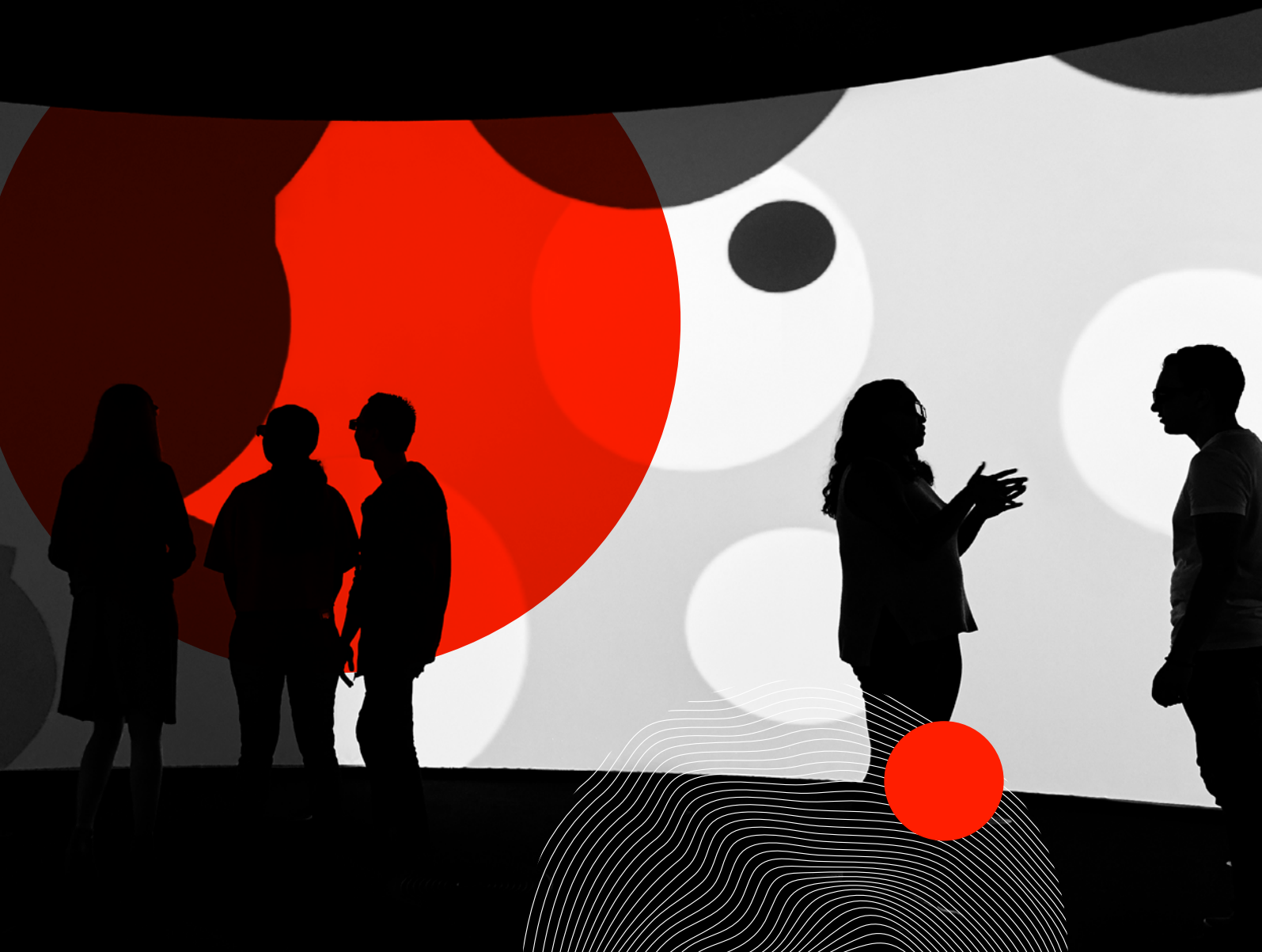


# Social Justice Report 2022







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





“We are a university for  
all, with social impact,  
technology, innovation  
and creativity at the heart  
of everything we do.”

Professor Andrew Parfitt,  
Vice-Chancellor and President, UTS





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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 & Inclusion Committee

- |                         |                  |
|-------------------------|------------------|
| Alan Davison            | Karen O’Connell  |
| Anna Thieben            | Lesley Hitchens  |
| Anne Gardenera          | Lewis Bizo       |
| Angela Dawson           | Michael McDaniel |
| Brett Smout             | Nour Al Hammouri |
| Carl Rhodes             | Robynne Quiggin  |
| Helene de Burgh-Woodman | Samantha Urquart |
| Ian Burnett             | Sarah Lok        |
| Jacqui Wise             | Verity Firth     |
| James Wallman           | William Purcell  |
| Jennifer Lagoon         |                  |

# Welcome

UTS is and has always been an outward-looking university.

We have a diverse student population, world-renowned academics, incredible infrastructure and a location in the heart of a major tech precinct. Social impact, technology, innovation and creativity are at the heart of everything we do.

Importantly, we are a university for all. Access to higher education and new knowledge and innovation is still uneven in Australia. Across the university, we are working to remove systemic barriers through programs and initiatives that address inequality and ensure that students from the widest range of backgrounds have an opportunity to attend university.

Education, research and community underpin universities. At UTS, social justice and our commitment to delivering public good are embedded and fundamental to our purpose, driving our agenda and impacting society.

We are energised by our transformative partnerships in research, education and practice.

Our Social Impact Framework provides a roadmap for disrupting current structures and gives people the tools to fight injustice. It also keeps the university accountable to our purpose as an agent for social change.

I am proud of the work and impact that continues to be achieved at UTS and am pleased to share this report on that impact with you.

**Professor Andrew Parfitt**

Vice-Chancellor and President, UTS



Thank you for taking an interest in UTS's actions for social justice.

Universities exist for public good. 2022 once again saw UTS focus on creating a diverse and inclusive university committed to social justice and the economic, social and cultural prosperity of the communities we serve, both local and global.

UTS launched the Human Technology Institute in 2022, focussed on ensuring the development and implementation of AI and emerging technologies are in line with human rights and values. Founded by professors Edward Santow and Nicholas Davis, they have released a Model Law for Facial Recognition Technology, recommending law reforms for protecting against harmful uses of facial recognition while fostering innovation for public benefit.

While we grapple with technology in our private lives, the market for education technology ('edtech') is booming. By 2025, more than 1 billion students globally are forecast to be consumers of edtech. Professor Leslie Loble AM released her report into the opportunities and risks of edtech, which she researched as a Paul Ramsay Foundation Fellow at the Centre for Social Justice & Inclusion. Balancing opportunities and risks around AI and emerging technologies will continue as a major theme of inquiry at UTS as the impacts on people and communities escalate.

Another Fellow of the Paul Ramsay Foundation, renowned feminist and journalist Dr Anne Summers AO, released her report *The Choice: Violence or Poverty*, which details the stark choice facing hundreds of thousands of women: to stay in violent relationships for financial security or leave and face "policy-induced poverty".

2022 marked a special year for UTS and our efforts to increase access and equity for students from under-represented cohorts. The first cohort of our U@Uni Academy became UTS undergraduates, while a third cohort of 375 high-schoolers joined the program earlier this year.

While still navigating a COVID-19-affected world, we continued to engage with communities through the Centre for Social Justice & Inclusion Social Impact Lab, Shopfront and SOUL programs. We also endeavoured to build safe and inclusive environments for staff and students across UTS through the university's Access and Inclusion Plan and Athena Swan program.

I'd also like to acknowledge the departure of Tracie Conroy, Director of Equity, Diversity, and Inclusion, who spent 17 years serving the university community and who made significant and long-term contributions to equity in universities and TAFEs across Australia and New Zealand.

I would like to express my deepest thanks to all UTS staff, students, and our partners whose efforts to create a more socially just world is represented in this report. It is an inspiring, uplifting read — and it is still just the tip of the iceberg.

I hope these stories inspire you as they have me, and I look forward to seeing what 2023 has in store for social justice at UTS.

**The Hon. Verity Firth AM**

Pro Vice-Chancellor  
(Social Justice & Inclusion), UTS  
Industry Professor for Education  
and Public Benefit





# Demonstrating our social impact

## Putting social impact into perspective: UTS's data-driven dashboards

Universities are public purpose institutions that exist for public good.

The Social Impact Framework (SIF) drives UTS's social justice agenda to create a more just environment, both inside our own walls and in the larger community.

At the heart of this social change, is the ability to demonstrate our impact.

In 2022, the Centre for Social Justice and Inclusion digitised the SIF and developed a series of online, interactive Social Impact Dashboards.

The dashboards report on our progress against the SIF using data and information about UTS research, teaching, practice and systems.

They illustrate how tangible social impact happens in the real world and the many forms that can take through data, case studies and stakeholder perspectives. They also highlight opportunities for improvement within the UTS community.

The dashboards enhance accountability, provide opportunities for collaboration and promote transparency.

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The UTS Social Impact Framework is our roadmap for positive social change. The Social Impact Dashboards measure and report on how we are tracking against the goals of the Framework.



## From data to action

The Social Impact Dashboards enable staff, students and our partners to:

- access data about staff and student views and experiences
- access data about UTS programs, research, teaching and practice
- understand how UTS contributes to social good
- identify areas where the university could improve
- use the data to advocate for positive change

We believe transparent, intelligible data that tells a story can do more than inform – it can trigger change.

From improving student access to higher education, to staff volunteering, research on climate change and much more, the dashboards illustrate the breadth of our social change initiatives.

They also reveal that there is still work to be done. The dashboards can enhance the very real ways we make an impact by providing evidence for what has worked and highlighting what we need to do differently.

## Unlocking the potential of data

At UTS, we believe in using data for good. Data is an invaluable resource that has the power to drive positive change, both in our own institution and for the greater public good.

The true value of data though lies not in its accumulation, but in the stories it can tell, and how it is used to generate change and inform decision-making.

By making the Social Impact Dashboards widely accessible, UTS strives to enhance partnerships and motivate staff, students and stakeholders to showcase their projects and actions that support positive social change.

More importantly, UTS also seeks to empower all stakeholders to uncover areas of growth and advocate for change. The dashboards, and the stories they tell, should be used as a tool to create positive transformations that contribute to a healthy, sustainable and socially just society.

