Indigenous staff member. After six years as our inaugural Elder-in-Residence, Aunty Joan retired at the end of 2018. As the Elder-in-Residence, Aunty Joan provided cultural support aimed at enhancing Indigenous student retention and success.

She contributed to Indigenous cultural awareness across UTS, sharing knowledge of Indigenous people, culture and issues. She represented UTS through community engagement initiatives and contributed to the wellbeing of Indigenous staff and students by being available to meet with them and provide cultural support.

Her longstanding commitment to education saw Aunty Joan awarded a UTS Distinguished Service Award for her contribution to university life. We are forever grateful for the positive impact she has had on the UTS community and she will continue to do so through an honorary appointment attached to the Office of the Pro Vice-Chancellor (Indigenous Leadership and Engagement).

Prof Michael McDaniel
Pro Vice-Chancellor (Indigenous Leadership and Engagement)

Honouring Aunty Joan Tranter

Aunty Joan Tranter has made an invaluable contribution to UTS and continues to inspire the students and staff with her knowledge and passion.
Enabling equitable access to education

Education has the power to transform the lives of individuals and the communities to which they belong. We believe that universities have a responsibility to support students from the widest range of backgrounds to access quality education. While education opens doors and expands opportunities for individuals to make positive contributions to society, the diversity of our student community is also one of UTS’s strengths.

UTS Social Impact Framework, Domain 1:
Increased number of equity target groups successfully complete a higher education degree at UTS.

Our Widening Participation Strategy (WPS) seeks to increase the number of students from underrepresented equity groups accessing and completing university study.

Jumbunna Institute for Indigenous Education and Research plays a pivotal role in facilitating access and building aspiration among young Aboriginal and Torres Strait Islander people.

1411 high school students, 454 teachers and 158 UTS students engaged in the U@Uni outreach program

55% increase in participation of low socio-economic students at UTS
From 2010 (1,826 students) to 2018 (2,826 students)

1256 enrolments from inpUTS, our educational access scheme
Making up 16.5% of enrolments in 2018, up from 646 (13.7%) in 2010

Since the introduction of the whole-of-university Indigenous Education and Employment Strategy:

35% increase in Indigenous undergraduates
From 85 students in 2011 to 114 in 2018

514% increase in Indigenous Higher Degree Research participation
From seven students in 2011 to 43 in 2018

27% increase in Indigenous participation across all UTS courses — postgraduate and undergraduate
From 259 students in 2011 to 333 in 2018

Retention of Indigenous HDR students is now higher than non-Indigenous: 94% for Indigenous compared to 85% for non-Indigenous

Full data set can be found in the appendices to this report, available online at socialjusticereport.uts.edu.au
UTS Humanitarian Scholarship

2018 saw the first cohort of Humanitarian Scholarship recipients successfully complete their degrees at UTS. Recognising the educational disadvantage experienced by people with refugee or asylum seeker backgrounds, the UTS Humanitarian Scholarship was established in 2017 to support commencing undergraduate students who hold asylum seeker bridging visas or temporary protection visas, and are therefore unable to access a Commonwealth Supported Place or student loan schemes. The scholarship provides tuition fees and financial contribution towards learning and living expenses.

Galuwa outreach

The UTS Galuwa programs are focused on raising aspirations of students, as well as providing them with information about career and university opportunities. In 2018 UTS ran three Galuwa programs at the Faculty of Engineering and IT and the Faculty of Design, Architecture and Building, and one in the Northern Territory.

– 142 high school students participated in the Galuwa programs.
– 100 per cent of participants agreed that Galuwa motivated and encouraged them to attend university.
– 96 per cent of participants said that Galuwa motivated them to focus on their studies.

Sharing Indigenous knowledges through UTS ART

In 2018 UTS ART continued to develop programs aimed at sharing Indigenous knowledges and widening participation from high school students from low SES and/or Indigenous backgrounds. Working closely with Jumbunna and U@Uni, UTS ART programs introduced students to notions of country and identity for Indigenous Australians and encouraged young women and low SES students to pursue STEM courses through engaging with art and design technologies and practices.

