Centre for Social Justice and Inclusion

Social Justice Report 2019

UTS

UTS

UTS is an agent for social change, transforming communities through research, education and practice.

Students walking
through UTS Central.
Photographer: Kwa Nguyen.

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Acknowledgement of Country

UTS acknowledges the Gadigal People of the Eora Nation, the Boorooberongal People of the Dharug Nation, the Bidiagal People and the Gamaygal People upon whose ancestral lands our university stands. 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.

Vice Chancellor's Social Justice and Inclusion Committee

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Dr Brett Smout
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Thomas Miletich
Tracie Conroy
Verity Firth
Associate Professor Willa Huston

"Universities exist for the public benefit, and I am proud of the leading role that UTS plays in this regard."

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

Welcome

In August 2019, the Centre for Social Justice and Inclusion celebrated its first anniversary. The UTS commitment to positive social change, however, has a long and respected history.

Universities exist for the public benefit, and I am proud of the leading role that UTS plays in this regard. At the Centre for Social Justice and Inclusion our job is to help UTS maximise its social impact across all its operations, from recruiting a diverse range of students and teaching them to act with social and personal responsibility through to backing community engaged research and advocacy. The centre is a gateway for the university to create partnerships that can deliver positive social change in our precinct and beyond.

In 2019 we embarked upon a bold new approach to increasing student equity in our cohort, launching the U@Uni Academy. As a university, we're looking beyond the ATAR to determine potential, and opening our doors to students who may not have succeeded through traditional pathways.

Beyond our campus' walls, one of UTS's strengths is the strong partnerships we forge. These partnerships demonstrate the critical role that universities have to play in the 21st century, working alongside government, industry and communities to solve the wicked problems of our age. In 2019, UTS continued as the key educational partner on the Australian Human Rights Commission's Human Rights and Technology project, and as co-lead on the Australian pilot of the Carnegie Community Classification with Charles Sturt University.

Underlying each of our endeavours is the Social Impact Framework — our roadmap to demonstrate and guide positive change.

Universities are truly transformative places. This is reflected in the values and, more importantly, the actions of our staff and students. This report captures just some of the achievements of the UTS community. Reflecting on what has been accomplished over the past year, I am humbled by the contributions of so many at UTS and our community and industry partners.

I would like to express my gratitude to my colleagues at the Centre for Social Justice and Inclusion, and my thanks to every single member of the UTS community. Your support and work demonstrates the open, diverse and intellectually rigorous culture here at UTS of which we can all be proud.

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

2019 highlights

Green Gown Awards

UTS was a finalist at the Australasian Green Gown Awards in the 'Benefitting Society' category for developing the UTS Social Impact Framework and engaging our local precinct.

U@Uni Academy launched

U@Uni Academy is a new equity program aimed at high school students in South Western Sydney that looks beyond the ATAR to focus on 21st century skills. Participating students will take part in an intensive two-year program that involves on-campus workshops, mentoring and tutoring. On successful completion, they'll be offered a place at UTS.

Left: UTS U@Uni Academy Summer School exhibition. Photographer: Kwa Nguyen.

SOUL Award refresh

In 2019, we redesigned UTS's student social leadership program, the SOUL Award. The flexible two-stage Badge and Award structure now allows more students to volunteer in the community.

Women in the media

The Australia Council of Social Services (ACOSS) partnered with the Centre for Social Justice and Inclusion for a series of capacity-building forums aimed at elevating the voices of women in Australia's male-dominated media.

Below: Dr Cassandra Goldie, CEO, ACOSS. Photographer: Catherine McElhone

Gender targets in STEMM

Representatives from industry, peak bodies, and the public sector came together to explore strategies to successfully implement STEMM gender workforce targets.

UTS signs Climate Emergency Declaration

UTS became the first Australian university to sign the Climate Emergency Declaration. We're committed to mobilising more resources for action-oriented climate change research and resourcing the transition towards a carbon neutral future.

Human Rights and Technology

UTS continued its three-year partnership with the Australian Human Rights Commission (AHRC) to examine the ethical and human rights implications of rapidly advancing technologies.

The Inclusivity Experiment

The Centre for Inclusive Design, Remarkable, Canva and UTS Faculty of Transdisciplinary Innovation teamed up with the Centre for Social Justice and Inclusion for a full day of workshops looking at new approaches to inclusive curriculum.

Above: Lucy Allen, Inclusivity Experiment facilitator. Photographer: David Lawrey

Social impact in the community

The Social Impact Lab is our innovation space dedicated to creating positive change that transforms communities.

It's our place to test and experiment — exploring how the Social Impact Framework can work in 'real world' scenarios and cementing UTS's contributions to the local, national and global communtiies of which it is a part. This year the lab's main focus has been our immediate neighbourhood — engaging with stakeholders to identify challenges faced by the inner Sydney suburb of Glebe, which sits to the immediate west of our city campus.

Our support has helped the Glebe Connected Collective Impact Initiative to map out priorities, and develop an actionable plan for change — work that has been shortlisted for the 2020 IMPACT100 award.