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**The dashboards will be  
launched in June 2023 at  
[uts.edu.au/socialimpactdata](https://uts.edu.au/socialimpactdata)**

# 1 Enabling equitable access to education

## **UTS Social Impact Framework — Domain 1:**

**Increased number of equity target groups successfully complete a higher education degree at UTS**

Education opens doors and expands opportunities for individuals to make positive contributions to society. The diversity of our student community is one of our strengths.

Data on UTS's social impact goals can be found in the Social Impact Dashboards: [uts.edu.au/socialimpactdata](https://uts.edu.au/socialimpactdata)

Available from June 2023





We operate a series of programs that seek to dismantle systemic barriers to education. Our approach is student-centred, strength-based and inclusive. We consciously value diversity in our student population.

We base outcomes not only on access to education for students in underrepresented groups but on the retention and success of our students throughout their lifetime of learning at UTS and beyond.

## NSW Equity Consortium

The NSW Equity Consortium, an alliance of three universities and five Western Sydney high schools, began in 2020. In 2022, UTS delivered the second year of our Imagined Futures outreach program, a unit of work for Year 8 students, co-taught by English teachers and UTS Equity Ambassadors, that uses literacy as a vehicle for students to explore their 'imagined futures'.

Students and teachers are also active participants in an accompanying longitudinal research and evaluation framework to assess the impact of this intervention.



**2022 NSW Equity Consortium involvement**

**867**  
students

**5**  
high schools

**6**  
weeks of lessons

**507**  
**students and 38 teachers** also attended an on-campus experience about possibilities for future study and **post-school opportunities**

## U@Uni Academy

The U@Uni Academy is an alternative, non-ATAR entry pathway to study at UTS, for Year 11 and Year 12 high school students at UTS partner schools in South West and Western Sydney. Students who complete the program are offered a place at UTS without consideration of their ATAR.

UTS welcomed a third cohort to this two-year program in 2022. Three hundred and seventy-five Year 11 students attended a one-week Winter School in the July holidays, working alongside UTS academics, staff and student mentors to complete faculty-based projects across eight different areas of study.

As well as academic benefits, the program demystifies university. One U@Uni Academy partner school teacher said the program is “helping our students to think and dream bigger than they may have otherwise.”

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# 295

**U@Uni graduates  
in 2022**

# 98%

**of 2022 cohort offered  
places at UTS**

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**“I truly feel like I belong in a university like this where a number doesn’t define you, you define yourself.”**

**“I’ve been able to gain a deep understanding on what uni life is like. It has been a great experience and has allowed me to explore different topics and areas while providing me with knowledge on different career options, as well as memorable friendships.”**

**In the words of our U@Uni  
Academy students**



## First Year Success Program

Following completion of the U@Uni Academy, the First Year Success Program prepares and supports Academy graduates in their first year at UTS. In 2022:

- UTS ran Decoding First Year Uni workshops for students to unpack what it means to be a first-year student and learn what they can expect from their academics
- orientation sessions introduced students to academic and support staff in each faculty
- students participated in a four-week group peer mentoring program that supported their transition to university. Students were grouped by faculty and matched with an experienced UTS current student to foster a welcoming and inclusive university environment.

### What our students say:

**“My peer mentor was actually the best, she helped out in so many ways including giving me ideas on places to research for my tasks.”**

**“The first-year program made me feel safe and not alone. I also had a connection of belonging with a lot of people who are looking after me if I’m in need of help and support.”**

**Right:** Students walking along the Goods Line.  
Photographer: Kwa Nguyen.

### The results:

# 176

**students enrolled in Autumn session**

# 64%

**of these students passed 50% or more of their subjects, including 42% who passed all their subjects**

# 140

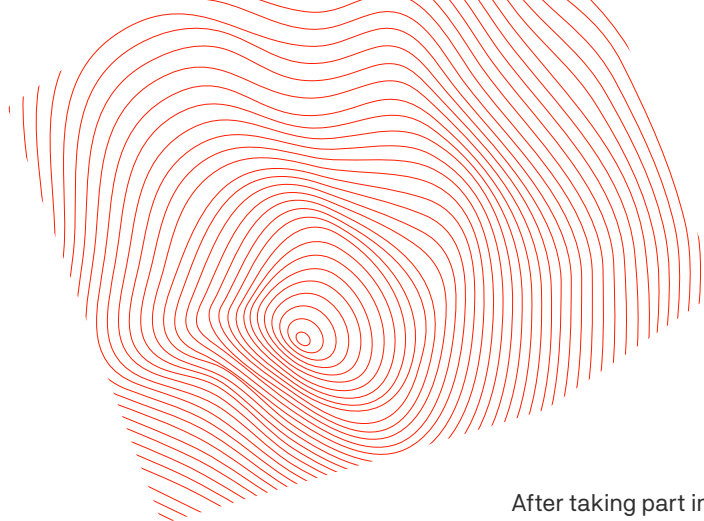
**students enrolled in Spring session (a retention rate of 88%)**

# 71%

**of these students passed 50% or more of their subjects, including 46% who passed all their subjects**







## Jumbunna Pathways Program

The Jumbunna Pathways Program offers Aboriginal and Torres Strait Islander students an opportunity to illustrate their capability for higher education based on factors including previous life, education and work experience. It recognises that the ATAR is not the primary measure of success and offers alternative entry pathways to study at UTS.

In 2022, Jumbunna made the following offers to Aboriginal and Torres Strait Islander students:

- **47 direct entry offers** for the undergraduate degree of their choice
- **42 offers** to undergraduate degrees through UAC
- **6 offers** to postgraduate degrees through UAC
- **8 offers for students to go through Unistart**, a one-year program to build study, literacy and numeracy skills. Successful Unistart students go straight into the first year of their chosen UTS degree
- **2 offers for UTS College**, a foundation diploma course that supports students to develop and strengthen knowledge in their chosen course area. Upon successful completion, students are invited to apply directly for a UTS bachelor degree.

## Women in Engineering and IT (WiEIT) Program

WiEIT creates opportunities for women to access and excel in STEM careers. Participants can engage with innovative programs and become part of an inclusive community that celebrates diversity in engineering and IT.

The UTS STEM x Play primary school and STEM x Impact high school programs were integrated into curriculum in 34 schools during 2022. Students enjoyed hands-on experiential learning, that opened up opportunities for curiosity, creativity and experimentation. Projects involved solving problems relevant to curriculum-aligned local context and using design thinking in collaboration with peers, teachers and families.

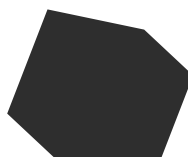
After taking part in the STEM x Play program, woman and girl students reported:

- **68.3%** felt engineering was fun, compared to **51.1%** before
- **62.8%** felt solving problems was fun, compared to **46.3%** before
- **77.3%** felt working in teams was fun, compared to **46.5%** before
- **44.1%** felt they were good at Engineering, compared to **27.9%** before
- **66.5%** felt they were good at solving problems, compared to **49.2%** before
- **81.4%** felt they were good at building things, compared to **69.4%** before.

After taking part in the STEM x Impact projects, women and girl students reported:

- **83.4%** were happy with the project
- **79.5%** felt confident in the engineering and IT classroom at school
- **72.5%** felt confident talking about engineering and IT.

WiEIT's 2022 April school holiday workshops saw a consistent increase in awareness, interest in and plans for future engagement in STEM subjects among women and girl students, and 88% agreed that the workshops increased the chance they might choose to study STEM subjects in the future.



## Wanago Program

Qualified STEM professionals will be crucial to meeting Australia's future workforce demands. The Wanago Program is a Faculty of Engineering and Information Technology (FEIT) initiative to address STEM subject access inequalities in NSW high schools. Wanago provides free Stage 6 HSC STEM subjects to Year 11 and 12 students at the UTS campus. The program encourages engagement with populations underrepresented in STEM careers.

Wanago 2022 HSC STEM subjects included Engined Engineering Studies, Software Design and Development, and Information Processes and Technology.

Following two years of COVID-impacted study, students shied away from HSC subjects perceived as more challenging. With the return of on-campus teaching in 2022, Wanago experienced a modest increase in student enrolments.

One of the benefits for students graduating from the Wanago Program is the offer of direct entry to UTS Engineering and IT undergraduate courses.

In 2022, Wanago also awarded its inaugural Wanago Access Scholarship for Young Women. This scholarship aims to support women from low SES backgrounds to pursue careers in STEM industries. The scholarship provides cost of living support and covers recipients' tuition fees.

**Below:** Wanago students.  
Photographer: Andy Roberts.

# 154

**students participated in the Wanago Program**

# 58%

**identified as female or non-binary**

# 20%

**of Wanago graduates enrolled in a FEIT degree in 2023**



## University-community partnership to attract more people from the regions to university

In May, UTS received federal funding for the Eastern Australia Regional University Centre Partnership to nurture the university aspirations of young people in regional communities. The partnership is a collaboration of 25 universities and 16 regional university centres across Queensland, NSW, ACT and Victoria, led by the Country Universities Centre and UTS.

Partnership members will lead the development of a coordinated, community-led approach to widening university participation and school outreach. They will also co-design programs with local communities to address unique challenges in nurturing local aspiration and supporting access to higher education.

UTS also convened the National Conference for Regional, Rural and Remote Education in October.

The conference theme was Partnerships for Collective Impact, which challenged attendees to consider the rich knowledge, experiences, skills and diversity of local communities and opportunities for innovative partnerships. The conference was opened by Australia's first Regional Education Commissioner, the Hon. Fiona Nash.

The conference celebrated the outstanding work of over 50 researchers and practitioners across the sector and provided an opportunity to contribute to policy discussions and develop links for future partnerships.



**Above:** Anusha Muller and Helen Taylor presenting at the 2022 National Conference for Regional, Rural and Remote Education.  
Photographer: Amy Grady.

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**“Young people growing up in rural and remote communities face far more barriers to getting a university education than those in the city or in large regional centres that have universities in their backyard.**

**We want more of these talented rural and remote community members to go to university. However, that requires us as universities to listen to communities and understand what their challenges are so that we can work together to co-design outreach programs that are going to work.”**

**The Hon. Prof Verity Firth AM, Pro Vice-Chancellor (Social Justice & Inclusion), UTS**



## Humanitarian Access Program

The UTS Humanitarian Access Program supports students with experience of forced migration. In 2022, UTS expanded the program from 16 to 22 new placements for 2023.