Activities in 2018:
– Launch of the Waraburra Nura Indigenous garden during Reconciliation Week, designed by Yamatji Wajarri artist Nicole Monks and with plant consultation from Dharrawal botanist Aunty Fran Bodkin.
– 290 UTS staff and students engaged through tours, talks and workshops connected to Waraburra Nura and a complementary selection of works by Indigenous artists from the UTS Art Collection.
– 2,000 people engaged in the Void exhibition at UTS Gallery, featuring contemporary Aboriginal artists and accompanied by free public programs including a curator’s talk and yarning circles.
– 60 low-SES students, including 20 Indigenous students, took part in Indigenous led education workshops run by UTS ART.
– 203 young women and low-SES students introduced to engineering and IT through the exhibition Hells World, in partnership with UTS Proto Space and high school programs delivered in partnership with U@Uni and Women in Engineering and IT.
– 103 primary and high school students from high Indigenous population schools attended three experience days for Indigenous Literacy Week, in collaboration with Jumbunna Outreach and UTS Library.

Activities in 2018:
– 142 high school students participated in Indigenous led education workshops run by UTS ART.

Engaging young women through STEAM

STEAMPunk Girls is a new educational program to engage young women in STEM by using STEAM concepts — science, technology, engineering, arts, and mathematics — to develop a solution to a local school or community issue. In 2018 initial teacher cohorts undertook (now NESA accredited) professional learning courses on STEAM, project-based learning, and design thinking, equipping them to run the program in their schools. Pilot programs also ran in two schools, challenging students to use STEAM and empathy-driven design to solve local problems.

Galwua outreach

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Supporting pathways to education

UTS celebrated the acceptance of Sharon Tiyo, a graduate from the Kakenya Centre for Excellence in Kenya, to study at UTS Insearch on a full scholarship, supported in partnership with Women For Change and the Learning for a Better World Trust. Having overcome barriers to accessing education throughout her life in the traditional Maasai community in Kenya where she grew up, Sharon is thrilled to be studying her dream course of Medical Science at UTS and hopes to become a pharmacist.

“I feel so fortunate and I know my scholarship will transform my life. It will also impact my community in the future because I will be able to help them get access to medication and better health services.”

Sharon Tiyo

Above: Opening night of Void at UTS Gallery. Photo by Campbell Henderson.

Above: Summer school students participating in a design workshop. Photo by Jared Lacey.
Attended U@Uni Design Summer School before commencing Year 11 at Canley Vale High School. Hosted each January at UTS since 2009, the U@Uni Summer School is our flagship program to give high school students from low-SES backgrounds, from partner schools primarily in Sydney’s south-west, the chance to experience our university environment first-hand.

“Being at UTS and engaging with the Summer School program allowed me to confirm that I had a passion for design. It also gave me the confidence to make decisions as to what I wanted my future to look like.”

Participated in further U@Uni workshops

U@Uni workshops aim to raise aspiration among target groups by getting students involved in real-world challenges, improving academic skills and assisting them in the HSC and making informed career choices.

“I knew I wanted to study design, however in engaging with UTS’s Open Days and the career focused workshops, I realised that I had a greater interest in Visual Communication. Without these workshops, I wouldn’t have had such realisations or made such informed decisions.”

Applied to study at UTS through one of the Educational Access Schemes

Potential for success isn’t always reflected in an ATAR score. To ensure that students from the widest range of backgrounds have an opportunity to access our courses, we take into account educational disadvantages, and offer alternative pathways.

“I was confident that I still had a chance to go to university regardless of the mark I got! In the end, I was five points off from the cut-off for my first preference, but with the help of the Principal’s Recommendation Scheme (now the Schools Recommendation Scheme) I was given the bonus points I needed to get into my course.”

Commmenced studies in Visual Communication and International Studies at UTS

Once students arrive here through educational access pathways, we offer continuing support to ease the transition into university, and assistance with acquiring textbooks and other resources necessary for study.

“I really got into the spirit of participating in social activities at UTS. I was President of the Vietnamese Students’ Association (VSA) where I could practice my leadership skills and meet individuals with similar cultural values at UTS and other universities. I was also the Creative Director of UTS’s student magazine, Vertigo. This was probably one of the highlights of my time at university.”

Graduating from Bachelor of Design in Visual Communication and Bachelor of Arts in International Studies (French) degree

“Having completed my studies feels very surreal … I’m currently in my first month of working as a Graduate at Deloitte Digital in Sydney. When I received the graduate offer, I felt like my life changed overnight. If you had told me one year ago that I would be working here, I would’ve laughed and thought, ‘in my wildest dreams’. I was and still am extremely grateful for UTS and the endless opportunities I’ve engaged in throughout my degree.”

Internship at Bailey Nelson Eyewear

Practical experience is one of the core elements of teaching and learning at UTS, providing students with hands-on and practice-based learning experiences.

