

Sustainability Culture Indicator



Staff SCI Report for University of Tasmania

April 2018

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Executive Summary

575 employees of University of Tasmania (UTAS) completed the Sustainability Culture Indicator (SCI).

The purpose of the survey was to get a better understanding of attitudes toward sustainability, and what factors are both helping and hindering staff to achieve sustainability outcomes.

The survey is built around the enablers of a culture of sustainability, both individual (psychological and attitudinal elements) and organisational (support mechanisms). By assessing the extent to which those enablers are present in UTAS, it is possible to better prioritise and target activities to embed sustainability in the culture.

Results

The results of the 2018 survey showed pleasing increases in some key areas in comparison to the 2016 survey. In particular, the enablers of Strategic Commitment and Sustainability Leadership increased to a statistically significant degree. This suggests that people see sustainability is being supported and led to a greater extent by leaders than in the previous survey. There was also a substantial jump in the perception of the overall effort UTAS is making towards sustainability, whereby UTAS is now above the average for other universities on this measure.

Overall, staff are committed to sustainability and see it as something of importance for themselves and UTAS to pursue. UTAS still trails its university counterparts on the majority of enablers, suggesting that there is still some way to go in providing the support mechanisms required for staff to fully embrace sustainability. Facilities, processes and making sustainability part of everyone's job responsibilities are key areas where staff feel improvements are needed. The gap between UTAS and other organisations is even wider, reflecting a fairly low overall performance on the survey for institutions in this sector.

In terms of self-reported staff behaviours, UTAS compares more favourably. In most cases they report more frequent actions such as recycling and conserving resources than staff in other universities. The exception is in shutting down computers at night, which has taken a dip since 2016.

In summary, UTAS appears to have embedded sustainability in its culture more successfully since 2016. This has been driven by an increased strategic focus and leadership. While headed in the right direction, in order to catch up with the norm for the university sector, further improvements are needed in providing both organisational support mechanisms and staff empowerment and support.

(continued on next page)

Executive Summary

Organisational support may take the form of facilities and infrastructure to make sustainable choices more convenient. This was an area which came up frequently in the written comments.

Empowerment is likely to be enhanced by increase opportunities for people to see how their job fits with sustainability, and feeling like they are supported, rewarded and reinforced for sustainable choices.

Key Points

Areas of strength

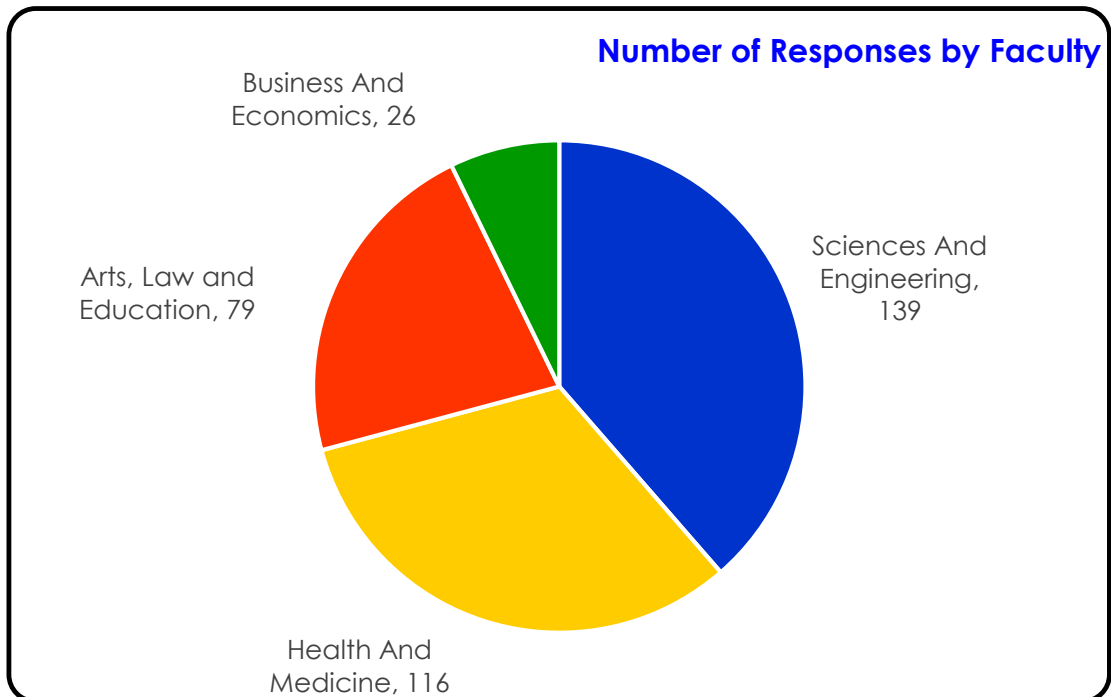
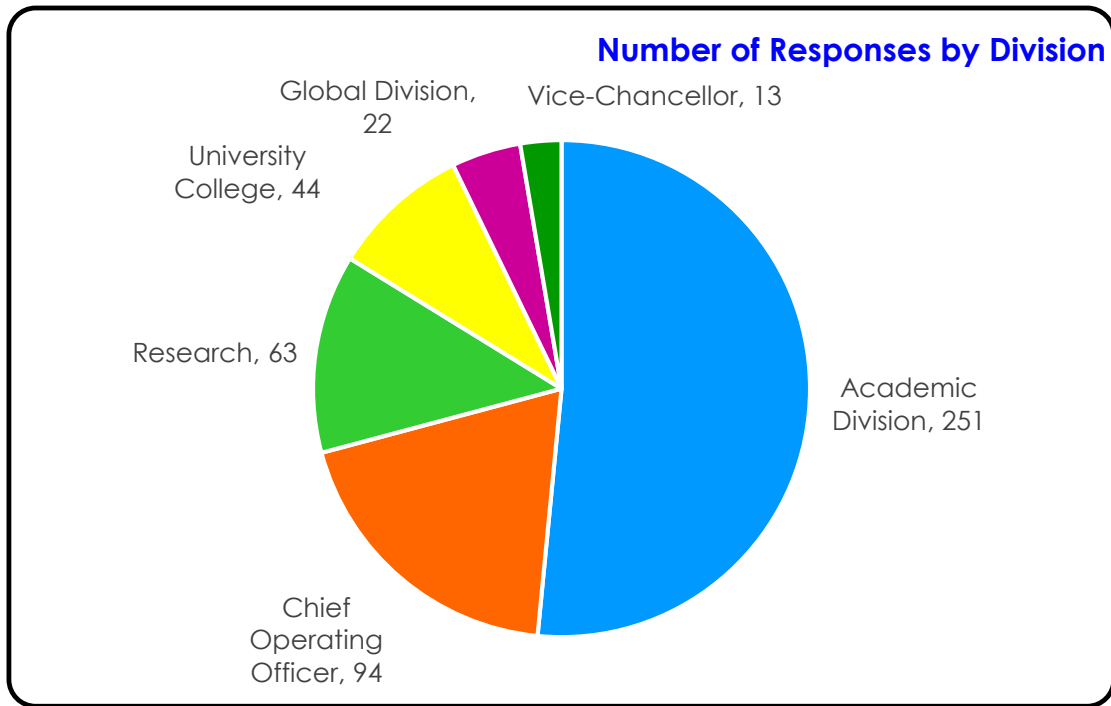
- Increases in the majority of items and enablers since 2016 survey
- Perception of overall sustainability effort exceeds university average and 2016 result
- Strategic Commitment and Sustainability Leadership increased significantly
- Most staff sustainability behaviours exceed university norm