In another year of COVID-19 disruptions and challenges, UTS Humanitarian scholars excelled in many aspects of their student journey. Our scholars showed adaptability and engagement in program initiatives, participating in peer, academic and career mentoring and coaching.

**“I was so inspired and impressed by all the students I met at the Humanitarian Scholars mentoring evening. The students were extremely engaged, asked thoughtful questions throughout and their networking and public speaking skills were impeccable. I plan to stay in touch with the scholars I met and can’t wait for next time!”**

**Industry mentor**

**Right:** Humanitarian Scholars morning tea.  
Photographer: Kwa Nguyen.

# 10

**Humanitarian Scholars completed their UTS degrees**

# 8

**completed diploma studies at UTS College as a pathway to undergraduate study**

# 20

**UTS academics and 34 industry professionals mentored students in the Humanitarian Scholars scheme**

# 56

**currently completing degrees at UTS**

# 4

**successfully retained employment after completing internships through the non-profit organisation CareerSeekers**





## **Pasifika Mentoring Program**

Pasifika mentoring focusses on developing meaningful relationships to enhance Pasifika learners, cultural, academic and professional identities.

Mentoring was delivered to 111 students in three schools and one junior rugby union club. UTS also ran professional networking for university students and hosted the Australian Universities Pacific Associations Conference (see page 48).

The 2022 program culminated with Pasifika Experience Day, an annual event that connects Pasifika high school students and their families with current UTS Pasifika students and industry professionals. The experience offers additional support, encouragement and — most importantly — representation for Pasifika young people in Australia.

## **Pasifika Experience Day**

# 270

**Pasifika students, parents and teachers attended**

# 9

**UTS academics ran workshops**

# 15

**Pasifika student ambassadors offered insights into the many possibilities for Pasifika people in the world beyond high school**

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# 21

**Sydney high schools were represented**

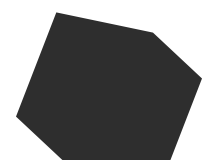
# 11

**Pasifika industry professionals spoke to students**

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**“The many different cultures represented within students, staff and guest speakers — listening to them talk about how they got to where they got and seeing them so proud of their Pasifika culture. It was a very humbling and joyful day.”**

**Kelesi Tongatua, Year 12 student,  
Blacktown Girls High School**



**Right:** Students at the UTS Pasifika Experience Day.  
Photo supplied.





# 2 Students as change agents

## **UTS Social Impact Framework — Domain 2:**

**Students have the agency to enact personal and social responsibility**

We are proud of the impact our students make in the world, both during their time at UTS and in their professional and personal lives beyond, as alumni.

Data on UTS's social impact goals can be found in the Social Impact Dashboards: [uts.edu.au/socialimpactdata](https://uts.edu.au/socialimpactdata)

Available from June 2023



# Students lead the way on anti-racism

When he was a Year 11 student in 2017, Kurt Cheng saw a video from UTS called Racism: It Stops With Me, which featured UTS students and staff, including senior leaders, speaking against racial discrimination.

“As someone who has experienced racial discrimination and its long-term impact, this strong statement from an institution resonated with me,” said Kurt, now a Bachelor of Laws and Bachelor of Communication (Social and Political Sciences) student and a member of the UTS Council.

Kurt has been working with the Centre for Social Justice & Inclusion on an anti-racism campaign at UTS, which is due to launch in 2023.

“We were a single parent Chinese-Australian family. As a second-generation Chinese-Australian, I think it’s important to launch this campaign at a time when we are reeling from the social impact of the pandemic. For many students and staff who look like me, the effects of racism are harmful and often permanent,” he says.

“I want to empower and equip our community with the tools they need to be active bystanders and to be actively anti-racist.

“UTS’s support and position on this issue will hopefully empower other young adults to pursue a university degree that is both transformative and life-changing for themselves to break a cycle of disadvantage. No matter what their background or situation, university is a place for them and it is safe, welcoming and inclusive.”

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**“When we work together and have a campaign informed by our lived experiences and ideas for change, we’re a powerful force to influence and shape the conversation.”**

**Kurt Cheng,  
Bachelor of Laws and Bachelor of Communication  
(Social and Political Sciences)  
UTS Council Member**

**Below:** Kurt Cheng.  
Photographer: Andy Roberts.





## UTS SOUL Award

The UTS SOUL Award is an extra-curricular social justice leadership and volunteering program for UTS students. Through training, peer support and volunteering, SOUL enables students to contribute to social change in a meaningful and ongoing way, thereby building their civic responsibility.

SOUL provides the community with skilled and engaged change-makers before and after graduation, — channelling university resources for social impact.

**Above:** Students taking part in UTS SOUL Award program. Photographer: Kwa Nguyen.

---

“Volunteering has become an avenue to get to know other students and learn more about the Australian culture. The experience provided a different perspective in terms of practices which I can adopt and assist in personal development.”

**Marjo Kristie Abonal,**  
Master of Business Analytics

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**13,051**  
hours volunteered in  
the community sector

**185**  
SOUL Badge and  
Award graduates

**302**  
students upskilled  
at workshops

---

**211**  
community  
organisations involved

**2,000**  
students participated  
in SOUL



## SOUL students awarded Young Volunteer of the Year

In 2022, two UTS SOUL Award students received a Young Volunteer of the Year award. The awards are run by The Centre for Volunteering and supported by the NSW Government.

**Above:** Jacqueline Bodill and Himanshu Mehta, Young Volunteer of the Year award winners. Photo supplied.

**Jacqueline Bodill, Bachelor of Engineering (Honours), Bachelor of Science**

**NSW Young Volunteer of the Year for the Sydney City and Eastern Suburbs region**

Jacqueline started the HSC Survival Kit in 2020 to ensure HSC students who couldn't afford to pay for study notes didn't miss out on extra support and resources during COVID-19 lockdown. It provides free access to over 12,000 HSC resources for 40 HSC subjects accessible by students, teachers and tutors. Jacqueline spent more than 450 volunteer hours sourcing resources, quality checking and maintaining the kit.

**Himanshu Mehta, Bachelor of Engineering (Honours)**

**NSW Young Volunteer of the Year for the Mid-Western Sydney region**

Himanshu arrived in Australia as an international student in 2019. Recognising that fellow international students were particularly vulnerable to social isolation and financial hardship due to COVID-19, Himanshu volunteered over 300 hours as a student helper at UTS pathway provider UTS College, as well as with global student mental health support network TalkCampus and Benevolence Financial Group.

## SOUL Opportunity Accelerator

Powered by online learning platform Practera, the Opportunity Accelerator allowed UTS students to gain experience of remote volunteering, working in transdisciplinary groups as volunteer consultants for for-purpose organisations.

This experience allowed UTS to engage community organisations and provide valuable student consulting skills. Since 2021, over 150 students have completed 30 community organisation projects.

The program was recognised for its excellence as a finalist at the NSW International Student of the Year Awards 2022 for community engagement.



**Above:** Students working in one of UTS's collaborative spaces on campus. Photographer: Kwa Nguyen.

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**“It was incredibly fulfilling to both improve my own skills and learn about the not-for-profit sector whilst doing work I felt was meaningful. I feel like I had a genuine experience that will help me in future.”**

**Stuart Howarth,  
Bachelor of Engineering and Bachelor  
of Science**

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**“The research was detailed, cohesive and clear. The report will act as a valuable resource for our team and has provided practical insights. I would recommend others to work with SOUL because of the high calibre of students and work produced.”**

**Bindi Lea,  
Settlement Services International  
– Ignite Program**



# BUILDing global leadership

UTS BUILD is an extra-curricular global leadership program, that prepares students to be active global citizens. The program offers a variety of opportunities to help students develop a global mindset, cross-cultural understanding, and explore ways to contribute personally and professionally to a sustainable and equitable future.

Students collect BUILD points through participating in endorsed activities. These include interactive workshops, seminars about global issues, and recognition of service community

activities – particularly those that help international students develop a sense of belonging. The program awards points for optional global short-term or exchange semester experiences and provides opportunities for networking among students from diverse academic and cultural backgrounds.

The BUILD program also supports the development of the UTS graduate attribute, which is to help students think globally and “develop into responsible global citizens equipped for the global workplace.”

---

## 1,100

participants  
enrolled in the 2022  
BUILD program

---

## 762

attended elective  
experiences

## 361

completed core  
foundational leadership  
and global citizenship  
workshops

## 110

completed BUILD  
program requirements

“Sustainability is a big area of interest for me, and I was able to attend many events related to it through BUILD ... These have all allowed me to increase my knowledge and see this topic from a diverse range of viewpoints in order to really engage with its complexity.”

Samantha Kerle,  
Bachelor of Engineering (Honours),  
Bachelor of Science



# The Climate Impact Lab: curriculum engagement for social change in our local precinct

In 2022, the UTS Centre for Social Justice and Inclusion launched a new Climate Impact Lab.

As part of a pilot project in Glebe, students and academics from four areas of the university explored opportunities to improve thermal comfort and energy efficiency for Glebe's social housing community.

Academics and students engaged in walking tours in Glebe with residents and stakeholders. The students ran interviews and classes for community members to provide input and feedback.

## The student experience

- Led by Siobahn Irving, students studying **Communicating Difference** researched policy on climate change and social housing and developed recommendations.
- Led by Alex Baumber, students from the **Bachelor of Creative Intelligence and Innovation** partnered with social housing maintenance contractor Ventia on an Industry Innovation Project to improve communication flows with residents and develop a framework for collaborative sustainability projects.
- Led by Bridget Malcolm, **Design Honours (Social Innovation)** students designed interventions for extreme heat events, including public shading devices, community-level and systems-scaled heat and maintenance planning and communication tools, and DIY low-cost greening solutions.
- Led by Leila Alem, master's students from the **Prototyping Design and Systems Studio** created an app prototype based on community strengths to empower residents to take action on energy and improve their thermal comfort. This included the development of tools for personalised energy use and costs, incentives to change behaviours, and community collaboration and support.