“Work experience whilst studying was extremely valuable as it helped shape my perspective in a lot of different ways, from social to cultural values.”

Study Abroad experience in France

“Having completed the program and being able to experience things on the other side as a mentor, I had the opportunity to provide insights and inspire future generations to also get excited about uni. I truly wanted all high school students to feel as passionate as I did about my tertiary education.”

Equity Ambassador and mentor with UTS Centre for Social Justice and Inclusion

Equity Ambassadors lead peer-assisted learning for high school students through the U@Uni program, are trained to develop academic capacity in engaging ways and role-model the attitudes and skills that lead to success in the HSC and university.

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Case study: Wendy San
Students as change agents

While students arrive at UTS with existing civic capacity, we also recognize our institutional role to further enable active citizenship by supporting their development throughout higher education, to contribute to society in meaningful ways. We are proud of the impact our students make in the world, both during their time as students at UTS and in their professional and personal lives beyond, as alumni.

UTS Social Impact Framework, Domain 2: Students have the agency to enact personal and social responsibility.

UTS Shopfront

Since its inception in 1996, UTS Shopfront has facilitated over 1,000 successful projects by UTS students as part of their disciplinary coursework. UTS Shopfront is one of the university’s key programs championing social justice and social change. We place UTS students at the heart of the community sector to gain real-world experience and make a meaningful difference to local not-for-profit organisations. It is the longest running cross-faculty community engagement program in Australia.

Through community coursework projects linked to UTS curricula, Shopfront delivers work-integrated learning to UTS students. Shopfront also runs the UTS SOUL Award, an extra-curricular community leadership and volunteering program for UTS students, enabling them to gain skills while giving back to the community.

In 2018

150 students earned the UTS SOUL Award for volunteering

23,992 volunteering hours logged

97 Community coursework projects completed

5.6% of all UTS students were involved with the UTS SOUL Award

Above: Participants in the UTS SOUL Award volunteering with Amnesty International Australia. Right: UTS students contributing their skills through a community coursework project with The Welcome Dinner Project.
"I have been so fortunate and grateful for the opportunity to work with Tranby, who have given me a wealth of experience in my field that I couldn't get anywhere else, and I have Shopfront to thank for that."

Emily Virgona
Building a network through volunteering: Chau’s story

“Programs like the UTS SOUL Award and BUILD definitely helped me become actively involved in volunteering and provided me with valuable skills to be a leader in this space.”

Chau Au, an education student from the UTS Faculty of Arts and Social Sciences, is a volunteer extraordinaire. In August 2018 he was named Young Volunteer of the Year (Sydney Central and Eastern Suburbs Region) at the NSW Volunteer of the Year Awards. He was recognised for his foundational leadership work with Code Club Australia. Not only as a program facilitator, but also as a trainer, recruiter and for being instrumental in establishing not one, but three Code Club programs in public libraries across Sydney.

Code Club Australia is a nationwide network of volunteer-led clubs in schools and public libraries aiming to teach young people aged 8 to 15 years coding skills by showing them how to make computer games, animations and websites.

“At the time, I didn’t know how to start a Code Club and I didn’t feel confident, but I took on the challenge,” Chau said.

“Luckily, I joined the UTS SOUL Award and by attending the SOUL workshops I developed skills in starting up a volunteer program.”

Chau also got involved with the UTS BUILD (Beyond UTS International Leadership Development) program during his time at UTS. This program allowed him to further develop his leadership skills, and travel overseas for the first time to teach school children in Thailand.

“I wouldn’t have been able to expand my horizon, challenge myself and step outside my comfort zone without these amazing opportunities,” Chau said.

Coming from a non-English speaking, low-SES background and being the first family member to attend university has meant the value of education is not lost on Chau.

“I’d like to be an educator who works with children from a range of disadvantaged backgrounds and be that role model to show that I know their experiences and want to see them grow and make their own difference in life.”

UTS BUILD

Coupling learning experiences with international study opportunities, the UTS BUILD program develops intercultural competency, self-awareness and understanding of global social and environmental issues. It equips students with the skills and knowledge to create a better world and harness their international leadership potential.