Areas for development

- Ensuring strategic commitment is backed up by management support
- Aligning processes and facilities to support and promote sustainability
- Encouraging switching off computers
- Further practical sustainability education and engagement efforts
- Ongoing efforts to report and reinforce positive sustainability outcomes in order to build a cultural norm of sustainability

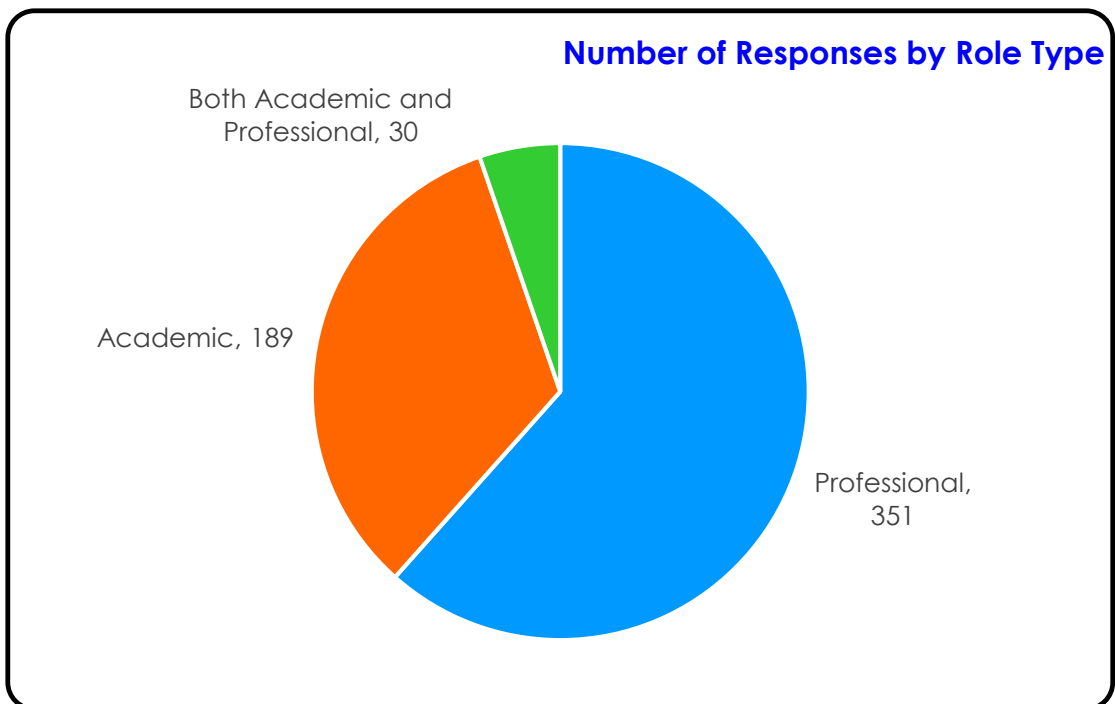
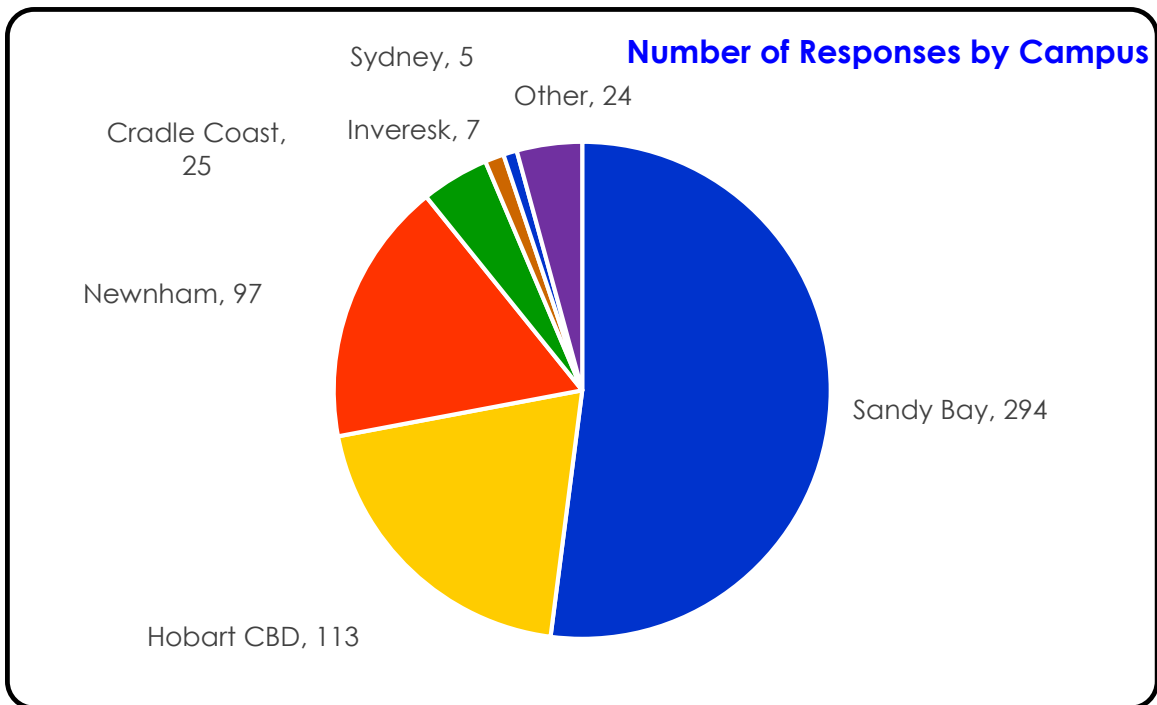
Who Completed The Survey?