# Shopfront: real-world experience at the heart of the community sector

## A corporate engagement strategy for Project Didi

Shopfront links the community sector to university expertise through pro bono projects that students complete as part of their studies, supervised by academic experts.

Project Didi is a not-for-profit that supports women and girls in Nepal exposed to trafficking and abuse to reclaim their lives after violence.

Through the Shopfront Community Coursework Program, 40 students at the UTS Business School developed a strategy to increase support for Project Didi from the corporate sector by:

- scaling the organisation's e-commerce infrastructure
- defining its market segmentation
- developing a partnership framework.

The students offered several recommendations, including implementing a dropshipping operating model that would move Project Didi from having a stockpile of products to purchasing inventory as needed to fulfill customer orders.

**"I highly recommend the Shopfront program as an excellent way for NFPs to tap into the skills required for some of their projects ... I find that working with [Shopfront] tends to challenge my thinking and creates sparks for new ideas."**

**Merry Cloutier,  
Strategic Funding Adviser,  
Project Didi**

---

**400+**  
students

**14**  
staff

**97%**  
of Shopfront students felt  
that the program prepared  
them professionally for  
work in their field

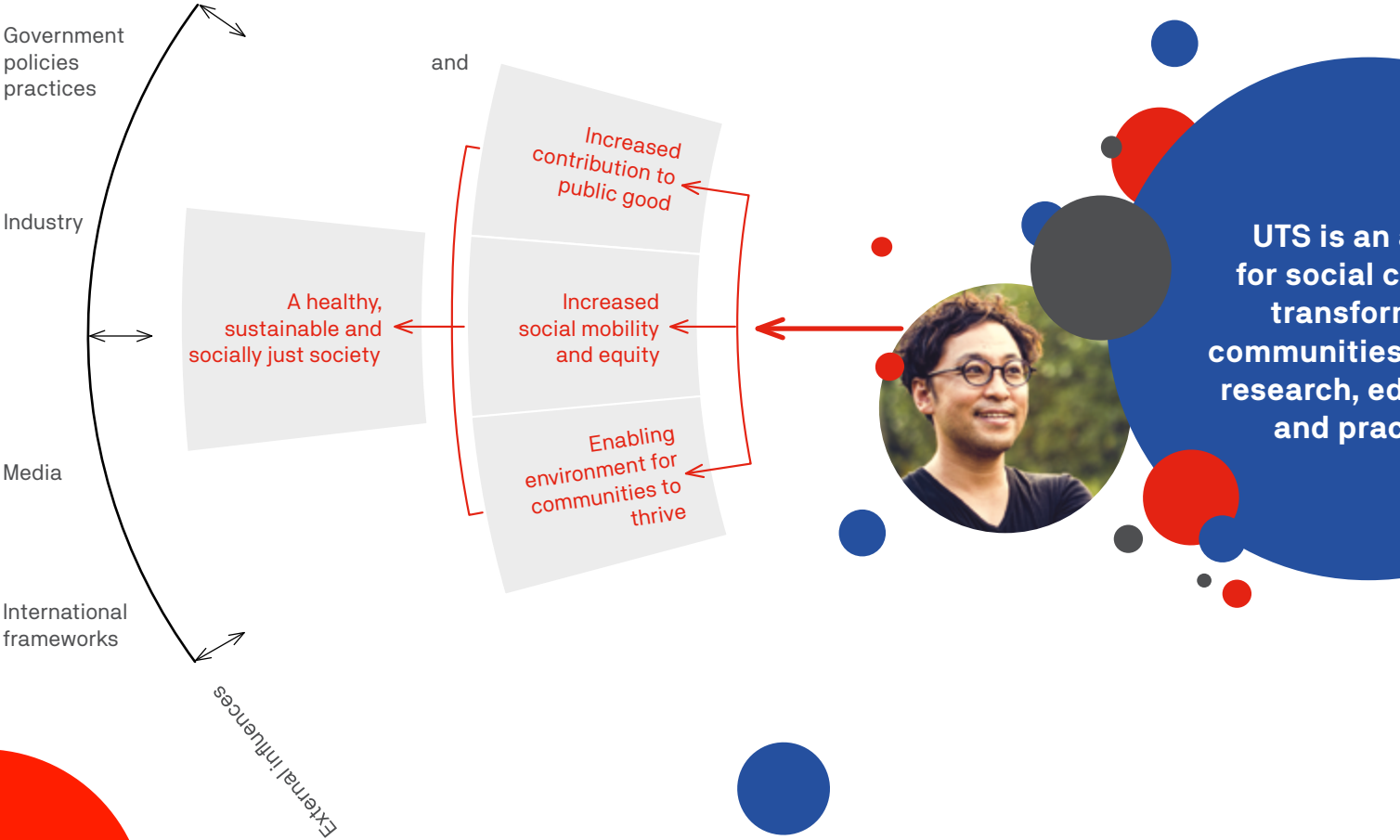
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**38**  
client organisations

**40**  
completed projects

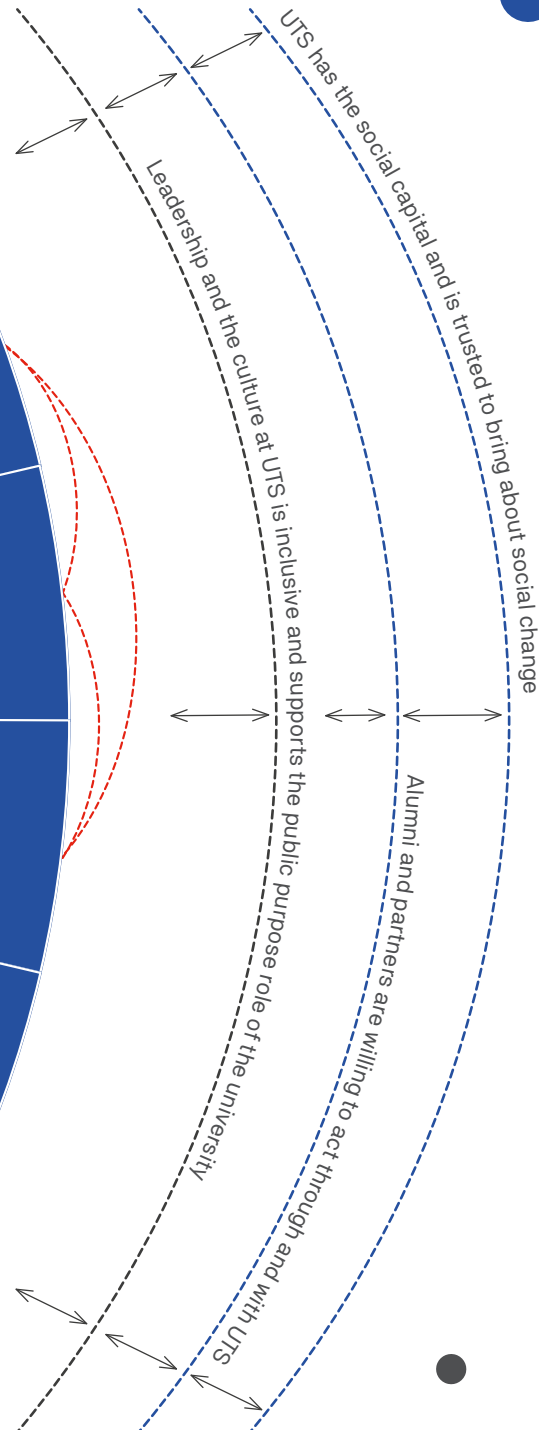
**96%**  
of community partners agreed  
that Shopfront helped them  
save organisational resources

# The UTS Social Impact Framework





agent  
change,  
ming  
through  
education  
practice



# 3 Maximising staff impact



## **UTS Social Impact Framework — Domain 3:**

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

UTS strategies, systems and processes are instituted with a view to enabling staff to maximise and amplify their social impact.

Data on UTS's social impact goals can be found in the Social Impact Dashboards:  
[uts.edu.au/socialimpactdata](https://uts.edu.au/socialimpactdata)

Available from June 2023

## Developing skills for active allyship

At UTS, we seek to foster a culture of inclusivity and empathy. In practice this involves, among other initiatives, inviting members of our community to unpack power and privilege and actively develop the confidence and skills to speak out against discrimination or prejudice.

In August 2022, the Centre for Inclusive Design (CfID), in collaboration with UTS Women in Engineering & IT and the Centre for Social Justice & Inclusion, offered a series of Inclusive Allyship workshops for UTS students.

In an additional four workshops, staff from different areas of the university delved into unpacking bias, embracing new perspectives, connecting with others and working with people, rather than for them, thereby cultivating the abilities necessary to be great allies.

UTS's ongoing partnership with CfID builds on our work to make our own systems and practices more inclusive while collaborating to lead and advocate for a more inclusive society. This includes creating opportunities for UTS staff and students to take responsibility for their own privilege, using it to make positive change and supporting and amplifying the voices and leadership of marginalised individuals and groups.

## Social justice leave supports volunteering in the community

In May, a group of volunteers from the Institute for Interactive Media & Learning (IML) at UTS gathered at OzHarvest's warehouse in Sydney to pack charity hampers.

Their efforts built on a partnership that began in 2020 when UTS deployed international students as community ambassadors to OzHarvest and other organisations in need of volunteers, as part of a coordinated and mutually beneficial COVID-19 response. In 2022, 76 staff continued this collaboration as demand for food relief remained high.

Staff members' time was covered by UTS's social justice leave policy, which provides all staff — professional and academic with five days of personal leave per annum to use for volunteer work.

Social justice leave allows large organisations to contribute authentically to society while facilitating opportunities for staff to dedicate their skills, time and energy towards the communities beyond our campus.



**Right:** Top L-R: Natasha Sutevski, Richard Ingold, Wenes Gunawan, Dimity Wehr, Scott Britcher  
Bottom L-R: Charlie Hock, Gabrielle Gardiner.  
Photographer: Scott Britcher.

# 76

staff volunteers

# 13

volunteer days

# 10,000

hampers packed

**“Using your hands and your heart is a wonderful way to break up the week, do something physical, have a change of pace and environment.”**

**“The day was a great opportunity to bond with colleagues that we haven't seen much of lately, meet somebody new in the community and spend some time away from the screen.”**

**Dimity Wehr,**  
Curriculum Developer at IML



# Social Impact Grants awarded

Social Impact Grants support UTS researchers and practitioners to undertake projects that benefit the community. In 2022, the Centre for Social Justice awarded 11 grants of up to \$5,000 for projects that contribute to the social good.