In 2018:

- 1,900+ UTS students across all faculties engaged with BUILD.
- 21 events held to foster peer-to-peer idea sharing and relationship building amongst international and domestic students, e.g. Clean Up Australia Day and Empathy Workshops.
- 520 students attended core workshop experiences to build foundational skills and knowledge, e.g. Global Ambassadors and Civic Leadership.
- 928 students ventured abroad on short-term international experiences.
- 125 of those who ventured abroad participated in programs designed to support community organisations and social enterprises via organisations such as Unbound, Engineers Without Borders and Drishtee Immersion.
- 22 students were supported with BUILD Equity and Diversity scholarships to ensure that financial need was not a barrier to their participation in international experience.
UTS is an agent for social change, transforming communities through research, education and practice

1. Students from under-represented equity target groups successfully complete higher education degrees at UTS

2. Students have the agency to enact personal and social responsibility

3. Staff have the confidence and are supported to maximise their social impact

4. Targeted research, teaching and program outcomes have social impact and actively contribute to communities

5. UTS is an advocate, critical voice and thought leader on issues that concern and impact communities

6. UTS business operations and strategies reflect a long-term independent commitment to social impact

A healthy, sustainable and socially just society

Increased contribution to public good

Increased social mobility and equity

Enabling environment for communities to thrive

Increased contribution to public good

Increased social mobility and equity

Enabling environment for communities to thrive

This information is available in accessible formats including audio and text document at uts.edu.au/socialimpactframework

Further reporting data can be found in the appendices to this report, available online at socialjusticereport.uts.edu.au
Supporting a culture of inclusion

Our staff impact begins with providing an inclusive environment in which diversity is valued. UTS is committed to removing systemic barriers that prevent the full and equitable participation and representation of all people, across academia and in our workforce. We implemented a suite of initiatives in 2018 seeking to enhance UTS’s culture of acceptance, alongside a number of developments focused in particular on improving support for UTS staff and students with carer responsibilities.

“Faculty committees also reported on actions being undertaken after staff feedback. These included adopting local core hour policies so meeting times are inclusive for carers, new faculty-level mentoring and development schemes, and rewarding staff for community and mentoring contributions.”

UTS staff member

Initiatives in 2018

Diversity and Inclusion training
- We ran training in mental health first aid, ability awareness, breaking the binary, unconscious bias, Ally training, and Indigenous cultural awareness for staff.

Valuing diversity
- The Multicultural and Indigenous Women’s Network was established to support and connect women across all areas of the university.
- Faculty Equity and Diversity Committees reported on actions being undertaken following staff feedback, including adopting local core hour policies for meeting time, new faculty-led mentoring and development schemes, and rewarding staff for community and mentoring contributions.

Career development to support gender equity
- Promotion workshops for academic women applying for promotion, specifically from levels C and D, were held with support from the Provost.
- Targeted mentoring program in the Faculty of Science for women at level C applying for promotion.
- The Faculty of Science and the Centre for Social Justice and Inclusion sponsored two mentor/mentee partnerships in the Franklin Women mentoring program.

Support for carers
- The UTS Childcare and Carer’s Support Fund (Conference Attendance) approved 22 grants to support academics with family responsibilities cover the extra cost involved in presenting at conferences.
- The 2019 UTS Jenny Edwards Research Fellowship was awarded to Dr Shauna Murray in the Faculty of Science, recognising the high quality and significance of Dr Murray’s academic work and its value to UTS and the wider community.
- Criteria of the Research Re-Establishment Grants widened to include sustained career responsibilities, with six 2018 grants awarded.
Social Impact Research grants

Established in 2017 as a collaborative mechanism to enable research in the social impact space, these grants seek to inspire and support research aligning with the six specific domains of focus of the Social Impact Framework. The grants provide investment for academics and practitioners to work on social justice initiatives that would not otherwise receive resources or funding.

In 2018 the first round of Social Impact Research Grant recipients reported on the progress and outcomes of their work. Recipients described the Social Impact Research Grants as, ‘extremely valuable’, ‘enabling’ and providing ‘an opportunity to do scholarly work on a social justice project [they have] been involved with, and passionate about, since its inception.’

2018 Social Impact grant funded projects

Social Impact Clearinghouse
Associate Professor Bronwen Dalton and Rachel Bertram, within the UTS Business School.

The Refuge Project: Designing through Health
Sue Dean, Samantha Donnelly, and Professor Tracy Levett-Jones, within the Faculty of Health and the Faculty of Design, Architecture and Building.

Investigating Experiences and Expectations of Commencing Research Students from a Non-English Speaking Background
Dr Sandris Zeivots and Dr Meera Varadharajan, within the Faculty of Arts and Social Sciences.