Total = 575



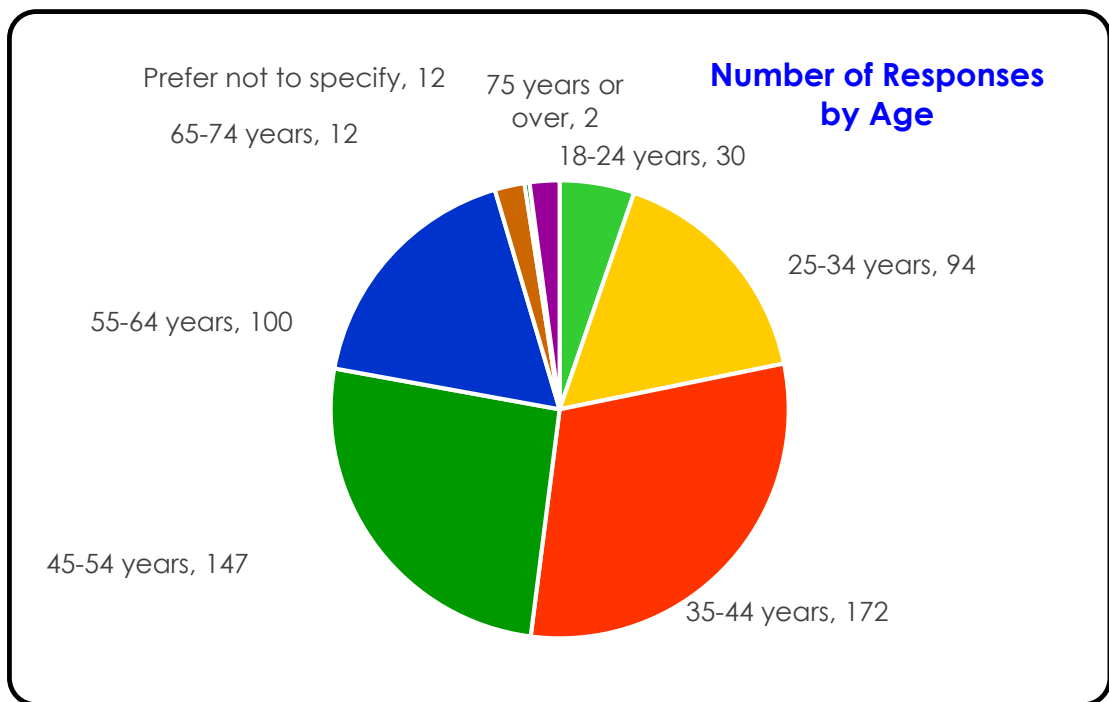
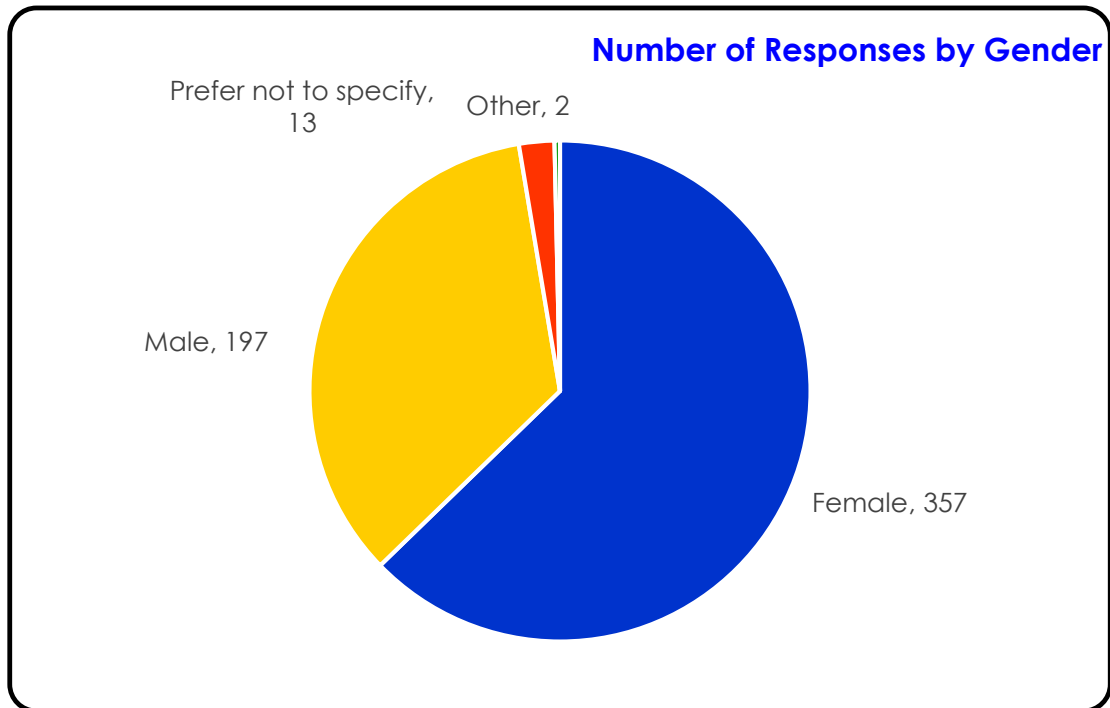
Note, some respondents declined to indicate their division and faculty

Who Completed The Survey?



Note, some respondents declined to indicate their campus & role type

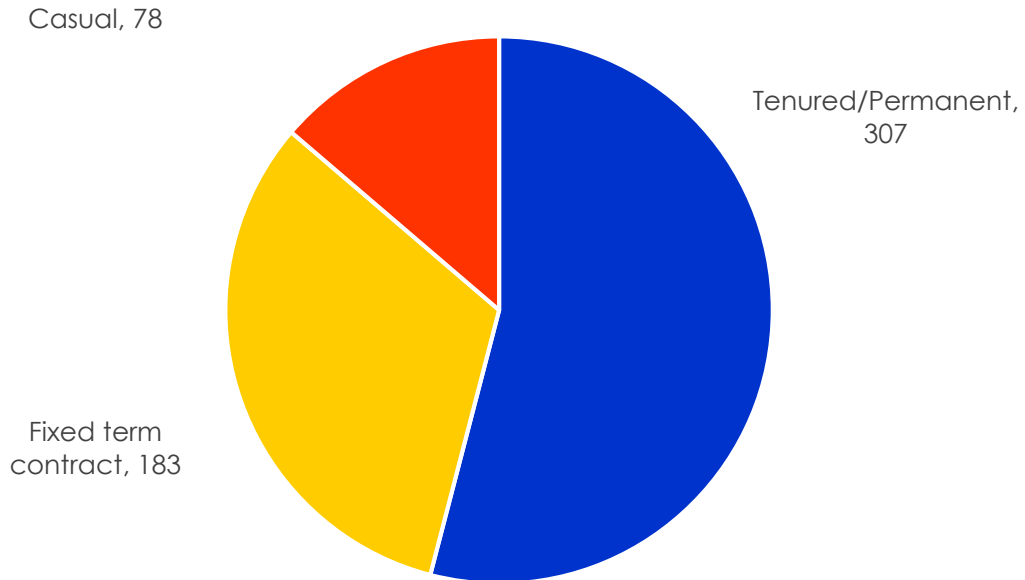
Who Completed The Survey?



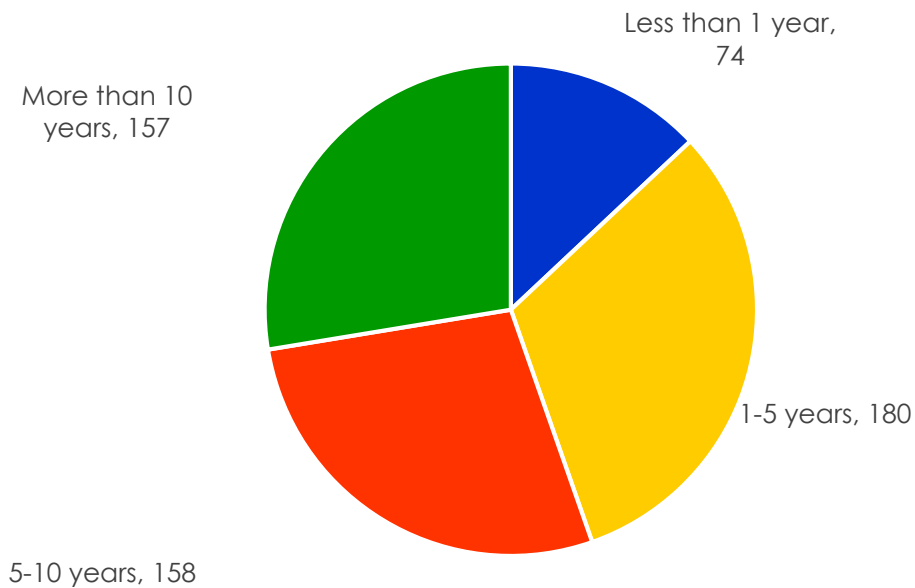
Note, some respondents declined to indicate their age range and gender

Who Completed The Survey?