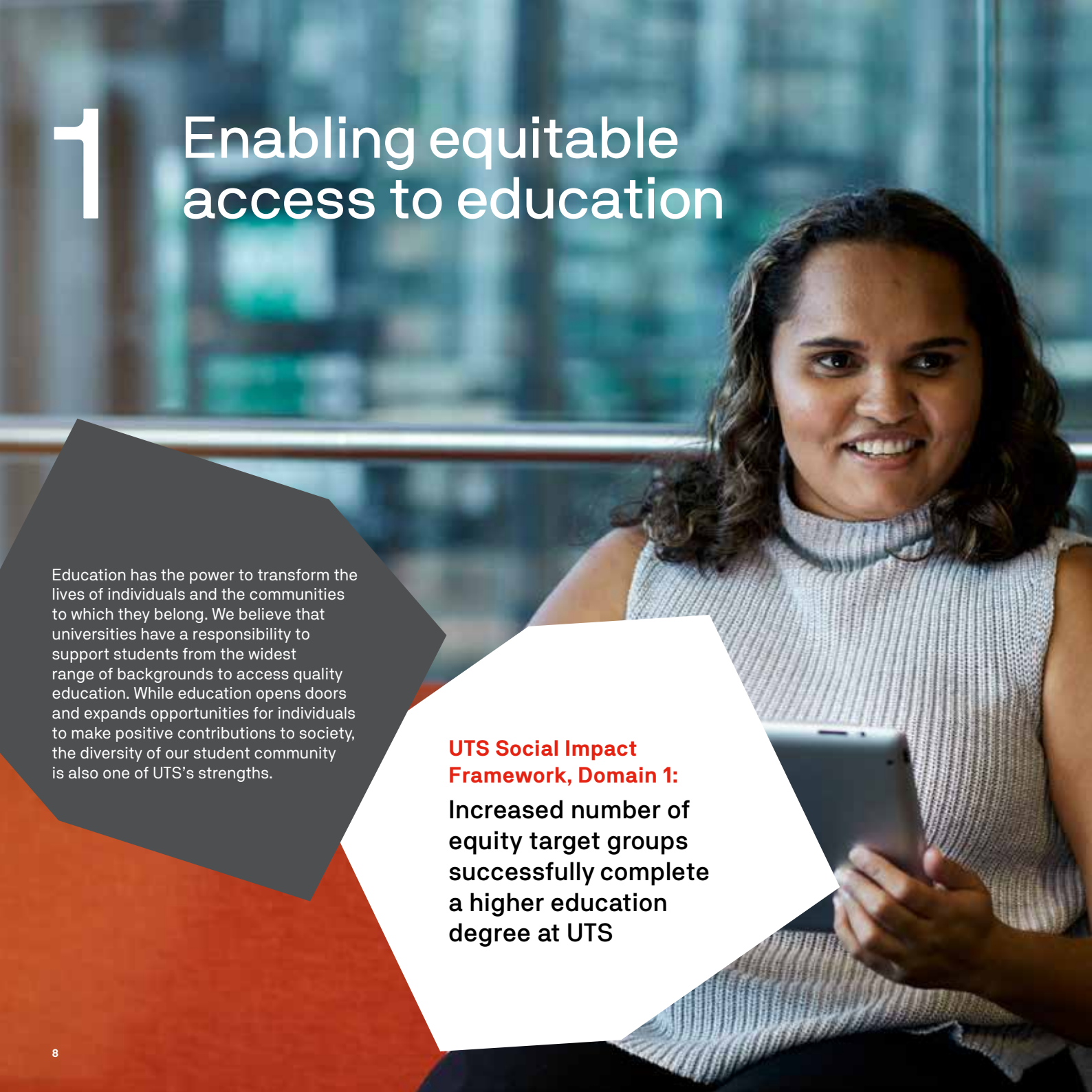
The lab has also contributed to ethics education in a secular context, supporting the Primary Ethics organisation to bring together its leadership team, volunteers, admin staff and teachers to identify technological solutions to manage volunteer experiences.

UTS's three-year cross-faculty partnership with AHRC was also facilitated through the Social Impact Lab — read more about the Human Rights and Technology project on page 40 of this report.

"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, UTS

1 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 targets students from underrepresented equity groups, and seeks to increase access to and success at university for those students.

UTS is proud of its strengths-based approach to Indigenous excellence in research, employment and education through its whole-of-university Indigenous policy and strategies. This is reflected in the work of Jumbunna Institute for Indigenous Education and Research, which together with Indigenous and non-Indigenous staff across UTS, plays a pivotal role in facilitating access and building aspiration among young Aboriginal and Torres Strait Islander peoples.

We know education has the power to transform lives, communities and the future. We believe that a more diverse and equitable student cohort will help forge a more inclusive society.

308

high school students, 28 teachers, and 43 UTS students engaged in the U@Uni outreach program

53

parents of high school students and 14 UTS academic staff involved in consultations regarding the new U@Uni Academy program

"Widening participation is a major factor in facilitating social inclusion for individuals and society as a whole. Our new U@Uni Academy program provides students with a life full of possibilities, no matter their background or their financial status. Our strength at UTS lies in our diversity, and our diverse student cohort helps sustain our teaching and research."

Sonal Singh
Manager, Student Equity

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

The U@Uni Academy: A new approach to access

Top and Right: Students and tutors taking part in the U@Uni Academy Summer School program. Photographer: Kwa Nguyen.

A student's potential to realise their aspirations in higher education is strongly influenced by their socioeconomic status, social circumstances, and even geographic location — more so than intrinsic capability.

Current university entry processes reinforce these criteria, reproducing and reflecting social inequalities. Too many students from low SES backgrounds experience complex challenges and barriers that impact their ability to participate in higher education.

As a key part of the UTS Widening Participation Strategy, the Centre for Social Justice and Inclusion has developed a new program to address these problems where it has the most impact — early in a students' education trajectory. The U@Uni Academy gives students from low SES backgrounds a taste of tertiary education while developing their skills in areas that are relevant to both university and the changing nature of work.

It aims to break down some of the barriers students face by providing them access to informed networks and academic support, and by fostering a sense of belonging in higher education.

Beginning at the end of Year 10, the U@Uni Academy is a two-year program offering a selected cohort of students hands-on and project-based university experiences, academic support and opportunities to develop key 21st century capabilities including creativity, leadership, critical thinking and collaboration.

Students who successfully complete the program will be offered a place at UTS, allowing entry for up to 300 students from low SES partner schools in South Western Sydney.

The program is part of UTS's recognition and response to the under-representation of diverse cohorts in higher education. The comprehensive level of support and specific investment in students from low SES backgrounds is sector leading. We are not only enabling equitable access, but providing deep strengths-based support for two years prior to entry.