Enabling Postgraduate Business Students’ Agency to Enact Personal and Social Responsibility through Experiential Learning
Dr Natalia Nikolova, Dr Walter Jarvis, and Dr Alexandra Pitsis, within the UTS Business School.

Evaluating Social Justice within Institutional Frameworks: the UTS:Law Brennan Program in National and International Contexts
Dr Honni van Rijswijk, within the Faculty of Law.

Good Practice Report for Recruiting and Retaining First-in-Family Students in Higher Education
Dr Bhuva Narayan and Krystal Campbell, within the Faculty of Arts and Social Sciences.
Awarding social impact

Shopfront Community Fellows

The Community Research Fellowship supports UTS researchers to develop high-quality community-engaged research. Fellowships are funded during an annual, mid-year call application process with the aim of supporting a range of time-based needs, such as securing a teaching or marking buy out, technical support, or short-term salary or research assistance. Successful Fellows also have access to UTS Shopfront and its resources, including academic editing and communications expertise. They support activity that results in either scholarly publication, public engagement or funding of a program of community-engaged research. They are viewed as seeding/completion grants.

2018 Shopfront Community Fellowships awarded

Fostering community partnerships to advocate for the reform of offensive language crimes
  Elyse Methven and David Carter, within the Faculty of Law.

Uniting the community through laneway greening
  Dr Peter Irga, within the Faculty of Engineering and IT.

The Urban Refuge Pilot Project: Engaging a constructive community to establish new long-term accommodation options
  Samantha Donnelly, within the Faculty of Design, Architecture and Building.

‘Unviable languages’? Bilingual schooling and self-determination in remote Aboriginal communities
  Amy Thomas, within the Faculty of Arts and Social Sciences.

Activating Parramatta Female Factory Precinct (PFFP) as a Site of Conscience: The Possibilities for Mental Health Law and Policy
  Dr Linda Steele, within the Faculty of Design, Architecture and Building.

UTS 2027

Strategic focus on social justice and accessibility

UTS exists for public good. We have collectively agreed to put social justice at the heart of our UTS 2027 strategic priorities and are committed to being a world-leading university in Indigenous education and research. We recognise that to maximise the public benefit of a large, complicated institution like a university, we need to apply the same rigour and evidence base that we would to a research question or teaching excellence.

We will maximise our capacity to deliver social change by striving:
  – for a diverse and socially engaged student cohort
  – to support staff to increase their social impact through research, teaching and professional expertise
  – to be brave, an advocate and thought leader on critical social issues
  – to have ethical and impactful business operations

This is underpinned by trusted external partnerships, internal collaboration and supportive leadership.

Most of all we are transparent about our progress towards our social justice goals, through our whole-of-institution Social Impact Framework.
Transformative justice through history, heritage and legacy

When the Parramatta Female Factory Precinct (PFFP) was listed as a National Heritage Site in 2017, it was a step towards transformative justice for the many people detained within its walls and who experienced countless harms and injustices from 1818 to 2008.

Since then, Dr Linda Steele has been collaborating with Bonney Djuric, founder of the Parramatta Female Factory Precinct Association, and other former residents of the Parramatta Girls Home (‘Parragirls’), to establish the precinct as a Site of Conscience.

“Sites of Conscience provide an opportunity to meet and listen to survivors of injustice about the harm which has been done by law and help students make connections between history and current legal frameworks,” says Dr Steele.

Excursions to the site are now included as part of the UTS Law degree elective, Law and Mental Health.

For students on their way to becoming legal practitioners, this helps demonstrate how the law can be complicit in perpetuating injustice, and encourages students to reflect on their responsibility and accountability. It also provides insight into contemporary law and policy making on children and women’s institutionalisation.

“Sites like the PFFP serve as powerful tools for place-conscious teaching,” says Dr Steele.

Dr Steele’s work was supported through the UTS Shopfront Community Fellowship program, and builds on a 10-year legacy of joint effort between Shopfront and Parragirls to prevent erasure of the site’s memories, reclaim the site for heritage recognition, and return agency to those who experienced institutionalised injustice.

“Sites of Conscience provide an opportunity to meet and listen to survivors of injustice about the harm which has been done by law and help students make connections between history and current legal frameworks.”

Dr Steele

Social Justice Report 2018

UTS Social Impact Framework, Domain 4: Targeted research, teaching and program outcomes have social impact and actively contribute to communities.