Number of Responses by Employment Basis

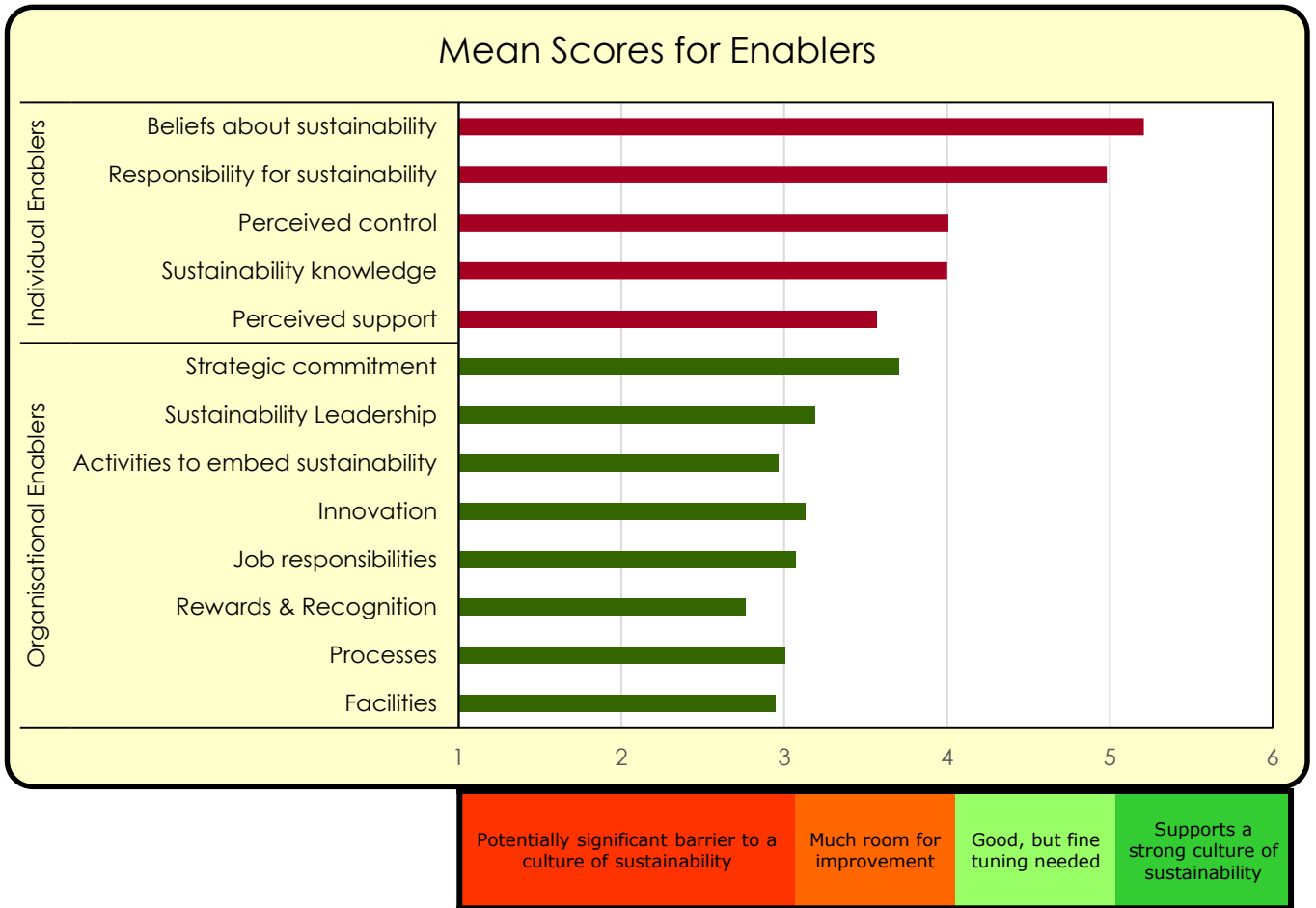


Number of Responses by Length of Service



Note, some respondents declined to indicate their employment basis and length of service

Snapshot of Individual and Organisational Enablers



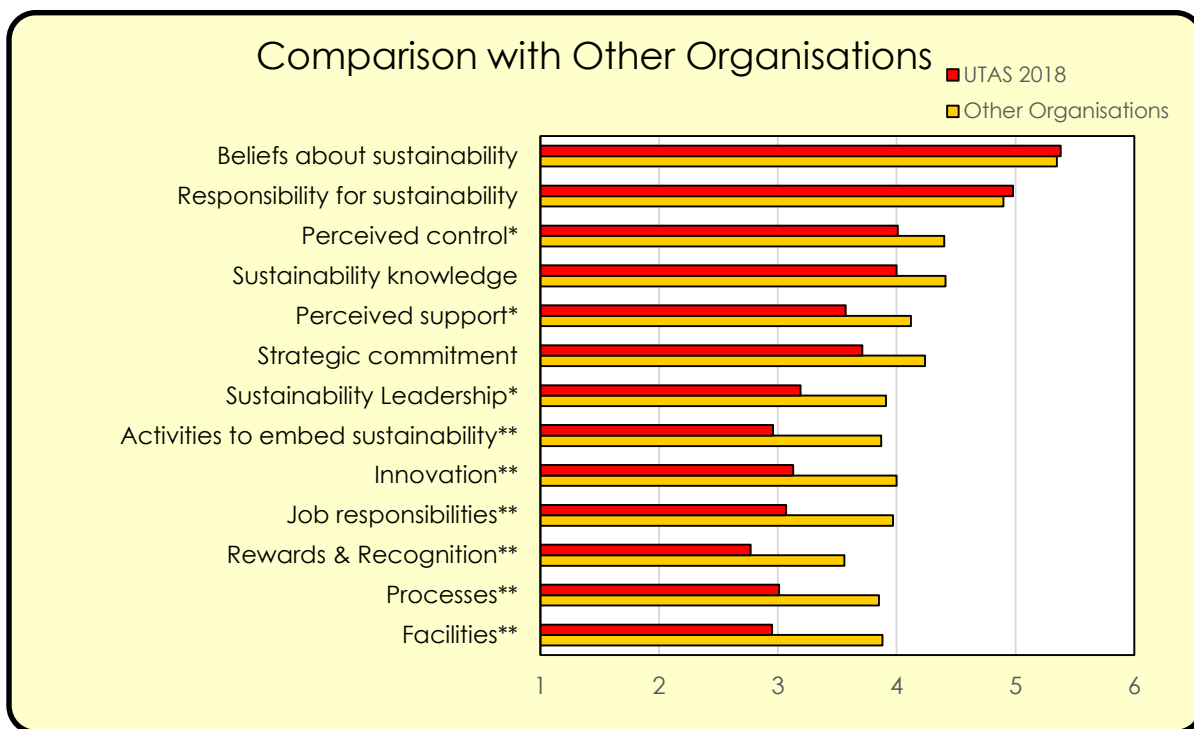
The chart above shows the mean scores for each of the enablers measured in the SCI. Scores can range from 1 to 6.