Targeted outreach to increase access

124
Indigenous students participated in a Galuwa experience

47
schools were visited by Jumbunna

21
on-campus engagements, involving 274 students

11
career and job markets

75
students attended the first Australian Indigenous Education Foundation Tertiary Experience Day

6
NAIDOC events

Indigenous outreach

In 2019, Jumbunna Institute for Indigenous Education and Research continued their suite of outreach activities, with events and initiatives held in collaboration with UTS faculties targeting Indigenous communities and individuals.

Jumbunna's Pathway Program offers Aboriginal and Torres Strait Islander students an opportunity to demonstrate university potential through life experience, other education and previous work. UTS provides students commencing through the Pathway Program with numerous avenues of support, including tutoring and bridging courses.

The Galuwa programs seek to raise aspirations for Indigenous students while introducing them to career opportunities through university education. In 2019 Jumbunna delivered three Galuwa experiences.

Jumbunna also partnered with UTS Library to celebrate Indigenous literacy with a three-day program of activities for primary and secondary school students.

Humanitarian Scholarship

In Australia, people on a Temporary Protection Visa (TPV), Safe Haven Enterprise Visa, or bridging visas are required to pay international tuition fees — unaffordable for the vast majority. The UTS Humanitarian Scholarship was established to tackle this issue head on, ensuring equitable access to higher education for these students.

On top of covering tuition fees, students who receive the scholarship also receive:

- assistance with fees and educational costs
- transition and orientation support
- peer and academic mentoring
- internship opportunities
- graduate career support

Education is fundamental to supporting settlement processes. UTS believes that refugees not only enrich university communities, but play an integral role in the social fabric of Australian society.

"University has been great so far. When you are surrounded by great people and nice peers it makes everything easier and makes the challenges easier to overcome."

Baraa Omar

Humanitarian Scholarship recipient, currently completing her second year of a Bachelor of Civil Engineering (Hons), Diploma of Professional Practice.

"Because I'm the oldest son, I have to be strong. I have to look after my brothers, my sister and my mum. From second-year, I started working as an assistant in nursing, but when you have a full seven-week placement you can't work. The financial support from UTS was really important to me."

Mujibur Rahman

In May, Mujibur became the first UTS Humanitarian Scholarship recipient to graduate from our university, having completed a Bachelor of Nursing.

Top: Baraa Omer. Photographer: Kwa Nguyen
Bottom: Mujibur Rahman. Photographer: Sissy Reyes

2 Students as agents for change

UTS Social Impact Framework, Domain 2:

Students have the agency to enact personal and social responsibility

While students arrive at UTS with existing civic capacity, we also recognise our institutional role to further enable active citizenship, encouraging them to contribute to society in meaningful ways througout their education. 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.

Community engagement in the curriculum

For 23 years, the Shopfront service learning program has linked final year and postgraduate students with non-profit organisations to undertake projects that support action on social and environmental issues. Community partners gain pro bono access to knowledge and capabilities and students an understanding of the impact their studies could have in the wider world.

In 2019

80
community coursework projects completed

17,301
hours logged

144
UTS SOUL Awards earned

122
UTS SOUL Badges awarded

Left: UTS SOUL students volunteering. Photos supplied.

A badge of honour for the UTS SOUL Award

In 2019, UTS Shopfront launched the new, improved UTS SOUL Award.

The SOUL Award requires students to attend four capacity-building workshops, as well as volunteer 90 hours of their time to an organisation or program that aligns with their skills and interests.

In 2019, students focused on initiatives for health and wellbeing with roles at:

- Health Justice Australia
- Foodbank NSW
- Cabramatta Moon Festival
- UTS HELPS program

They also had access to education opportunities including Code Club Australia and The Story Factory.

The SOUL Badge is the latest introduction to the program. Following the same structure as the Award, the Badge requires students to participate in two workshops and complete 35 hours of volunteering. This allows more students to gain recognition for their volunteering efforts while at UTS.

SOUL Volunteer Coordinator, Alex Connor, said, "One of SOUL's key strengths is flexibility — students can join from day one at UTS until just before they hand in their PhD, and can build skills while volunteering for the social mission that fits their values."

Right: UTS SOUL students at a workshop. Photo supplied.

Simon's got SOUL

Left: UTS student Simon Shahin. Photo supplied.

UTS student and Syrian refugee Simon Shahin's young life has been characterised by uncertainty and immense change—the word he prefers to use is 'surreal'. Yet these experiences have also shaped a passion for the environment and an optimistic view of the world that is both inspiring and motivating.

Simon's family fled war-torn Syria in 2015. After successfully resettling with his family in Australia, he began his Bachelor of Engineering in Electrical Power and Renewable Energy at UTS. Feeling immense gratitude for the opportunity he'd been given he sought to repay society by becoming involved in the Shopfront SOUL program.

Beginning his volunteering with the Red Cross, Simon became part of its Youth Advisory Committee, developing his confidence and facilitation skills. He also travelled to regional areas, including Dubbo, to respond to the need in drought stricken communities and the Red Cross membership base.

"These programs such as SOUL, they remind us of these core and fundamental skills and values that we sometimes forget — empathy, accessibility, respect," he reflects.

Simon's refugee background also motivated him to volunteer with the Refugee Council of Australia and assist with World Vision initiatives. He recently completed the UTS Accomplish Award, which is designed to enhance participants' employability through interactive workshops and experiential events.

Now putting his valuable skills to use in internships in the renewable energy sector, Simon is deepening his knowledge of climate change, plastic pollution, animal farming, overpopulation and a lack of support for communities. He is passionate about creating meaningful change.

"University provides the foundation but unless we communicate with others, network and involve ourselves in the industry to develop our skills and knowledge, real change cannot be created," he said.

"The reason I'm so determined is that my life stopped for a while. I don't take my life for granted anymore. Deprivation caused me to be more grateful."