## Congratulations to the awardees

### **Associate Professor Linda Steele, Faculty of Law**

A research agenda for change: Learning from the Disability Community about the Disability Royal Commission

**Partner:** El Gibbs

### **Dr Rachel Grove, Faculty of Health**

Highlighting the voices of autistic women and girls in Australia: research priority translation and community consultation

**Partners:** This project is being led by a group of autistic women and non-binary people, including parents of autistic children, disability advocates and clinicians.

### **Michele Rumsey, Director at WHO CC UTS**

Impact assessment baseline survey of nursing and CHW graduates and supervisors in PNG: Identifying critical gaps in training

**Partners:** PNG's National Department of Health

### **Dr Rebecca Coddington, Faculty of Health UTS**

Increasing cultural safety for and with Aboriginal and Torres Strait Islander midwifery students

**Partners:** Waminda South Coast Women's Health and Welfare Aboriginal Corporation

### **Associate Professor Jane Wangmann, Faculty of Law**

Building capacity in submission and grant writing to improve outcomes for Aboriginal women living in urban areas who are experiencing family violence

**Partners:** Ashlee Donohue, CEO of Mudgin-gal Aboriginal Corporation – Women's Centre

### **Professor Kathleen Walsh, UTS Business School**

UTS Big Ideas

**Partner:** The Big Issue

### **Associate Lecturer Kellie Ellis, School of Sport, Exercise and Rehabilitation**

Alexandria Park Community School: Sport as the vehicle for positive social cohesion

**Partner:** Alexandria Park Community School

### **Emma Paino, Faculty of Health**

Collaborating with peer support leaders to develop the epistemic resources to meaningfully evaluate the transformative power of peer support practice for individuals and communities

**Partners:** Personal support worker leaders from across NSW Health and NSW Consumer Peer Workforce; BEING; Consumer Led Research Network Brain and Mind USyd; Community Mental Health Drug and Alcohol Network; Flourish Australia Mental Health Services; Health Consumers NSW; and the Mental Health Coordinating Council

### **Dr Tim Laurie, Faculty of Arts and Social Sciences**

Hunar: Art/Conflict — A symposium of art and art practices from zones of conflict

**Partners:** UTS Centre for Social Justice & Inclusion, UTS Gallery, Create NSW, UNSW Centre for Ideas, Festival of Dangerous Ideas, Scarred Tree Indigenous Ministries (Glebe), Improv Theatre Sydney (Redfern), Refugee Art Project (Thirning Villa), Ashfield Greek Atlas League (old Marrickville Town Hall), ArtLords, Aparacedios Políticos, Refugee Art Project, Eleven, Tree Indigenous Ministries and Aunty Kathryn Dodd Farrawell


### **Cassandra Bourke, Seeking Freedom Project Lead, Anti-Slavery Australia**

Seeking freedom: Addressing the needs of children in the context of modern slavery

### **Dr Natalie Krikowa, Faculty of Arts and Social Sciences**

Inclusion and belonging for LGBTIQ+ UTS Community

**Partner:** Twenty10







**“The NT Intervention has torn us apart. We want police to put down their weapons. These are not their lands. We demand our self-determination back.”**

**Ned Hargraves, Warlpiri Elder**

## ‘Ceasefire - no police guns in our communities’ forum with Warlpiri Elder Ned Hargraves

In March 2022, the NT Supreme Court acquitted police officer Zachary Rolfe of the murder of 19-year old Warlpiri man Kumanjayi Walker. Rolfe shot Walker dead in his grandmother’s house in Yuendumu in December 2019.

In response to the acquittal, driven by deep feelings of distress and injustice, Warlpiri Elders and community leaders released a statement of demands titled ‘Karrinjarla Muwajarri - we are calling for an indefinite police ceasefire’. This statement put forward a comprehensive agenda for ending the state racism and violence experienced by Warlpiri people and other Aboriginal communities based on principles of self-determination and an end to policies introduced with the NT Intervention.

The Jumbunna Institute for Indigenous Education and Research at UTS provided active assistance to community leaders by preparing and disseminating the statement and building the website [karrinjarlamuwajarri.org](http://karrinjarlamuwajarri.org).

On June 10, Jumbunna hosted a forum at UTS with Warlpiri Elder Ned Hargraves to discuss the statement and its call to action. He was joined on the panel by Sydney-based activists and academics including Lizzie Jarrett, Latoya Aroha Rule, Pauline Clague, Nadeena Dixon and Paddy Gibson.



**Above:** Panel members and supporters with Warlpiri Elder Ned Hargraves at the UTS forum. Photo supplied.

# Social Impact Grants

## – one year on

These two projects are the work of Social Impact Grant recipients from the previous year's round of grants in 2021.

### **Physios knock it out for Indigenous health**

For UTS Master of Physiotherapy students, building professional and cultural capabilities to work with and for Indigenous Australians is key to their learning experience. But opportunities to translate this learning into practice can be hard to find.

In 2022, 13 students took their skills to the community at the Koori Knockout, an annual Indigenous rugby league event involving over 150 teams.

Aboriginal and Torres Strait Islander players and community members accessed free, supportive physiotherapy services, while UTS students put the cultural competencies learned in their studies into real, person-centred practice.

This was the second Koori Knockout that UTS Physiotherapy students had attended, following an initial partnership organised by Danielle Manton, an Indigenous Health lecturer at UTS, in 2019. Accommodation and physio supplies were funded by a Social Impact Grant from a previous funding round.



**Above:** Indigenous students on the Alumni Green.  
Photographer: Anna Zhu.

**“The response from the community was overwhelming. The players wanted the UTS students to do their strapping and massage for the game, even high-profile, million-dollar players.**

**“We talk a lot about Indigenous health, we talk a lot about working with Indigenous people, but it doesn’t really mean much until [students] get the opportunity to do that. Once they have this experience, they’re better practitioners for it.”**

**Danielle Manton,  
UTS Indigenous Health lecturer**



**Above:** Novel wheelchair control toggle developed by UTS Rapido and Northcott Innovation. Photo supplied.

## Transforming assistive technologies for people with movement disorders

A wheelchair user named Kyle has inspired a novel research collaboration to support traumatic brain injury patients with uncontrolled tremors to live more mobile and independent lives. Kyle acquired a brain injury that results in significant involuntary movements, leading to frequent accidents caused by inadvertent pressure applied to the wheelchair's joystick controller.

In response, a research team at the advanced technology development unit UTS Rapido, supported by a UTS Social Impact Grant, have developed a novel wheelchair control toggle that can safely respond to uncontrolled tremors. The work came about through a longstanding

partnership between UTS and Northcott Innovation, the 'ideas factory' of disability service provider Northcott.

While the toggle was designed with Kyle in mind, the research holds potential for any wheelchair user living with movement disorders that manifest in a similar way.

The creators are in the process of exploring options to commercialise the toggle, with one important caveat – the intellectual property will be released so that the technology is freely available for any wheelchair manufacturer to make it a standard part of their design.

**“I think we are two like-minded organisations committed to bettering our general community ... We are both keen to give things a bit of a crack and understand that in design processes, things won't always be a success, but it's the commitment to keep trying, tweaking, thinking and not easily giving up that can truly make a difference.”**

**Samantha Frain,  
Executive Director,  
Northcott Innovation**



# 4 Research, teaching and program outcomes

## **UTS Social Impact Framework — Domain 4:**

**Targeted research, teaching and program outcomes have social impact and collectively contribute to community**

Our culture and strategic partnerships with community, industry and government helps us drive outcomes that benefit people and communities.

Data on UTS's social impact goals can be found in the Social Impact Dashboards: [uts.edu.au/socialimpactdata](https://uts.edu.au/socialimpactdata)

Available from June 2023





## A future where human values guide new technology

Our laws were never drafted with 21st century cutting-edge technology in mind.

A case in point: Australian law does not effectively regulate facial recognition technology. It does not reliably uphold human rights, nor does it incentivise positive innovation. As facial recognition technology is widely deployed, it intrudes on our right to privacy and the risk of mass surveillance increases. Every liberal democracy around the world faces a similar problem.

In September 2022, the Human Technology Institute (HTI) released *Facial Recognition Technology: towards a model law*, coauthored by Professor Nicholas Davis, Professor Edward Santow and Lauren Perry.

This report recommends law reforms with a focus on how legal frameworks should protect against harmful uses of facial recognition while also fostering innovation for public benefit, and urges the Federal Attorney-General to lead the reform process towards a dedicated facial recognition law for Australia.

On 18 October, the Hon. Ed Husic, Minister for Industry and Science, officially launched the Human Technology Institute (HTI).

Drawing on the research and policy expertise of its staff, HTI is building a future that applies human values to new technology. The institute was founded by professors Edward Santow and Nicholas Davis. In December 2022, the HTI appointed Dr Sally Cripps as its Director, Technology. HTI's three advisory partners are KPMG Australia, Gilbert + Tobin and Atlassian.

**“Technological progress should advance, not threaten, human rights. This is the Human Technology Institute’s reason for being.”**

**Professor Edward Santow,  
Co-director,  
Human Technology Institute**

In 2022, HTI was awarded one of six grants from the James Martin Institute’s inaugural Policy Challenge Round.

The grant will fund work with Service NSW to ensure that the law and broader governance system protects NSW citizens and builds a firm foundation of trust as Service NSW develops a digital identity verification system using facial recognition technology.

In 2022, HTI also received significant funding from The Minderoo Foundation to establish and lead the AI Corporate Governance Program. This initiative aims to improve how company boards fulfil their legal and ethical obligations regarding their own use of AI, including company supply chains. This program will run for three years.

# Violence or poverty: a dire choice for many Australian women



**Above:** Anne Summers' report launch at UTS.  
Photo supplied.

*The Choice: Violence or Poverty*, is a groundbreaking report by Dr Anne Summers AO that lays out in detail the stark consequences for women wanting to escape domestic violence and the “policy-induced poverty” many enter after leaving a violent partner.

Released in 2022, the report calls for urgent policy changes to improve support for Australian women facing extreme financial hardship as a result of domestic and family violence.