The **individual enablers** are the psychological and attitudinal factors which need to be in place in order for employees in the organisation to engage in sustainable behaviours. For instance, if people feel strong responsibility towards sustainability, but perceive they have limited control over the sustainability aspects of their job, they are unlikely to engage in pro-environmental actions.

The **organisational enablers** are those aspects of the organisation which support a culture of sustainability. For instance, if people perceive that the rewards and recognition system fails to reinforce a sustainability focus (e.g. by focusing only on short-term revenue and profit), then this may present a barrier to the organisation's sustainability vision.

Each of the enablers is discussed in more detail on pages 35-47.

Comparison With Other Organisations



The chart above compares UTAS's mean enabler scores to those of other organisations who have completed the SCI. It should be noted that the survey items completed by the comparison organisations differ slightly in some places, due to ongoing development and customisation of the SCI.

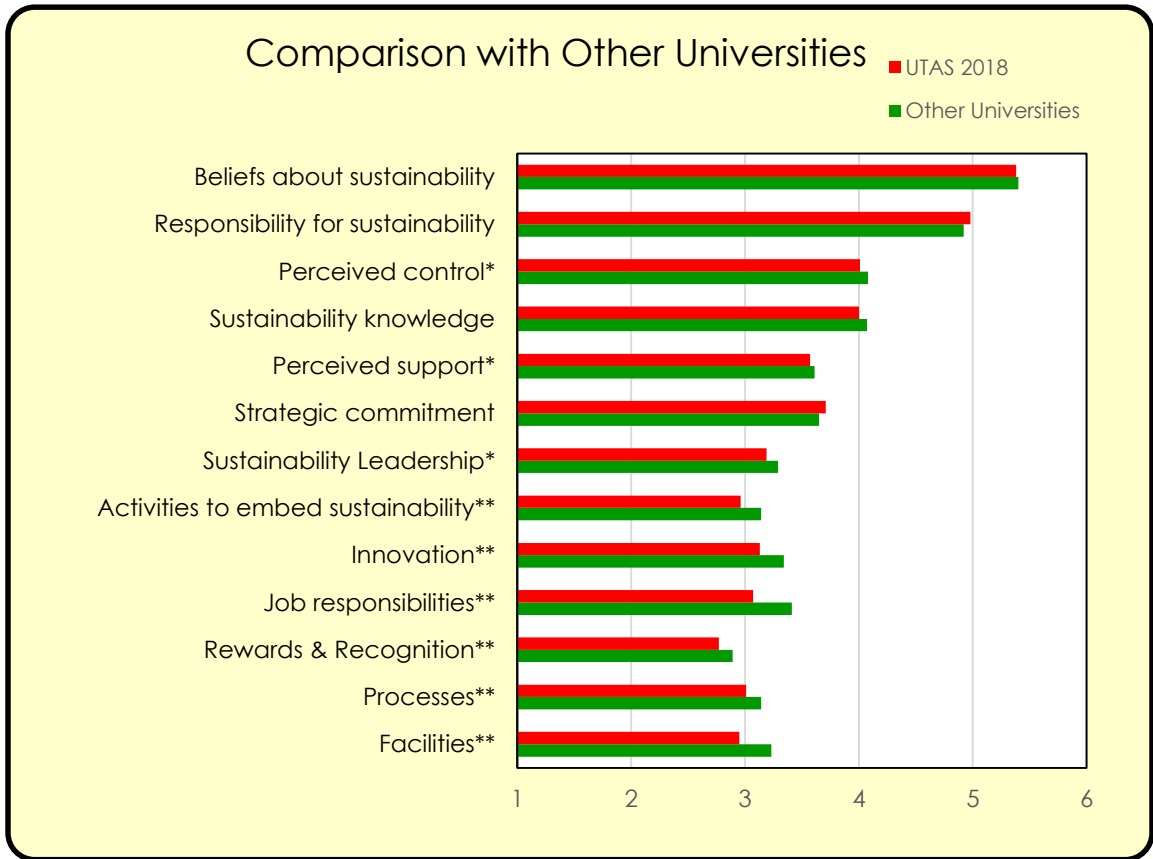
These comparison organisations are a mix of corporations (25%), local government (50%) and universities (25%). 75% of the organisations are based in Australia-New Zealand, as the SCI was developed in this region.

About these results

These results show that UTAS scored somewhat below the average of other organisations for each of the enablers, with the exception of Beliefs About Sustainability and Responsibility for Sustainability.

This indicates that sustainability is not quite as well embedded in the culture of UTAS as it is in the other organisations, on average, although the personal orientation of employees towards sustainability is on a par with the comparison group.

Comparison With Other Universities



** statistically significant difference ($p < .01$)

* statistically significant difference ($p < .05$)

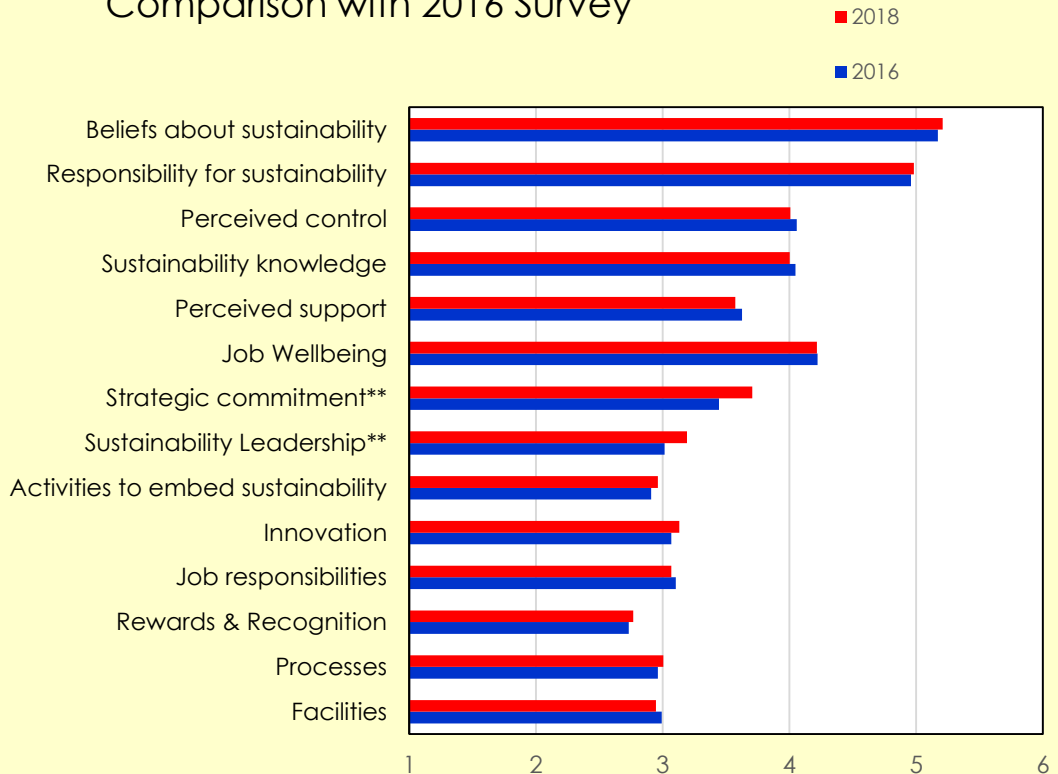
The chart above compares UTAS's mean enabler scores to those of 7 other universities who have completed the SCI. It should be noted that the survey items completed by the comparison universities differ slightly in some places, due to ongoing development and customisation of the SCI. Statistically significant results mean that the difference between UTAS and other universities is very unlikely to be due to chance or sampling error.