Trash to treasure

Reverse Garbage do exactly what their name suggests: they save industrial materials that would go to waste and make them available for others to reuse. For more than 45 years, they have facilitated transforming garbage into art and design pieces, product development, school activities and projects, home improvements, and much more.

However, their operations urgently needed updating. A student consulting team from the Business School was placed by UTS Shopfront with Reverse Garbage, making recommendations for systems improvement and new technology as part of the program's community-based learning. Post-project the team continued to volunteer with Reverse Garbage over nine months during 2019, implementing the new systems.

After their first planning meeting and warehouse tour with Reverse Garbage, the team got to work analysing the distribution of space, the system for donation of industrial offcuts and waste, the location of donors, tracking, warehousing and sales. After multiple stakeholder consultations and site visits, they designed a new supply chain management process that Reverse Garbage could use.

A major insight for Reverse Garbage from the team was that even when material was donated for free, there was a hidden cost — the logistics around retrieval and storage of materials.

They also factored sustainability into their calculations — the cost of items going into landfill versus being reused. From this analysis, they devised a five-step program for warehouse management, including detailed mapping of where the materials should be placed based on turnover for maximum efficiency.

Finally, the team ran workshops to train Reverse Garbage staff and volunteers in using the new system. Dr Marco Berti, the team's academic supervisor from the Business School, said that there is a real benefit for students working with SME non-profits, even over work-integrated learning in for-profit companies.

"In big companies, there's the real risk that the work students do will just get put into a 'bottom drawer' and not used."

"In the case of community-based learning projects with UTS Shopfront, as seen here with Reverse Garbage, students have the opportunity of using their skills to develop concrete solutions that are then applied by the organisation."

Above: Reverse Garbage and UTS Business students. Photo supplied.

"Working with non-profit, for-purpose organisations provides more complex challenges for students than for-profit, since community organisations serve multiple bottom lines while still having to maintain some degree of financial balance."

"Dealing with a very complex reality that also involves political and ethical issues enables students to tackle the kinds of rich context that they will encounter as practicing managers," he said.

"It was a different kind of university experience all together," said Puneet Sharma, the team leader of the student consultants.

"Community-based learning projects need a genuine commitment," he explained. "You need to value the process and the community impact more than the letter grade you receive at the end of a subject."

"Working effectively with five team members from different nationalities and circumstances was a challenge, but with tremendous rewards."

"All five fingers weren't the same," Puneet said. "But all of them were important to make our solutions richer."

The UTS Business School student consulting team were Puneet Sharma, Olga Richter, Rong Nie, Atul Muthuveetil and Marcel Baum.

Brennan Justice Award

The Brennan Justice and Leadership Program is a free, voluntary program for UTS Law students that seeks to strengthen the justice consciousness, idealism and sense of service that they bring to their studies and later professional work.

The two main components of the program are:

- **Reflections on Justice** in which students engage with the themes of justice and its social contexts through lectures and discussion groups.
- **Leadership through Service,** where students contribute voluntary service (both legal and non-legal in nature) over the course of their studies.

The program, established in 2011, is inspired by the work of Sir Gerard Brennan, former Chief Justice of the High Court and Chancellor of UTS. Since its inception more than 1300 students have taken part.

Above: UTS Law members of the Brennan Justice and Leadership Program. Photographer: Anna Zhu

"The program is not designed to teach legal rules but to alert the student to the social significance of the law in shaping society and its institutions, and the relationships between individuals and individuals and the state. By requiring candidates to render public service, the program rounds out the elements needed for community leadership."

Sir Gerard Brennan
Former Chief Justice of the High Court and former Chancellor of UTS

In 2019

340
students attended Brennan events

18
Brennan Awards were received

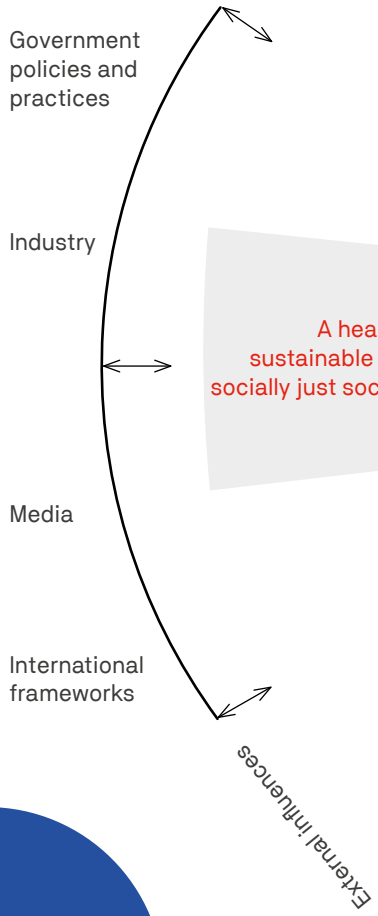
107
further students attended seminars in the community to learn more about justice

9,305
hours were spent volunteering in the community

154
students produced written reflections

14
therapy dogs received unlimited smiles

The UTS Social Impact Framework



A healthy, sustainable and socially just society

Increased contribution to public good

Increased social mobility and equity

Enabling environment for communities to thrive

UTS is an
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and prac

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**

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1. Students from under-represented equity target groups participate in, and successfully complete, a higher education degree 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

Leadership and the culture at UTS is inclusive and supports the public purpose role of the university

Alumni and partners are willing to act through and with UTS

UTS has the social capital and is trusted to bring about social change

3 Maximising staff impact

UTS Social Impact Framework, Domain 3:

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

Supporting the civic capacity of our staff community is a fundamental tenet of our social justice agenda. UTS strategies, systems and processes are instituted with a view to enabling staff to maximise and amplify their social impact. The following pages showcase just some of the ways that UTS is supporting staff to contribute to social justice causes.

Mental health training and support

Close to half of Australians will experience a mental illness at some stage in their life. Research indicates university students are particularly vulnerable, with a quarter of all students experiencing poor mental health in any given year.