Dr Summers is a renowned feminist, journalist and UTS Business School Professor and a long-term activist in the women's movement. She undertook this research at UTS supported by a Paul Ramsay Foundation Fellowship.

“Rather than providing security or even much of a safety net for single mothers, the system creates, and then perpetuates, poverty and disadvantage. We are spending millions of dollars each year on prevention and awareness campaigns, urging women to leave violent partners – but condemning far too many women to life on the edge of a financial cliff if they are brave enough to leave.”

Dr Anne Summers AO



## AI, edtech and Australia's learning divide

The global market for AI and education technology (edtech) applications is booming. By 2025, more than 1 billion students globally are forecast to be consumers of edtech.

Professor Leslie Loble's 2022 report, *Shaping AI and edtech to tackle Australia's learning divide*, assesses current evidence to ask: can AI-powered edtech help disrupt entrenched education disadvantage?

She found that high-quality edtech can, in the right environment, improve outcomes for disadvantaged students.

The efficacy of edtech to improve education outcomes depends on:

- The quality of the tools
- Their effective use and integration into teacher-led instruction
- The network of policies, institutions and incentives that shape this fast-growing market.

The report makes recommendations to harness the potential impact of digital technology to improve learning outcomes, particularly for disadvantaged students.

Leslie Loble AM is a recognised leader of public purpose reform in Australia and the US. She is also an Industry Professor at UTS and a Fellow of the Paul Ramsay Foundation.

**“Australian students deserve the best quality edtech, proven to deliver learning progress, aligned with our curriculum standards, and meeting or exceeding expectations for learning outcomes and social equity.”**

**Professor Leslie Loble AM**



**Left and below:** Celebrating our LGBTIQ+ community on campus. Photographer: Kwa Nguyen.

# Celebrating our LGBTIQ+ community

## Connecting researchers

Researchers at UTS who are LGBTIQ+ can join the UTS LGBTIQ+ Research Network. Beginning in 2022, the network is a new initiative to share, connect, collaborate and celebrate achievements. It is open to HDR students and staff from all areas of practice.

## Fostering a social network

LGBTIQ+-identifying UTS staff members can also join the social UTS Staff Pride Network, which hosts a monthly social get-together.

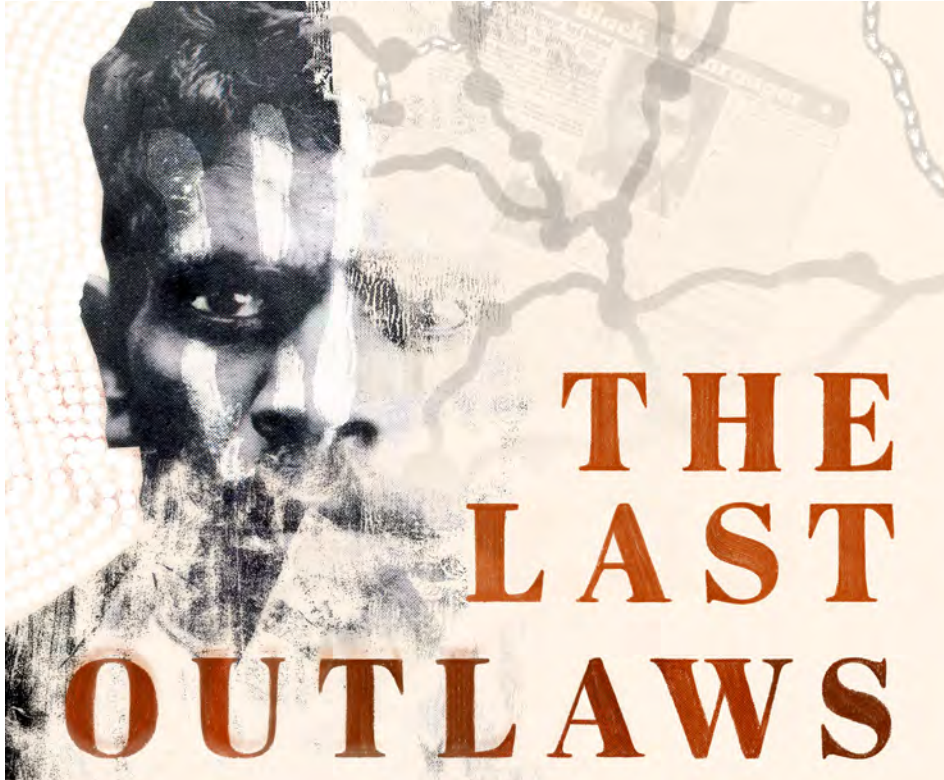
## Building allyship

Allyship is an ongoing practice of transferring the benefits of privilege to those who lack it. It involves proactive learning, unlearning and accountability. The UTS Ally Program was designed to develop a visible network of empathetic people who are allies of LGBTIQ+ students and staff.

In 2022, the Ally Program team held four workshops and 28 new members joined the network, which now numbers 121 allies.







**Left:** The Last Outlaws. Design by Jake Duczynski from Studio Gilay/original artwork 'Blood On His Hands, Cleansed By Salt Water' by Auntie Loretta Ethel Parsley, commissioned by Impact Studios. Photo supplied.

### **Blending archival research and oral history into an enthralling narrative**

The Last Outlaws, a trilogy podcast about Australia's last proclaimed outlaws, Jimmy and Joe Governor, won Podcast of the Year at the 2022 Australian Podcast Awards, as well as the Digital History Prize at the 2022 NSW Premier's History Awards.

The immersive production chronicles the lives and deaths of the Wiradyuri and Wonnarua brothers, proclaimed 'outlaws' for the killing of nine people in NSW in 1900.

This research translation and engagement project was led by UTS's Impact Studios in collaboration with the UTS Faculty of Law, Jumbunna Institute for Indigenous Education and Research, and Governor family descendants. It was based on tenacious and careful research by UTS Law Distinguished Professor Katherine Biber.

"This was a significant digital project as it showcased a collaborative storytelling model, combining the research of Law Professor Katherine Biber with the cultural knowledge and family history of the Governor descendants, providing a right of reply to the archives."

**Emma Lancaster**  
Founding Executive Producer,  
Impact Studios

# Call it Out: a tool to expose the truth about racism



**Above:** Distinguished Professor Larissa Behrendt with the Call it Out homepage.  
Photo supplied.

Developed by the Jumbunna Institute for Indigenous Education and Research in collaboration with the National Justice Project, Call it Out is an independent, Indigenous-led alternative to traditional and onerous complaints and legal processes for reporting experiences of racism.

First Nations people who experience racism and anyone who witnesses racism towards First Nations people can report their experiences via the Call it Out website. These reports will assist leaders, organisations and advocates to generate support and resources that address racism and discrimination.

Director of Jumbunna, Distinguished Professor Larissa Behrendt OA, said that Call it Out would allow First Nations peoples to drive the recognition and action that is required to confront the reality of racism in all its forms.

Jumbunna will analyse and convert the Call it Out reports into a comprehensive annual report to support Indigenous-led activities that counter racism and discrimination.

**“In 2022, the true story of racism in Australia is still hidden and downplayed by governments and institutions, but we hope that the stories reported through Call it Out will make the colonial legacy of racism harder to ignore.”**

**George Newhouse, CEO of the National Justice Project**

## Rebuilding the Great Barrier Reef

The impact of climate change on coral reefs has led to an increase in global efforts to restore and rehabilitate reef systems.

Historically, coral reef protection has been focussed on passive protection measures, but the increasing severity of climate change is creating a need for more active interventions. Researchers in the Coral Nurture Program developed a new stewardship model for the Great Barrier Reef that revolves around propagating and replanting coral to augment natural recovery.

Launched in 2018, the program led to a globally innovative partnership between tourism and research to enable recovery of high-value tourism sites for the Great Barrier Reef. The program was co-founded by Dr Emma Camp and UTS C3 Professor David Suggett from the UTS Climate Change Cluster in partnership with John Edmondson of Wavelength Reef Cruises.

Under the Coral Nurture Program, tourism operators work together to conduct propagation and planting activities at scale across selected sites, while UTS researchers provide the science to validate and provide credibility to those activities.

2022 saw significant advances in R&D for advancing coral restoration capacity, as well as growing local community programs to deliver large gains through practitioner networks. These include expanding the program into a second major tourism hub for the Great Barrier Reef in the Whitsundays.

The Coral Nurture Program model and approaches also began to reach beyond Australia and contribute to global advances in reef restoration, with the Coralclip® — a low-cost, non-invasive device used to re-attach coral — distributed to 19 countries worldwide in the past year, mostly through trial programs.

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**30**

**Great Barrier Reef sites currently engaged**

**76,539**

**corals planted**

**124**

**coral nursery platforms established**

**1,183**

**staff and volunteer planting hours committed**

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**Left:** Workshop run by the Centre for Social Justice & Inclusion. Photo supplied.

## Local projects created in partnership

As a citizen of our local community, one place where the university can exert positive influence is within our own precinct.

Throughout 2022, the Centre for Social Justice & Inclusion worked with the local community to develop a Suburb Level Theory of Change, a framework to help community thrive and establish a shared vision for the allocation of resources.

As a result of these community conversations, the university initiated the following projects in collaboration with communities in Glebe, Haymarket, Pyrmont and Ultimo.

- An Indigenous garden in Pyrmont where community members can connect, collaborate and learn about First Nations sustainability practices.
- Community Voice, Community Stories, a platform to hear collective voices on issues that matter to the community.
- Upcycle to Recycle, an initiative to help community members develop skills in repair and upcycle and save everyday items from landfill.

These projects used participatory and Appreciative Inquiry methodologies to elevate community voices and uncover strengths.

The Suburb Level Theory of Change framework will continue to guide our work in the local precinct.

Appreciative Inquiry is a research methodology in which institutions ask questions that set the direction in which they move. Shifting the dialogue from the deficits can result in more positive, asset-based narratives that lead to transformational change.

# 5 Advocacy

## **UTS Social Impact Framework — Domain 5:**

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

In collaboration with external partners, UTS convenes thinkers, experts and communities to co-develop solutions to complex global problems.