As a public purpose institution, UTS is committed to delivering significant economic, environmental, cultural and social impact through our research and practice. These outcomes are further enhanced through strategic partnerships with community, industry and government bodies. Our culture of external collaboration informs and brings added value to all that we do and drives outcomes that benefit people and communities.
Research, teaching, program outcomes

At UTS, we pride ourselves on fostering an environment that is supportive and encouraging of staff to think creatively and radically, maintaining the academic freedom to interrogate the status quo. Indigenous historian, writer and Professor at Jumbunna, Professor Bruce Pascoe is no stranger to this. His writing and research has challenged the way Australian history and Aboriginal knowledge is viewed, both nationally and internationally. Professor Pascoe’s award-winning non-fiction book *Dark Emu* shattered the pre-existing ‘colonial narrative’ that Aboriginal Australians were ‘primitive’ hunter-gatherers prior to British arrival.

Using records he identified in colonial journals, he puts forward the argument that Aboriginal peoples were farming prior to colonisation, and that the systems of food production and land management they developed have been blatantly understated in modern retellings of early Aboriginal history. “Most Aboriginal people didn’t know this stuff because they’d had an Australian education and they’d lived under Australian political rule. You don’t find out these things because the whole myth of the colonisation is against you being able to learn these things,” he said.

On top of his writing and public appearances, Professor Pascoe is also focused on developing a national food industry which drives the production and commercial retailing of Aboriginal foodstuffs, and employs Aboriginal people. It is an area he has been working in for over five years, during which he has seen the rest of the country catching on to the value of traditional food sources, such as native grains and tubers, yam daisies and bush tomatoes. His research includes working with Indigenous communities regarding revitalising their lands with regrowth of native plants.

Professor Pascoe’s work in the revitalisation of Aboriginal food production and land management not only promotes and preserves Indigenous knowledge and culture, but has the potential for positive impact on Indigenous employment as well as national health, wellbeing and environmental sustainability. His research, literary output, and nationwide public appearances bring Indigenous knowledge and culture to a wide audience, and put Indigenous perspectives at the forefront of public debate.

“Most Aboriginal people didn’t know this stuff because they’d had an Australian education and they’d lived under Australian political rule.”

Bruce Pascoe

Left: Bruce Pascoe. Photo by Linsey Rendell.
Engaging with industry practitioners

In a further exploration of the principles and desired outcomes surfaced by the Human Rights & Technology project, the Centre for Social Justice and Inclusion began a series of hands-on workshops to engage industry practitioners to nuance some of the complex challenges of designing fairer and human-led technologies.

With a focus on creating actionable pathways to more inclusive design practices, the first ‘tech salon’, The Inclusivity Experiment, was held in 2018.

Convening diverse practitioners from the design industry, we sought to create a safe space for practitioners within the design sector to discuss potential problems, uncover other perspectives, and begin the process of co-designing more inclusive design practices.

The Inclusivity Experiment was instigated to broaden the reach of inclusive design practices to more key people involved in the design and design research phase of emerging technologies and the services that support the technology.

Moving forward, the tech salons will continue to engage deeply with industry to explore how to make inclusive work practices, policies and regulation, with outcomes that enrich industry practice and benefit end users.
It is time for a new vision of what the university is and who it is for. Although the global terrain is changing, universities are still public institutions, funded by public money. Their public good function must be retained, by tackling social issues in a collaborative, critically engaged way.

Verity Firth, Executive Director, Social Justice

“GlebeConnected is a collective impact initiative that brings together diverse stakeholders to work towards a socially sustainable Glebe. UTS has been part of the collective since its inception in 2017, when the university was invited to join the table as a member of the community. With pockets of extreme disadvantage peppered across Glebe, a suburb that sits at the doorsteps of our institution, the initiative offered the ideal opportunity for the university to take up its public purpose role.

The early stages of GlebeConnected saw the coming together of the community for the purpose of identifying key priority areas. Following the collective resolution that the initiative should focus on four key areas — enhanced educational outcomes for young people (cradle to career), ageing, housing and health — the initiative began to move towards an actionable change agenda.

Over the last year, UTS has played an active role in the first two of the identified focus areas. Taking a backbone role for the collective, the university is supporting the initiatives through offering process methods and capability building.

Facilitated sessions with stakeholders including community members, schools, local community organisations, FACS, Health and local government, has resulted in a collective theory of change for enhanced educational outcomes for young people. Going forward, members of the collective will consider ways in which existing efforts towards a shared agenda can be enhanced and also how these can be complemented with efforts aimed at addressing gaps.