Through short courses and accredited training run by the Centre for Social Justice and Inclusion, staff are equipped with skills to support students and recognise the symptoms of mental ill-health, as well as provide initial support and advice on appropriate referral pathways.

Development of a comprehensive framework to support student mental health and wellbeing at UTS began in 2019, and will be finalised in 2020 to ensure alignment with the Orygen Australian University Mental Health Framework due for release in June 2020.

Sinking our teeth into social impact evaluation

Lunchtime evaluation talks

In 2019, the Centre for Social Justice and Inclusion held eight lunchtime 'Knowledge Bites' sessions to share knowledge, and build upon the social impact work happening across UTS.

Sessions gave attendees an opportunity to:

- learn about evaluation and participatory methodologies
- find out about the work that is happening across UTS in the social impact space
- position positive social impact as a valued outcome of their work

A variety of speakers addressed attendees with topics covered including:

- the Harwood model for community engagement
- cross-cultural evaluation
- research with impact
- results-based accountability
- the UTS Social Impact Toolbox

Social impact evaluation training

Additionally, six social impact evaluation workshops were run, providing UTS staff with an opportunity to engage with the Social Impact Framework, and the language of evaluation.

These workshops were initially run to support recipients of the Centre for Social Justice and Inclusion's Social Impact Grants. They were then opened up to the broader UTS community and external groups, with one of the six workshops run for non-profit organisations.

These workshops provided access to resources, peer-to-peer learning, and consistency of language across the university.

"I learned how to plan for evaluation. I feel like I've been researching and talking to experts about evaluation for years, but this is the first time I have a good grasp on the process."

Workshop participant

4 Research, teaching, program outcomes

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.

UTS Social Impact Framework, Domain 4:

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

Building a better future for women escaping domestic violence

One hundred and fifty-six requests for emergency accommodation from women go unmet every day in Australia.*

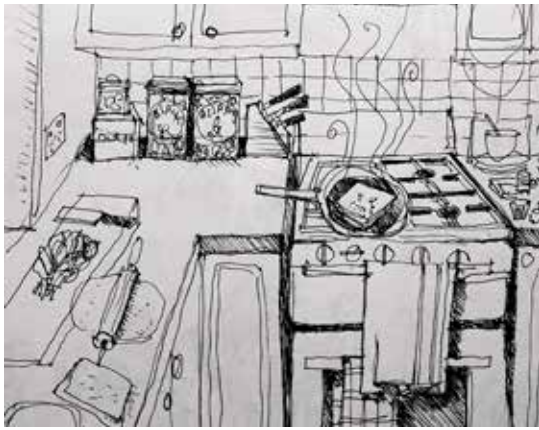
Samantha Donnelly, Scholarly Teaching Fellow in the UTS Faculty of Design, Architecture and Building, is researching how to improve outcomes for women and children escaping violence.

Since the first women's refuge opened in Glebe in 1974, the need for safe, accessible crisis accommodation has dramatically increased. Yet there is scant research on existing types of refuges, including pressure points in space allocation, and issues relating to safety and dignity.

Above: Samantha Donnelly. Photo supplied.

With the assistance of a Centre for Social Justice and Inclusion grant, Samantha documented the lived experiences of those working, managing and, most importantly, residing in NSW crisis accommodation. She also identified the need for service providers to communicate directly with the construction industry to discover efficient and affordable built solutions.

To enable this communication to happen, the pilot Urban Refuge Forum was held in July 2019. Facilitated discussion between the two sectors offered insights and feedback for a new design guide, the first of it's kind in Australia. Samantha's guide offers a series of principles to address the specific issues around accommodation for women and children who have experienced violence.



Above: Sketches from Urban Refuge Design Guide

*According to statistics from the Australian Institute of Health and Welfare, averaged over 2017-18.

To infinity and beyond

In 2019, a unique pilot program between UTS and National Aeronautics and Space Administration (NASA), saw two Indigenous students spend three months working for NASA's Jet Propulsion Lab (JPL).

Noongar man and Director (Indigenous Engagement) at the Faculty of Engineering and IT, Associate Professor Christopher Lawrence, instigated discussion with NASA about ways UTS could be involved in its goal to engage First Nations people in its operations.

Together with NASA's JPL, he established a pilot Australian Indigenous Education Program to build the skills, expertise and relationships that will position Australia as a key participant in the new era of space discovery. It also recognises the knowledge and capabilities of Australia's First Nations People accrued over time.

"Indigenous Australians are the first STEM people. We've been here for 65,000 years developing technological innovations to manage the environment," he said.

"This pilot program is a pathway for Indigenous students studying STEM to participate in programs at NASA's JPL. It will help UTS to build new teaching and learning subjects, research partnerships with JPL staff, new research capacity in space robotics applications, and provide unique opportunities to Indigenous students."

PhD students Giovanni D'Urso and Tui Nolan were the two students who spent three months at NASA's JPL working on Robo Simian — a limbed robot originally designed to aid recovery operations in disaster zones, now repurposed for space exploration.

Giovanni, of Kamilaroi heritage, conducts research into multi robot activity at the UTS School of Mechanical and Mechatronic Engineering. His current project is on multi-robot balance work allocation, where a team of robots work together equally, effectively and efficiently at the same time.

"What we do won't necessarily go to another planet, but it helps inform the thinking and design that other people will use in order to get there," he said. "So knowing kernels of your ideas and your knowledge and research will make it to other planets is amazing."

Gudjal man Tui is a methodological statistician whose research in the UTS School of Mathematical and Physical Sciences overlaps maths and computer science. Statistics underpin modelling to help reduce uncertainty and contribute to planning operations where the probability of failure has to be very low.

"The NASA program allows me to work alongside the world's best in statistics and mathematics, both propelling my career to the next level, and bringing knowledge and research back to Australia to inspire the next generation of students into STEM studies," he said.