Data on UTS's social impact goals can be found in the Social Impact Dashboards: [uts.edu.au/socialimpactdata](https://uts.edu.au/socialimpactdata)

Available from June 2023

# A forum for issues that impact people



The Centre for Social Justice & Inclusion held a series of public events in 2022, covering six broad themes that advocate for social justice in the university sector and beyond and deepen connections between alumni, partners, community stakeholders and the public.

**“The sooner our governments realise the value in diversity, in all the aspects of our diversity, the sooner we can start making good policies and making good future decisions for our society.”**

**Dr Leanne Holt,  
Pro Vice-Chancellor (Indigenous  
Strategy), Macquarie University**



## Equity in education

Dr Leanne Holt, Pro-Vice Chancellor (Indigenous Strategy) at Macquarie University, Jane Hunt, Founding CEO of The Front Project, Chris Ronan, Equity and Engagement Director for the Country Universities Centre and Hugh de Krester, Director of the Victorian Sentencing Advisory Council and member of the Advisory Board of the University of Melbourne School of Law joined the Hon. Verity Firth AM to discuss education for all irrespective of their circumstances, focussing on people from remote and rural areas, First Nations communities and migrant backgrounds.

**Placing children at the centre of policymaking:** Currently, a child's life opportunities are, to too large an extent, a lottery based on their postcode and their parents' income. Children's Commissioner Anne Hollonds, Leila Smith, CEO of the Aurora Education Foundation, Professor Glyn Davis AC, CEO of the Paul Ramsay Foundation spoke with the Hon. Verity Firth AM about actions we need to take to centre children in policy conversations.

**Left:** UTS Journalist-in-residence and award-winning author Jess Hill.  
Photographer: Jack Fisher.

## Ending violence against women

### International Women's Day at UTS:

Author and journalist Jess Hill spoke with UTS Professor Saba Bebawi about the ongoing reckoning in Australian society and politics to end sexism and gendered violence.

### The Choice: Violence or Poverty:

Renowned feminist and journalist Dr Anne Summers AO released her report *The Choice: Violence or Poverty*. Dr Summers, The Hon. Anna Bligh AC, CEO of the Australian Banking Association, and Leanne Ho, CEO of the Economic Justice Australia joined Prof Carl Rhodes to discuss the implications.

**“If we are going to have an accountability movement, it's not just about raising awareness... it's about seeding long-term change. We've got to stop reinventing the wheel every time these flash points occur and see it instead as a slowly evolving weather system.”**

**Jess Hill, UTS Journalist-in-Residence and award-winning author**

## Humanising technology

### **Launch of the Human Technology**

**Institute:** The Hon Ed Husic, Minister for Industry and Science, launched the HTI with a keynote address.

**Humanising technology:** Professor Ed Santow and Professor Nick Davis, co-founders of the HTI, joined the White House Office of Science and Technology Policy leader Dr Alondra Nelson, to discuss placing human values at the heart of how new technology is designed, used and overseen.

**“Democracy is a practice. And we want dynamic technologies to be democratic, so we need to think about it as a process and practice as opposed to something that we will achieve.”**

**Dr Alondra Nelson, Deputy Assistant to the President and acting Director of the White House Office of Science and Technology Policy**

## Reckoning with racism

**Call it Out:** A cohort of experts from Jumbunna Institute for Indigenous Education and Research, UTS, spoke about the preliminary findings from the Call it Out tool for reporting racism towards First Nations People and the structural and cultural changes needed to address entrenched racism. This included Distinguished Professor Larissa Behrendt AO, Director of Research and Academic Programs Professor Chris Cunneen, Professor of Criminology, Fiona Allison, Research Fellow and Professor Lindon Coombes, Industry Professor and Deputy Director at Jumbunna.

**Acknowledge This!** Rhys Paddick, Director of Acknowledge This! shared his experience as an Aboriginal educator to discuss how all Australians can tackle the unfinished business of reconciliation in our daily lives.

**“It’s important to highlight the prevalence of racism, and it’s far greater than what official data would indicate.”**

**Professor Chris Cunneen, Professor of Criminology, Jumbunna Institute for Indigenous Education and Research, UTS**

**“The view in society [is] that to be a good parent you have to be independent... and that you’d be less fit to be a parent if, because of your disability, you need help yourself. And I think that view is damaging, not just for the people with disabilities but for society, because everyone has vulnerabilities.”**

**Micheline Lee, author and essayist**

## Advocating for a fairer society

**We’ve Got This:** More than 15 per cent of Australian households have a parent with a disability, yet their stories are rarely shared and their experiences are seldom reflected in parenting literature. Eliza Hull, editor of the book *We’ve Got This*, alongside contributors Renay Barker-Mulholland and Micheline Lee, joined the Hon. Verity Firth AM to discuss their parenting experiences and the impact of our rigid, conventional ‘template’ of parenting.

### **Pathways to open employment:**

Trevor Graham, Director of the film *Chef Antonio’s Recipes for Revolution*, Andrew Comastri, Founding Director of Hotel Etico Australia, Tracylee Arestides National Manager, Policy, Projects & Sustainability at the Australian Federation of National Disability Organisations, and Dr Phillippa Carnemolla, Associate Professor in the Faculty of Design Architecture and Building, UTS, explored how we can change our approach to employing people with intellectual disability in Australia.



**“If we are genuine about including people with disability and people with intellectual disability in our communities and our societies, we need to know them and we need to know who they are.”**

**Tracylee Arestides, National Manager, Policy, Projects & Sustainability at the Australian Federation of National Disability Organisations**

### Questioning corporate social responsibility

**Woke Capitalism:** Following the release Professor Carl Rhodes, Dean of UTS Business School, and the Hon. Verity Firth AM came together to discuss the impact of businesses joining social justice movements. The conversation followed the release of Professor Rhodes book *Woke Capitalism: How corporate morality is sabotaging democracy*.

**“We’ve come to a stage where a new social contract is required. It’s a question of to what extent economic freedom should overshadow the issues of how we live together in a democratic society.”**

**Professor Carl Rhodes, Dean, UTS Business School**

**Right:** Students collaborating.  
Photographer: Kwa Nguyen.



## Vice-Chancellor's Democracy Forum

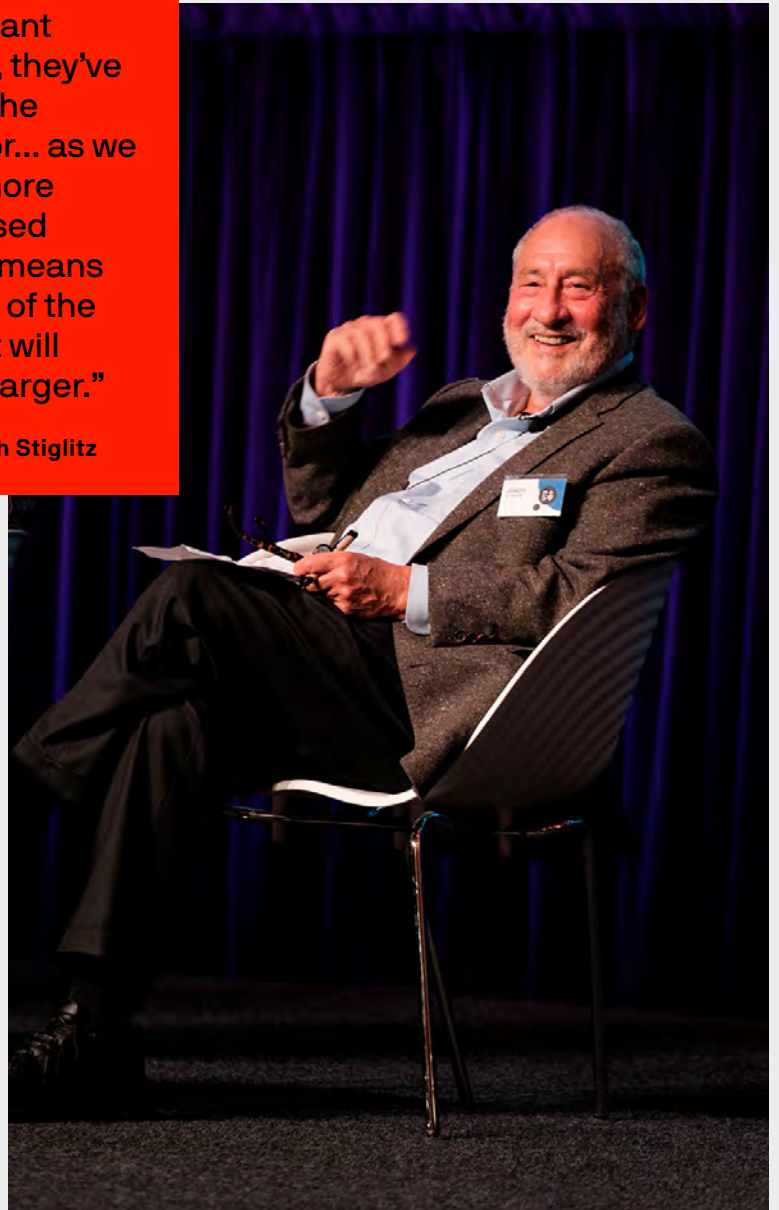
Our guest for the 2022 Vice-Chancellor's Democracy Forum was Professor Joseph Stiglitz, Nobel Laureate in Economics, University Professor at Columbia University, and Chief Economist of the Roosevelt Institute.

His address examined the role of government in shaping post-Covid-19 economic recovery, innovation and social outcomes in an Australian context.

While private sector investment plays an important role in developing innovative solutions to problems societies face, the role of government is critical. Through the targets they set, the taxes and subsidies they create and the laws they make, government influence over innovation's direction, pace, and distribution of benefits should not be underestimated or underutilised.

**"If you look around, some of the most important innovations, they've come from the public sector... as we become a more science-based economy, it means that the role of the government will have to get larger."**

**Professor Joseph Stiglitz**



**Right:** Professor Joseph Stiglitz.  
Photo supplied.

# Our precinct in lights: Vivid Sydney returns to UTS



The iconic annual festival of light, music and ideas partnered with UTS in 2022, extending beyond its traditional home of Circular Quay to spark a sense of wonder in our own neighbourhood.

Vivid offered UTS the opportunity to showcase the very best of our creative talents through immersive installations, interactive activations and fascinating conversations.