About these results

UTAS exceeded the university average on 2 enablers of Responsibility for Sustainability and Strategic Commitment. The rest of the enablers fell below the average. This indicates that staff and UTAS as a whole recognise the importance of sustainability at least as much as other universities. However, there is still ground to make up in supporting and empowering staff to engage with sustainability on a daily basis.

Comparison With 2016 Survey

Comparison with 2016 Survey



** statistically significant ($p < .01$)

The chart above compares UTAS's mean enabler scores to those recorded in the exact same survey in 2016.

About these results

UTAS in 2018 exceeded the mean score of 2016 for 8 of the 14 enablers. Most notable was the statistically significant increase in Strategic Commitment and Sustainability Leadership, indicating that staff have perceived an enhanced effort in the extent to which UTAS is taking a leadership role in sustainability at a high level.

Top and Bottom Items – Individual Enablers

Top 5 Items: Individual Enablers

	2016	2018
People should do as much as they possibly can to preserve the environment for future generations	5.49	5.47
I strongly believe that all universities have a responsibility to make sustainability a priority in their decision making, planning and actions	5.32	5.38
This University has a responsibility to be a leader in sustainability	5.24	5.29
Issues relating to sustainability are deeply important to me	5.17	5.16
It is very important to me that I work in a way which minimises environmental impact	5.13	5.14

Bottom 5 Items : Individual Enablers

	2016	2018
I know what I need to do in my job to operate in a sustainable way	3.94	3.96
I clearly understand sustainability issues relevant to our University	3.81	3.74
I feel supported by my immediate manager to adopt sustainability behaviours	3.74	3.58
I feel well supported by my peers to make sustainability a priority at work	3.51	3.57
I feel like I have a lot of control over the size of the "ecological footprint" that I leave through my work activities	3.33	3.20

Top and Bottom Items – Organisational Enablers

Top 5 Items: Organisational Enablers

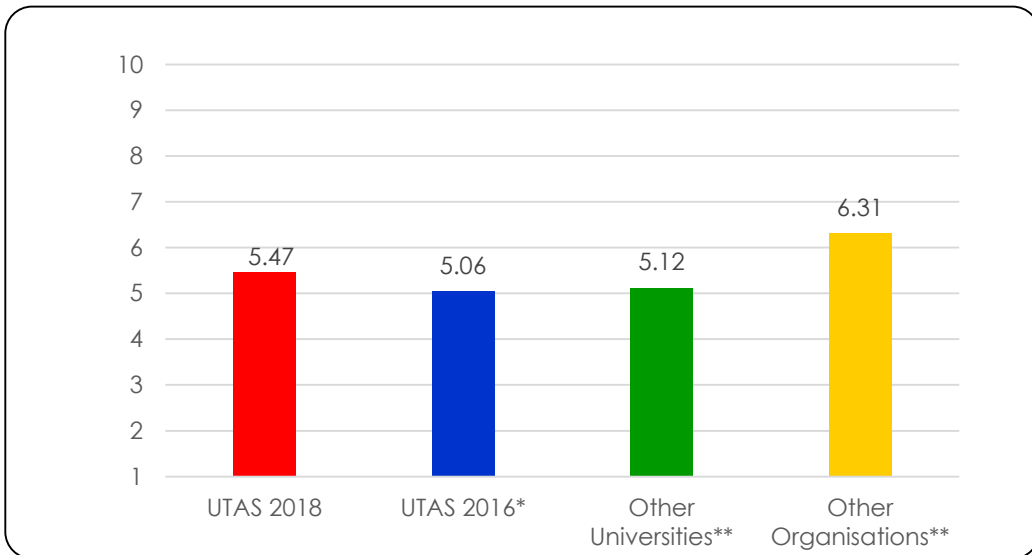
	2016	2018
Our sustainability goals are consistent with other goals of the University	3.81	3.95
The University has a clearly defined commitment to sustainability	3.60	3.91
There is consistent support from senior leadership for the University's sustainability commitments	3.23	3.48
Fresh ideas to make our operations more sustainable are encouraged and supported	3.23	3.33
The University's commitment to sustainability has been clearly communicated	2.94	3.26

Bottom 5 Items : Organisational Enablers

	2016	2018
The physical/built environment in this University makes it easy to choose sustainable behaviours	2.96	2.91
People at this University have clearly understood job responsibilities with regard to sustainability	2.89	2.90
People at the University get fair recognition for the effort they make to reduce their environmental impact	2.80	2.80
I believe my personal sustainability-related behaviours have improved through the University's education and influence	2.69	2.78
I feel like we are rewarded at the University for our efforts to adopt sustainable practices	2.66	2.73

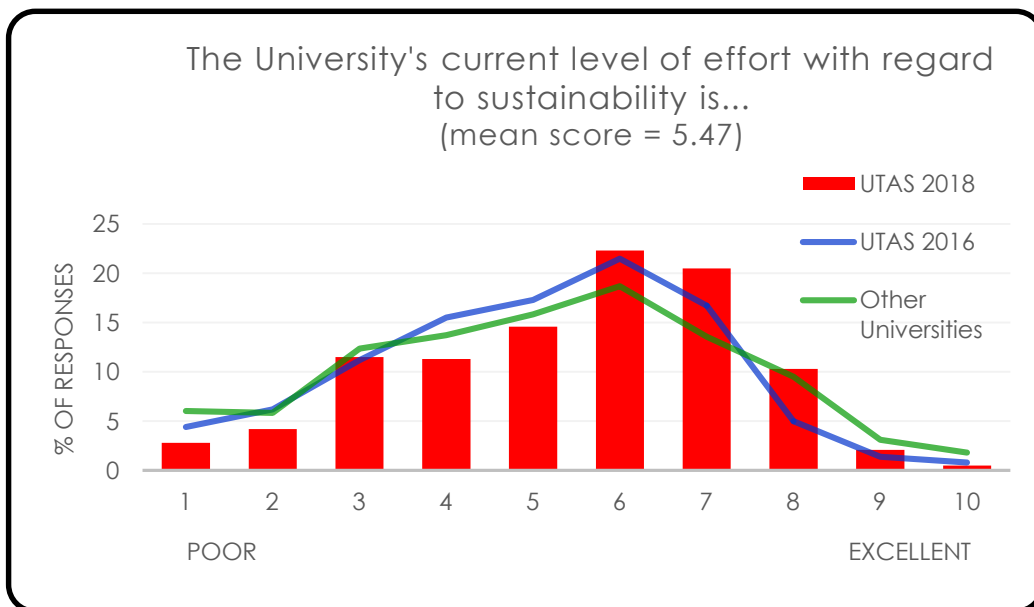
Overall Sustainability Effort

“UTAS's current level of effort with regard to sustainability is...”