Professor Lawrence has applied to the Australian Space Agency for a grant to establish a National Indigenous Space Academy (NISA), and to send more Indigenous STEM students to NASA to become space explorers or astronauts.

"The NASA program allows me to work alongside the world's best in statistics and mathematics, both propelling my career to the next level, and bringing knowledge and research back to Australia to inspire the next generation of students into STEM studies."

Tui Nolan

Left: UTS PhD students Giovanni D'Urso and Tui Nolan. Photo supplied.

The Inclusivity Experiment

The Inclusivity Experiment is an initiative that challenges conventional ways of thinking about inclusivity. Launched in 2018 as part of Spark Festival, the 2019 iteration saw the Centre for Social Justice and Inclusion team up with the Faculty of Transdisciplinary Innovation, the Centre for Inclusive Design, Remarkable, and Canva, for a full day of workshops looking at new approaches to inclusive curriculum. The day included lightning talks on inclusive and diverse design practices, with participants involved in co-creating the future of ethical education. Throughout the workshop participants were challenged to explore experiences of inclusion in education, coming together to develop practical and real-world recommendations beyond current knowledge and practice. The findings, insights and recommendations from the 2019 event will go a long way to helping further new approaches to inclusive curriculum at UTS.

"The outcomes from this workshop will be used to develop a resource, or credential, that will empower educators to make their course material more accessible to everyone — regardless of ability, culture, gender or age."

Sally Woellner, Canva

Above: Group shot of participants and facilitators from the Inclusivity Experiment. Photographer: David Lawrey

Below: Inclusivity Experiment participant. Photographer: David Lawrey.

Anti-Slavery Australia

Anti-Slavery Australia (ASA), located within the UTS Faculty of Law, is Australia's only specialist legal, research and policy centre focussed on eliminating practices including forced labour and forced marriage.

From 2017 to 2019, ASA made 30 submissions to commonwealth, state and foreign governments. Over 90% of ASA's recommendations were substantially or partially adopted by the Joint Standing Committee on Foreign Affairs, Defence and Trade's Inquiry into establishing the Modern Slavery Act 2018 (Cth) in Australia.

ASA undertakes training to build capacity in practitioners, community workers and government to undertake prevention or intervention work.

Law students can complete work experience at the centre, where the legal work assists people subjected to modern slavery and forced marriage, dealing with immigration and visa issues, citizenship and domestic and family violence. Clients include men, women and children from over 40 different countries. Many clients experience modern slavery within a family or domestic setting.

ASA developed the My Blue Sky website, a unique resource for girls facing forced marriage. This is a key element of an awareness initiative launched at Sydney Airport in October 2019 to identify, prevent and disrupt forced marriage. Working with the Australian Federal Police and Sydney Airport Authority, ASA advised on awareness materials placed in terminal washrooms and on screens to educate the community about forced marriage.

Right: Anti-Slavery Australia volunteers Robyn Pettit, Yasmine Jomaa, Phoebe Armstrong, Ally Pettitt. Photography: Anna Zhu.

Altruistic accounting

The UTS Business School, in partnership with The Life You Can Save, developed a new model of classroom Giving Games. Led by UTS accounting lecturer Nicole Sutton, the project saw students apply their business skills to collectively allocate a pool of real money to one of three non-profits, with the objective to 'do the most good'.

Charitable giving teaches students about rational decision-making and decision biases. The activity provides a low-cost simulation of real giving choices and allows students to see the relevance of their skills and reflect on their personal values when it comes to social contribution.

At the end of each Giving Game students were provided with a curated range of opportunities to make their own contributions to positive social change. These included:

- volunteering
- taking up work experience and consulting project opportunities while studying
- pursuing careers advice for planning a career with social impact
- connecting to other students interested in philanthropy
- accessing free online UTS training courses about measuring and evaluating social impact
- donating to high impact charities.

In 2019

302

students participated in 20 classroom Giving Games

$3000

was donated to globally recognised high-impact charities

"I liked how there were going to be real life impacts of our decisions. It made our decision making process more meaningful."

Student participant

5 Advocacy

UTS Social Impact Framework, Domain 5:

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

While supporting academic integrity and independence, the university hosts events and contributes to public dialogue from our institutional platform. In collaboration with external partners, UTS convenes thinkers, analysts and experts to explore drivers of, and develop solutions to, complex global problems.

Championing ideas

"UTS staff and students are making major contributions to encourage action on, and provide sustainable solutions for climate change both within their own communities and more widely in society."

UTS Vice-Chancellor, Professor Attila Brungs

UTS signs Climate Emergency Declaration

In 2019, UTS became the first university in Australia to sign the Climate Emergency Declaration, reflecting our commitment to the fight against the climate crisis.

By signing on to the declaration, UTS is:

- committing to mobilise more resources for action-oriented climate change research and skills creation
- committing to working towards carbon neutrality
- pledging to increase the delivery of sustainability education across curriculum, campus and community outreach programs

Australian Council of Social Services

The Centre for Social Justice and Inclusion ran a series of events in 2019 in partnership with ACOSS reflecting our joint commitment to a fair, inclusive, and socially just Australia. These included:

- UTS academics and ACOSS policy advisers exchanging knowledge on government policy and research focussed around AI and human rights
- a series of capability-building forums to better equip women from the community sector to have their voices heard in Australia's male-dominated media
- the ACOSS post-budget breakfast, where a critical lens was applied to analysing the budget's impact on the community sector
- the launch the UTS Social Impact Toolbox by CEO of ACOSS, Dr Cassandra Goldie

Top: Deep Green Forest tent at Splendour in the Grass. Photo supplied.

Splendour in the algae

UTS Deep Green Biotech Hub has propelled NSW to the forefront of algae-based biotechnology innovation in Australia. In 2019, the algae crew welcomed Splendour in the Grass festival goers to the Deep Forest tent to soak up an oxygen rich environment whilst exploring personal hopes for a sustainable future. The power of algae was further explored at Vivid Sydney, with the UTS Living Lights installation—an illuminated algae forest. The Deep Green Biotech Hub also offers a variety of support programs to industry and entrepreneurs to develop new biotechnology-based businesses, including its Green Light accelerator program.