Working with our community precinct

“(...)"
UTS Big Thinking Forum: One year on from Martin Place

Twelve months after the Martin Place Tent City, UTS dedicated one of our three Big Thinking Forum events in 2018 to look specifically at the role of the university in addressing social, political and economic conversations around homelessness.

Led by our Executive Director, Social Justice, Verity Firth, UTS brought together a group of experts and practitioners from the community sector to discuss whether this civil resistance, arising in protest against the housing affordability crisis that is a major contributor to homelessness in Sydney, could contribute to a fairer Sydney.

Speakers included Director of the UTS Masters of Not-for-Profit and Community Management Program, Dr Bronwen Dalton; Deputy Secretary, Southern & Western Cluster, NSW Family and Community Services, Paul Vevers; Homelessness Data and Collaboration Lead, St Vincent de Paul Society NSW, Murray Bruce; and UTS Law and Communications Student, Sarah Avery.

In addition to reaching 200 attendees, information and insights were widely distributed via social channels and digital networks of UTS.

ACOSS post-budget breakfast

The UTS Centre for Social Justice and Inclusion, with the UTS Institute for Public Policy and Governance, were proud to support Australia’s budget analysis for the community sector, as Platinum Sponsors for the Australian Council of Social Services (ACOSS) post-budget breakfast.

This event applied a focused, critical lens to budget scrutiny, from the perspective of our joint commitment to a fair, inclusive, sustainable and socially just Australia. Speakers included Budget Policy & Institutional Reform Program Director at the Grattan Institute, Danielle Wood, CEO of NACCHO, Patricia Turner AM, CEO of the Australian Conservation Foundation Kelly O’Shanassy, and Economics Editor of The Age, Peter Martin.

Feminist Writers Festival

The first Sydney Feminist Writers Festival was hosted by UTS in 2018. FWF builds on existing themes and voices around feminism and women’s writing by offering a space for critical engagement and practical support for all feminist writers and readers. Over three days, featuring 13 sessions and over 40 speakers, we brought together some of Australia’s leading feminist thinkers to explore ‘rewriting the story’ through a range of panels and workshops about activism, fiction and the intersectional lives of women.

Hosted Deaf History International Conference

UTS hosted the 10th 2018 Deaf History International Conference. Exploring the theme ‘colonialist in deaf history’, we welcomed an international cohort of deaf history researchers, authors, teachers, and those interested in this growing field of study. In line with the theme, the conference looked at the history of Deaf communities, deafness, sign languages, and deaf people from all around the world through the lens of colonialism with an emphasis on people from First Nations and developing countries.

The conference included keynote presentations from Indigenous deaf Australians Rodney Adams, Sue Frank and Dr John Gilroy. Further presentations explored the historical politics of sign languages and sign systems, how they have evolved and how they have been contested, as well as how Deaf communities have been impacted by educational philosophies.
**Programs with advocacy outcomes**

**UTS to lead Carnegie Classification Australian pilot**
UTS signed up to co-lead, with Charles Sturt University, the national pilot of the Carnegie Community Engagement Classification – a framework for recognising university contribution beyond traditional measures such as academic rankings.

Recognised as the gold standard for higher education in the US, the Carnegie Classification is a community engagement framework currently used across 361 US campuses, and represents best practices in the field, encouraging continuous improvement through periodic re-classification.

The Australian cohort of universities will work together as a learning community to identify needed adjustments to the existing classification, recommend solutions and contribute to the development of an Australian-specific version of the classification.

**Brown University and UTS partner on Gateways journal**
Brown University and UTS joined forces to enhance and grow the impact of the e-journal *Gateways: International Journal of Community Research and Engagement*. The partnership will aim to increase Gateways’ international growth and position the e-journal as a global leader in the field of engaged scholarship and practice.

**Review of consent laws in relation to sexual assault offences**
On behalf of UTS, Provost Andrew Parfitt made a submission to the NSW Law Reform Commission in response to the inquiry into reviewing the state’s existing sexual consent laws.

Informed by extensive work around understanding sexual consent within our own university community and feedback from our diverse student cohort, our submission recommended replacing the current legal framework in NSW with a ‘free agreement’ model of consent. It was prepared by practitioners in the UTS Centre for Social Justice and Inclusion.