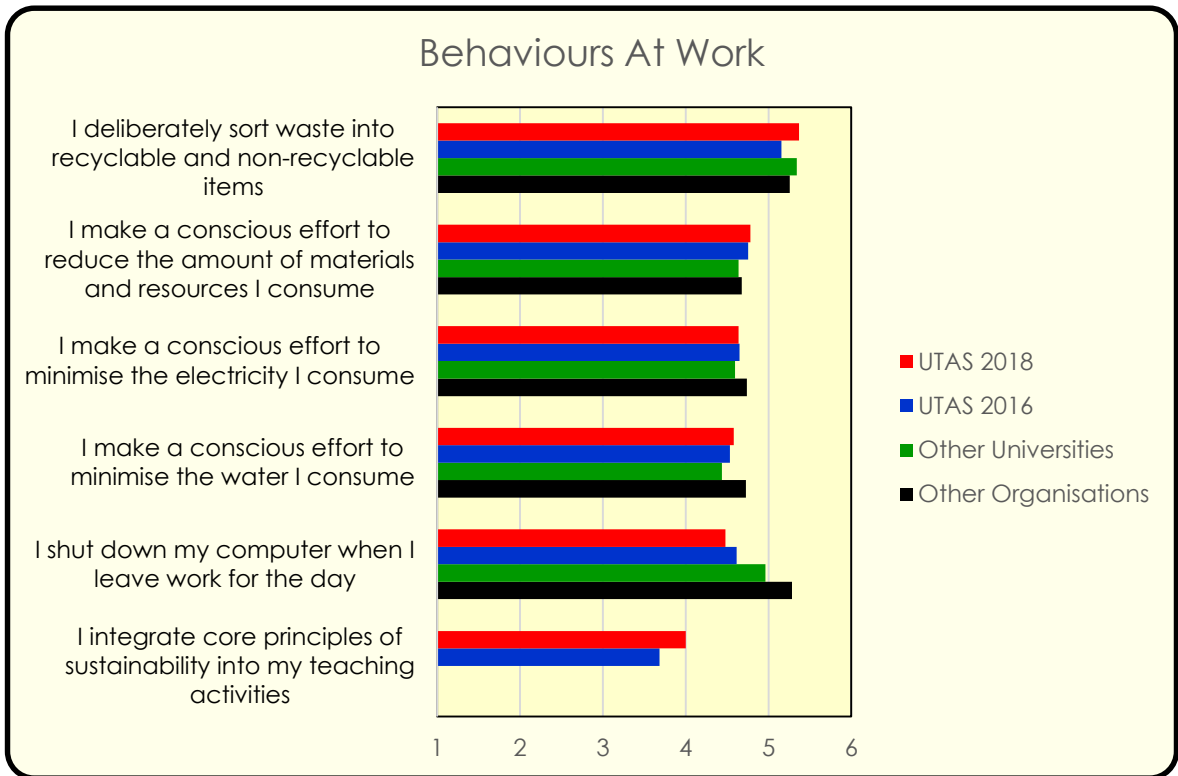


*statistically significant increase ($p < .01$) since 2016
 ** statistically significant difference ($p < .01$)

Overall, the rating of UTAS's effort with regard to sustainability has increased to 5.47 out of 10, up from 5.06 in 2016. This has jumped above the mean for other universities, while still below that for other organisations.



Behaviours At Work



About these results

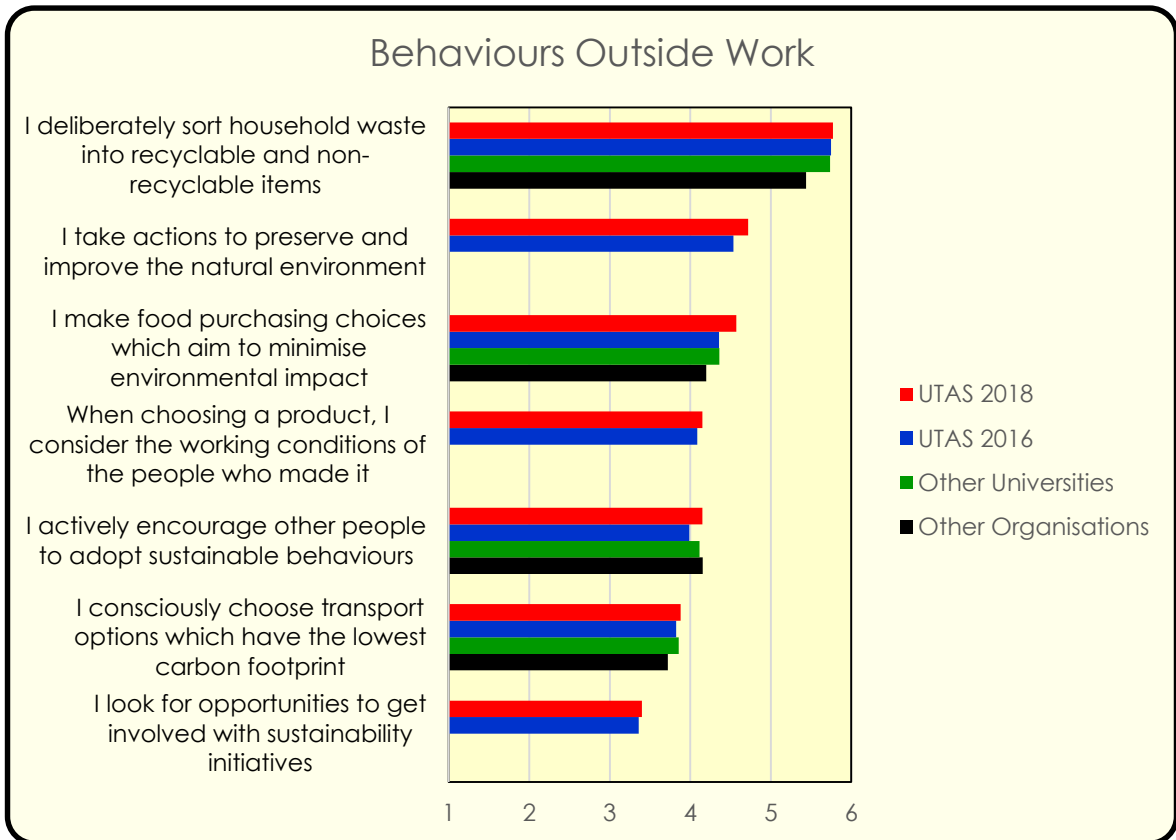
Overall, respondents perceive that they are doing a good job on most behaviours around waste and resource conservation.

Most behaviours have increased since 2016, the exception being shutting down one's computer when leaving. This was also the only behaviour to fall below the university norm. Several written comments suggest a belief that the system backup will not be performed on computers which are not running.

Scale

- 1 = Never
- 2 = Rarely
- 3 = Occasionally
- 4 = Often
- 5 = Very Often
- 6 = Always

Behaviours Outside Work



About these results

Outside work, people report regular actions relating to waste and conservation in particular. All behaviours exceeded the 2016 score as well as the university average.