Setting STEMM gender workforce targets

In July, representatives from industry, peak bodies, and the public sector came together to explore strategies to implement STEMM gender workforce targets at a symposium hosted by the Centre for Social Justice and Inclusion.

Traditionally, the male-dominated fields of science, technology, engineering, maths and medicine (STEMM) struggle, both with attracting and with keeping female talent. Women make up just 27 per cent of the Australian workforce in STEM according to the CSIRO, and in the male-dominated fields of IT and engineering the proportion is even lower.

Introducing targets and quotas to workplaces, and the factors that contribute to their successful implementation or failure — including staff buy-in (whether male or female), the role of mentors, and the importance of collecting data to accurately measure outcomes — were key themes for the day.

Speakers included Libby Lyons, Director of the Workplace Gender Equality Agency; Sally Elson, from MYOB Group; and Dr Margaret Hartley from the Australian Academy of Technology and Engineering. Dr Berice Anning, Manager of Indigenous Employment at UTS, spoke on the sector-leading Wingara Indigenous Employment Strategy.

Below: Participants at the 'Strategies for Success: Implementing Gender Workforce Targets in STEMM' symposium. Photographer: Matthew Duchesne

Heard it on the airwaves

The Centre for Social Justice and Inclusion in partnership with 2SER launched its second season of the podcast 'All Things Equal'. Titled 'Uniform', season two takes a deep dive into the Australian education system and the inequities that exist within it. The new season's launch event welcomed author and commentator Jane Caro, and journalist Jordan Baker, to discuss education funding priorities in the current political environment.

"From investigative history to future technologies, at the heart of these programs are incredibly relevant stories that affect all of us as individuals and communities."

Martin Walters,
Managing Director, 2SER

Human rights in the digital era

Collaborating with the Australian Human Rights Commission (AHRC), UTS researchers and academics from multiple disciplines have offered their unique perspectives on the challenges and opportunities arising from new and emerging technologies as part of the university's continuing partnership with the AHRC.

In December 2019 the AHRC released its Human Rights and Technology Discussion Paper, which included wide-ranging proposals for safeguarding human rights and encouraging accessible, equal and accountable use of new technology in Australia. The paper makes strong reference to the ideas put forward by UTS in 2018 and further developed in roundtable discussions hosted by UTS throughout 2019.

The issues under scrutiny are highly relevant for a university of technology, and UTS has expanded work on this subject matter to other areas of teaching and learning, including:

- incorporation into the Bachelor of Creative Intelligence and Innovation curriculum, with a presentation from the Human Rights Commissioner Edward Santow
- dedicating the upcoming season of the 'All Things Equal' podcast to exploring interactions of human rights and technology – in partnership with 2SER
- planning activities in partnership with ACOSS to build capacity to advocate for the rights of those at risk from robodebt, the gig economy and discriminatory surveillance techniques

One of our institutional strengths is the strong partnerships we forge, with their potential to make meaningful impacts on society. UTS's partnership with the AHRC allows us to demonstrate the important role we can play as a public purpose institution, and ensures that academic rigour is included in this important topic for the 21st century alongside the viewpoints of community, industry and government.

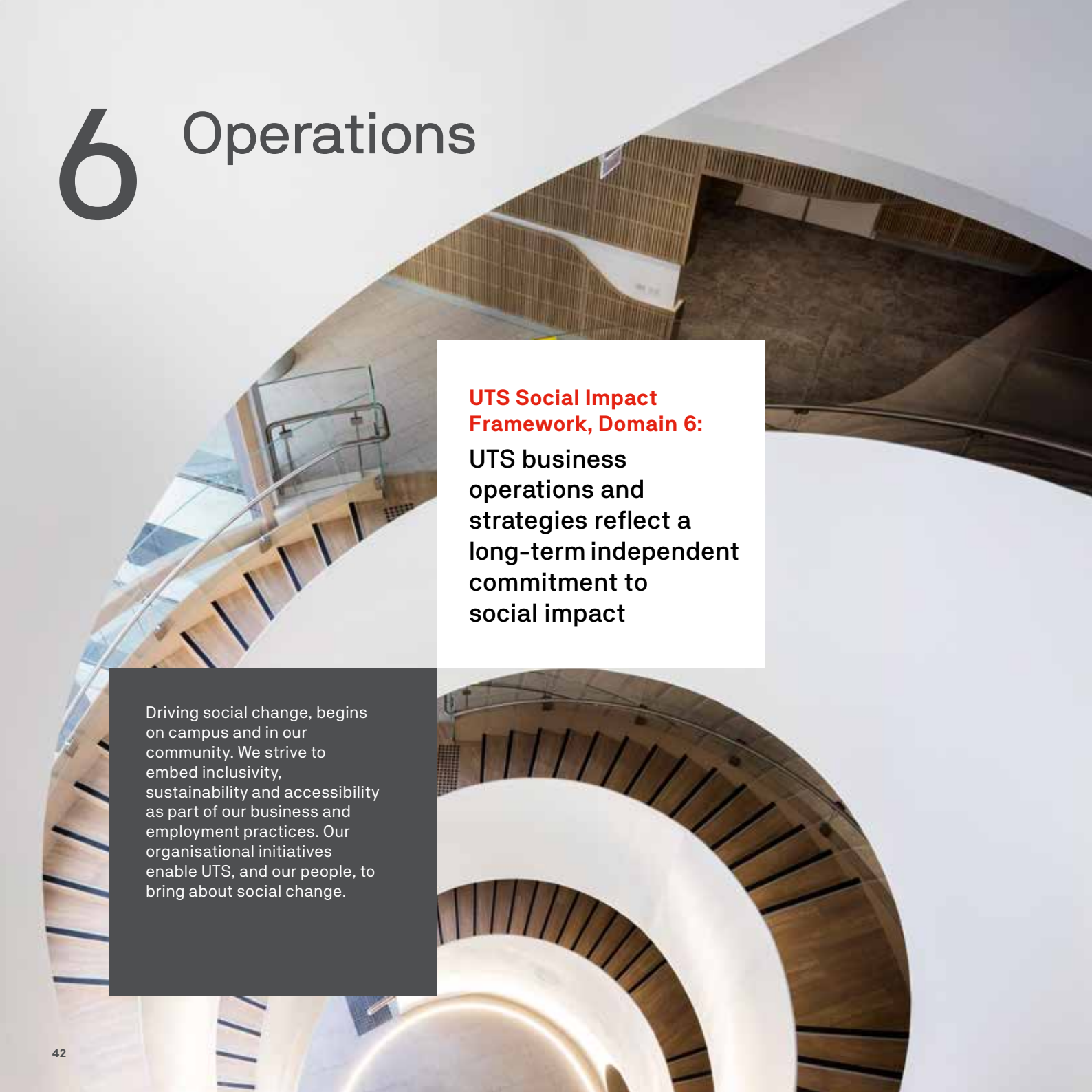
"We've been tremendously reckless with the way that we've designed, deployed, regulated, and used technology. Where do we want to get to? Where do we have reason to want to get to? What is a future worth wanting? These are the moral questions that should guide the development of technologies."