**Making our voice heard**
In partnership with community radio station 2SER, UTS added a new podcast series to its repertoire of existing podcasts, the THINK series. The new podcast, All Things Equal, explores one pressing social issue each season: Season 1, After #MeToo: Stories of Social Change, was produced and launched in 2018. The podcast has established itself as a powerful medium to engage the general public in discussions of issues of importance to all citizens. UTS’s current collaboration podcasts with 2SER number 10:

- THINK: Business
- THINK: Digital Futures
- THINK: Sustainability
- THINK: Health
- History Lab
- Glamcity
- ACRI (Australia-China Relations Institution) podcast
- The Middle — Where Australia and China Meet
- Equal Futures — Stories of women in STEM
- All Things Equal
Embedding social justice across whole-of-university strategies and systems

Athena SWAN — Equal Futures
Following a two-year pilot supported by whole-of-university engagement, UTS received a prestigious Athena SWAN Bronze Award for gender good practice, among the first cohort accredited in Australia. UTS has embraced the Science in Australia Gender Equality (SAGE) Athena SWAN program as a targeted, systematic, timely process to audit our gender practice, consult extensively with staff and formulate responsive, concrete actions to address women’s under-representation in STEMM.

In response we have set an ambitious overarching representation target of 40 per cent academic women in STEMM by 2022, supported by an extensive four-year, whole-of-organisation action plan for gender good practice — overseen by the new Vice Chancellor’s Social Justice and Inclusion Committee.

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Respect.Now.Always and Consent Matters
UTS is part of Respect.Now.Always., a national campaign that aims to eliminate sexual assault and harassment on university campuses. UTS has launched a number of initiatives to prevent and respond to sexual assault and sexual harassment since the campaign began, adopting a student-centered approach to ensure that our work in this area both reflects students’ experiences and meets students’ needs and expectations.

In 2018, it was made mandatory for all UTS students to complete Consent Matters, an online training module about healthy relationships, appropriate behaviour and being an active bystander. Ensuring all members of our community complete this module is a step towards making our future safe and free of sexual violence.

Responsible Investment
Under our Responsible Investment Framework, UTS has signed a major commitment to purchase solar power from Epuron’s Walgett Solar Farm, kick-starting the development of the $40 million solar farm in regional NSW. The power purchased through this agreement will make up the equivalent of half the university’s annual electricity demand, affirming a commitment to sustainability while also managing long-term energy costs.

Operations

UTS Social Impact Framework, Domain 6:
UTS business operations and strategies reflect a long-term independent commitment to social impact.

Ensuring social justice values are integral to all of our business operations, and the role we seek to play in driving social change, begins on campus and in our community. We strive to embed inclusivity, sustainability and accessibility as part of our business and employment practices. Our organisational initiatives enable UTS, and our people, to bring about social change.
Commitment to Indigenous employment participation and Indigenous research excellence

UTS’s commitment to Indigenous research excellence is reflected in our focus on recruiting and retaining Indigenous staff, and investment in Indigenous research units. Since 2011, we have increased the number of Indigenous staff from 19 to 55, including five senior staff members. We have also grown from one to four Indigenous Research units:
- Jumbunna Institute for Indigenous Education and Research.
- Centre for the Advancement of Indigenous Knowledge (CAIK).
- Centre for Indigenous Technology Research & Development.
- Indigenous Land and Justice Research Hub.

Social Impact Framework indicator development

The UTS Social Impact Framework provides a pathway for UTS to fulfill its mission to be an agent of social change. Moving from development to implementation of the framework in 2018, the Centre for Social Justice and Inclusion has progressed on evaluation strategies and processes, embedding them within the framework.

Indicators providing evidence of contribution towards achieving outcomes articulated through the framework’s six domains were identified and assembled into a system of 42 indicators and 115 measures.

This indicator system is an important part of our emerging approach to demonstrating and driving UTS’s social impact.

Enhancing our longstanding social justice agenda is a core part of the ambitious UTS 2027 strategy, and mapping the alignment between university strategies and the Social Impact Framework’s outcome areas has been the foundation for the development of the indicator system. We are now better equipped to monitor and report evidence of our collective contribution to the transformational changes that we have committed to through both the Social Impact Framework and UTS 2027.

UTS joined the parade

This year staff and students had the opportunity to officially participate in Sydney’s Mardi Gras, with the university’s first float appearing in the iconic event. Architect and lighting specialist Michael Day headed up the float design with help from UTS’s Faculty of Design, Architecture and Building, including architect and artist Mark Gerada who created the float’s feature artwork. Taking part in the parade was a strong and visible statement of UTS’s firm stance on embracing a culture of diversity and acceptance.

Above: Concept design for the world-class Indigenous Residential College.