The program featured the United Ideas Program, UTS In Lights, works by UTS graduates, and the UTS Ideas Exchange forum, where our leading thinkers, creators and innovators delved into topics such as how AI technology is shaping society, how Tech Central will build Sydney's creative future and where space research is headed next.







## Australian Universities Pacific Associations Conference

This two-day conference connected Pasifika students from across the country, to engage in interactive and engaging *talanoa* (sharing, dialogue) and workshops.

Pasifika panelists shared their stories and experiences of academia, education, community and Pasifika excellence. Discussions focussed on building resilience, mental health and wellbeing, and strengthening *mana*, as well as moving beyond uncertainty in professional identities.

**“Just like the oceans that connect our islands, we gathered at UTS as individual associations and left united, connected and showcased what Pacific excellence is and looks like. When one achieves, we all succeed and I hope that we all continue to be bold, brave and revolutionary in all that we do.”**

**TJ Polataivao-Reupena, University of Queensland South Pacific Islander Association President**

## Co-sponsoring and hosting the Australian Human Rights Awards

Since 1987, the Australian Human Rights Commission's Human Rights Awards have celebrated the important work of people, businesses and organisations who have advanced human rights in Australia.

In 2022, the UTS Centre for Social Justice & Inclusion was honoured to co-sponsor the Human Rights Awards in the first in-person ceremony since the COVID-19 pandemic. Held on the UTS city campus, the event was a heart-warming homage to the extraordinary people in the Australian community who dedicate themselves to advancing human rights, fighting discrimination and creating a positive impact.

A highlight of the evening was a powerful keynote address from UTS's own Distinguished Professor Larissa Behrendt AO, Director of Research at the Jumbunna Indigenous House of Learning and the 2021 Human Rights Medallist.

**“Tonight, I'd like to reflect on what human rights really means for First Nations people in Australia, particularly in relation to the criminal justice and child protection systems. And I want to challenge those organisations and individuals who advocate for human rights to also reflect on what is needed for real and impactful reform, to call for our human rights advocates to be brave and visible, to speak out when it's not easy but when it's hard.”**

**Dist Prof Larissa Behrendt OA**

The Pasifika Program at UTS uses culturally responsive pedagogy and practice to develop experiences for Pasifika learners and communities. UTS staff and students co-designed initiatives, in partnership with UTS staff and students in partnership with Western Sydney schools and community.

**Right:** Students at the Australian Universities Pacific Associations Conference.  
Photographer: Danish Ravi.





# 6 Operations

## **UTS Social Impact Framework — Domain 6:**

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

We strive to embed inclusivity, sustainability and accessibility as part of our business and employment practices

Data on UTS's social impact goals can be found in the Social Impact Dashboards: [uts.edu.au/socialimpactdata](https://uts.edu.au/socialimpactdata)

Available from June 2023

## Gender equity

At UTS we continue to tackle gender inequity in science, technology, engineering, mathematics and medicine (STEMM) areas through the Athena Swan program.

In 2022, we focussed on developing strategies to address five priority areas, known under Athena Swan as 'cygnets'. This phase of the program builds on our previous gender equity work, with a renewed focus on intersectionality and a targeted approach to specific problem areas.

### UTS Gender Equity Showcase

This on-campus installation held in 2022 celebrated university policies, programs, practices and research that contribute to achieving gender equity.

It featured posters, banners and artworks that represented and described the work happening in the gender equity space at UTS.

The showcase ran alongside a series of talks and panel discussions featuring speakers such as award-winning journalist and author Jess Hill, Greens Senator Mehreen Faruqi, UTS's Dr Ramona Vijayarasa and more.

It was an opportunity to bring together individuals and groups from across the university to talk, learn and collaborate.

## Athena SWAN cygnets

**1. Building the pipeline** through outreach to attract women to Engineering and IT in early education.

Currently, low numbers of women are drawn to Engineering and IT disciplines. This begins in early primary and continues through secondary and undergraduate education.

**2. Supporting career progression** for Higher Degree Research (HDR) students in the Faculty of Engineering and IT.

UTS is losing talent due to lack of career progression pathways that work for women, especially for HDR and Early Career Research women.

**3. Targeting recruitment** to combat the gender imbalance in applications for STEMM positions.

This will address the unequal numbers of women and men applying for positions in the Faculty of Science and the Faculty of Engineering and IT.

**4. Making flexible work the norm** across STEMM work areas.

Flexible work arrangements available at UTS are not well known or taken up in STEMM work areas. Flexible work provisions need to be applied equally across the university.

**5. Promotion pathways** to increase numbers of women ascending to senior positions in STEMM.

This will address the unequal numbers of women applying for promotion in the faculties of Science, and Engineering and IT, resulting in a gender imbalance that increases at every level of seniority.



**Right:** MWN slam poetry event. Photo supplied.



## Elevating cultural diversity

In 2022, UTS committed to instituting a new Cultural Diversity Plan for the university, with Dr Elaine Laforzeza appointed as Equity and Diversity Project Officer (Cultural Diversity) to oversee its development. As an ethical institution that is strongly focussed on social justice, we are elevating issues around cultural diversity — including anti-racist and decolonising practices — to a university-wide strategic priority.

2022 saw the rollout of several anti-racism initiatives, including:

- working with student leaders as well as internal and external partners to develop a UTS wide anti-racism campaign. The team created a report, graphic assets, a toolkit and teaching and learning resources and are rolling out a pledge to commit to anti-racism
- piloting race literacy training sessions in the School of Design to acknowledge and address racial microaggressions in the university environment and empower people to commit to anti-racism work by enabling the language and frameworks to do so.
- workshops on mental health and racism and being actively anti-racist
- presentations on cultural diversity, intersectionality and multilingualism
- supporting the operational systems and event delivery for the UTS Multicultural Women's Network
- embedding work – integrated learning opportunities focussed on anti-racism for subjects in the School of Design and the School of Communication.

## New tools to strengthen partnerships

UTS is proud of our deep connections to industry, government, community groups and other organisations. Every year, more than 500 organisations choose us as their key partner for numerous engagement programs. Such partnerships and collaborations are key to creating a positive impact beyond our campus walls.

In 2022, a university-wide UTS partnership evaluation was conducted, piloting a new Partnership Evaluation Tool; a survey of UTS staff and their external partners about their relationship and how they work together. Interviews and focus groups further explored what partnerships look like at UTS, surfacing their strengths and challenges.

Overall, the data spoke to the general health of the partnerships UTS holds. Our partners enjoy respectful and trusting relationships that are grounded in shared values and mutual benefit.

Building from the initial evaluation, the UTS Partnerships Engagement Framework was developed. The framework is a resource to support UTS staff to create and maintain successful partnerships.

It provides information on how to foster meaningful and effective partnerships, from engagement approaches to translating core principles into practice. It includes a toolkit with various resources that help users to facilitate open communication, establish trust and understand the steps towards mutual benefit. It also helps users to understand the existing resources at UTS and how navigate the legal, ethical, and practical requirements of the university.

This initiative was a joint project between the Centre for Social Justice & Inclusion, the Deputy Vice-Chancellor (Enterprise) and UTS Advancement.







## Supporting Scholars at Risk

UTS is a member of the Scholars at Risk Network, a global network of higher education institutions who provide a range of support services for threatened scholars.

Following the Afghanistan crisis in 2021, UTS instituted Scholarly Teaching Fellowships for academics facing threats to their lives. The fellowships include a stipend, insurance, visa support and travel for fellows and their dependants. In the wake of unfolding conflict in Ukraine, the program was extended to Ukrainian academics and other scholars at risk. Two fellowships will be awarded annually.

As a diverse, global community of academics, students, professional staff and alumni, the effects of humanitarian crises such as these are felt across our UTS. We are committed to reducing the impact on human lives both directly and through our influence as a public university.

**Left:** Museum of UTS as part of Vivid Sydney 2022. Photo supplied.



## Carnegie Classification launches in Australia

Applications for Carnegie Community Engagement Classification for university accreditation opened for the first time in Australia in 2022. This follows a pilot of the classification from 2018–2020, co-led by UTS, in which 10 Australian universities participated and a further eight universities acted as observers to the process.

The pilot provided a valuable, data-driven overview of the public benefit of the higher education sector in relation to community engagement. It also allowed for the participating Australian universities to join an extensive and expanding global community of like-minded institutions to learn from, with and through each other.

To coordinate Australia's classification process, the Network for Community Engagement and Carnegie Classification Australia was launched in late 2021, auspiced through Engagement Australia. This work is accompanied by a community of practice and capacity-building program that aims to support and grow engagement across the sector.

With consideration of Indigenous sovereignty as key, it is acknowledged in the Australian classification that all Australian higher education institutions must be committed to the advancement and self-determination of Aboriginal and Torres Strait Islander peoples and reconciliation of First Nation peoples with the wider Australian community.



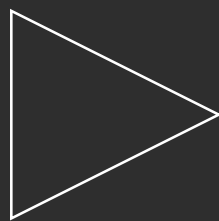
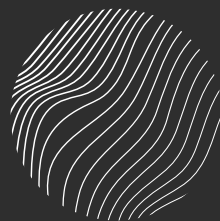
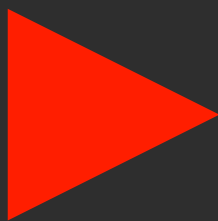
**The Carnegie Classification is the gold standard for the assessment and recognition of community engagement in higher education. It drives universities to show reciprocity in our partnerships with communities where both the university and community are transformed by the partnership.**

**“In the context of the past two years – where some of society’s biggest and most difficult challenges have come to a head — it couldn’t be a better time to adopt the classification. As we rebuild and recover, rich and mutually beneficial partnerships between major institutions and the communities they serve are of the utmost importance.”**

**The Hon. Prof Verity Firth AM,  
Pro Vice-Chancellor (Social  
Justice & Inclusion), UTS**







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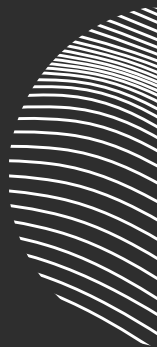
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This document is also available in accessible  
formats, including Word and accessible PDF.

Detailed data reports will be available  
via the UTS Social Impact Dashboards at  
**[uts.edu.au/socialimpactdata](https://uts.edu.au/socialimpactdata)** as of June 2023.



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