Dr Nicole Vincent, Faculty of Transdisciplinary Innovation, Project Lead

"Education and training will be critical to how Australia transitions to a world that is increasingly powered by AI."

Edward Santow,
Human Rights Commissioner,
Australian Human Rights Commission

6 Operations



UTS Social Impact Framework, Domain 6:

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

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.

Embedding social justice across whole-of-university strategies and systems

Athena SWAN

UTS has embraced the Science in Australia Gender Equality (SAGE) Athena SWAN program as a targeted, systematic and 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 2018, UTS received a prestigious Athena SWAN Bronze Award for gender good practice. In 2019, we began work on implementing the actions outlined in our Bronze Action Plan. This year we have:

- increased the number of academic women in STEMM from 36% in 2008 to 38.7% — ensuring we're on track to meet the Athena SWAN target of 40% women in STEMM by 2022
- piloted a Group Coaching scheme for academic women at Level C
- put $500,000 towards closing the gender pay gap in three faculties
- opened all-gender bathrooms and breastfeeding facilities across campus
- ensured parental leave is available to people of all genders
- supported staff vacation care places at the Powerhouse

UTS receives Australian Breastfeeding Association accreditation

We welcome breastfeeding on campus by staff, students and visitors. Dedicated parents' rooms in most campus buildings, including the new UTS Central, provide a private space for feeding, expressing milk and nappy changing.

Parents' rooms are located in:

- Building 1 (Tower)
- Building 2 (UTS Central)
- Building 5
- Building 7
- Building 10

Ethical procurement

The Centre for Social Justice and Inclusion, in collaboration with KPMG, hosted a series of lighting talks around ethical procurement involving representatives from UTS and a range of external groups including Jigsaw, Supply Nation and Anti-Slavery Australia.

Patrick Woods, UTS Deputy Vice-Chancellor of Resources, opened the event by framing business transactions as power dynamics. Power that can be used for good, but can be misused, further entrenching inequity and exclusion. Other discussions covered how an ethical procurement strategy may be applied to issues in Indigenous communities, the environment, combating modern slavery and in fostering a more inclusive workplace.

"UTS has a wonderful opportunity to do something innovative and exciting when dealing with procurement and modern slavery reporting."

Jennifer Burn,
Anti-Slavery Australia

Above: UTS staff at the Sydney Climate Strike. Photo supplied.

Our green campus

UTS plans to eliminate the most common single-use plastic items from our campus by 2020, with items being replaced by reusable, recyclable and compostable alternatives. Our Plastic Free by 2020 plan, developed in consultation with staff and students, provides a road-map for phasing out single use plastics. The plan aims to change practices and behaviours, and have a meaningful impact on the amount of plastic discarded by the UTS community each week.

Below: Reusable containers in one of UTS's on-campus cafés. Photographer: Andy Roberts.

Above: UTS Central. Photographer: Andy Roberts.

Making our campus accessible for all

UTS is committed to creating inclusive environments, and an inclusive campus starts with the physical infrastructure. At UTS, the Accessible Environments Advisory Group (AEAG) helps develop a coordinated and strategic approach to campus accessibility.

In the new Building 2 — UTS Central — the design and fit-out reflects the importance of accessibility, from the functionality of water bubblers and the inclusion of signage in braille through to more specialist inclusions, including:

- level or ramped access for wheelchair users in general teaching spaces
- shared tables in general teaching spaces and group study rooms, as well as a number of desks in the UTS Library and Reading Room that are wheelchair-friendly
- accessible bathrooms on all floors, which are open to people of all genders
- a hearing augmentation system in all general teaching spaces

Accessibility has been built into many everyday amenities, including:

- food court outlets which all accommodate wheelchairs via a recessed or lowered counter
- wheelchair-friendly counters within UTS Careers, the Student Learning Hub and UTS Library
- a dedicated Assistive Technologies Room in Building 2, providing accessible furniture and software to minimise the impact of disabilities and health conditions

Business School collaborative partnership

A pilot project between UTS Business School and the Centre for Social Justice and Inclusion aims to strategically prioritise the faculty's activities and initiatives in line with the Social Impact Framework and UTS 2027 strategy. Areas of focus for the project include gender equity, community-based learning, widening participation and staff health and wellbeing. The pilot project evaluation has informed the baseline position of the UTS Business School and its initiatives for 2020.

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This document is also available in accessible formats, including Word and Accessible PDF

These formats can be found online, along with appendices to the report containing detailed data reports, at **socialjusticereport.uts.edu.au**

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