- Scale**
- 1 = Never
 - 2 = Rarely
 - 3 = Occasionally
 - 4 = Often
 - 5 = Very Often
 - 6 = Always

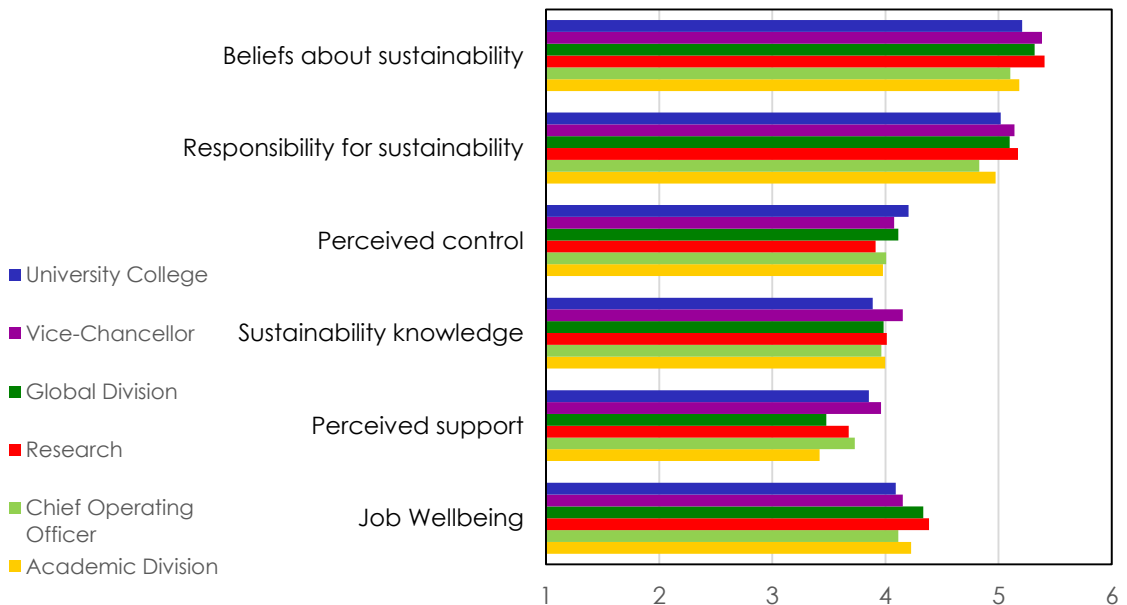
Results by Division

The charts below compare division's mean scores for all of the enablers.

Organisational Enablers by Division



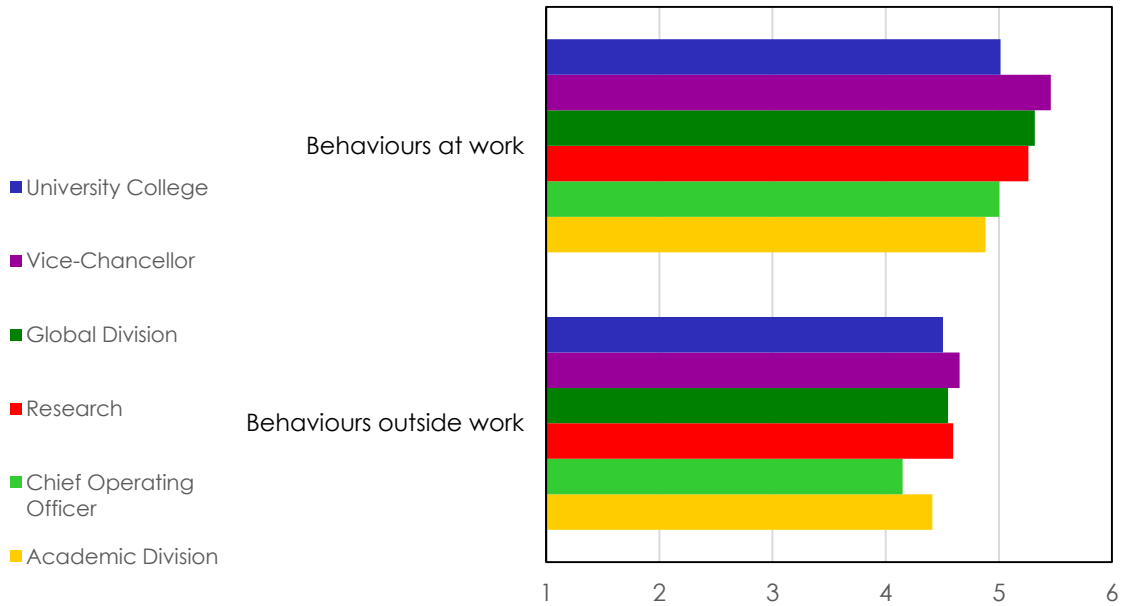
Individual Enablers by Division



Results by Division

The chart below compares division's mean scores for a composite of all the behaviours.

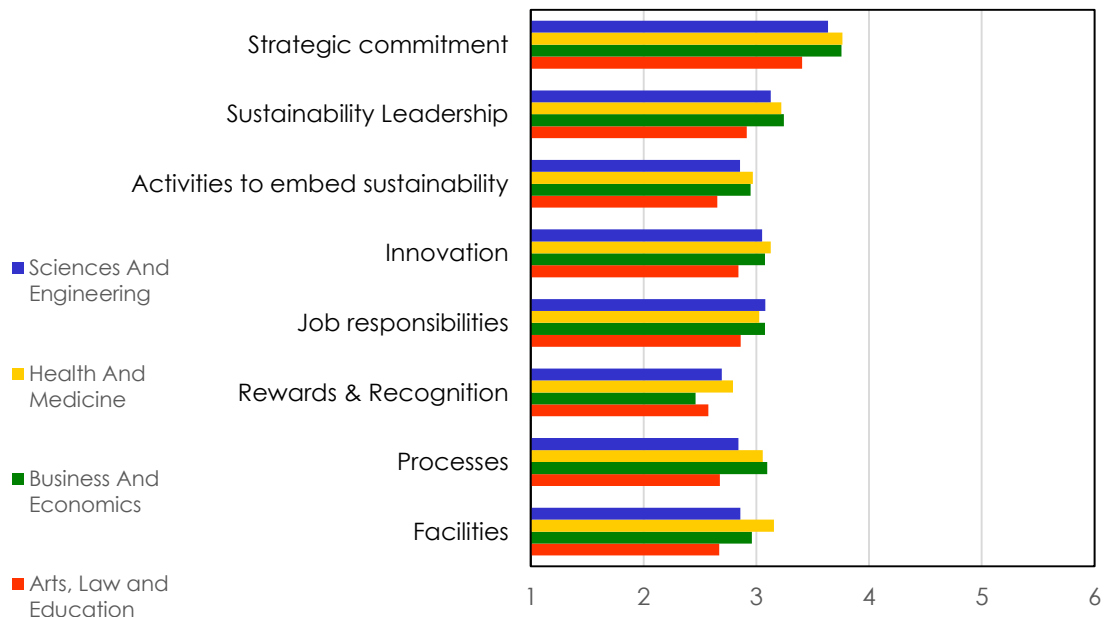
Behaviours by Division



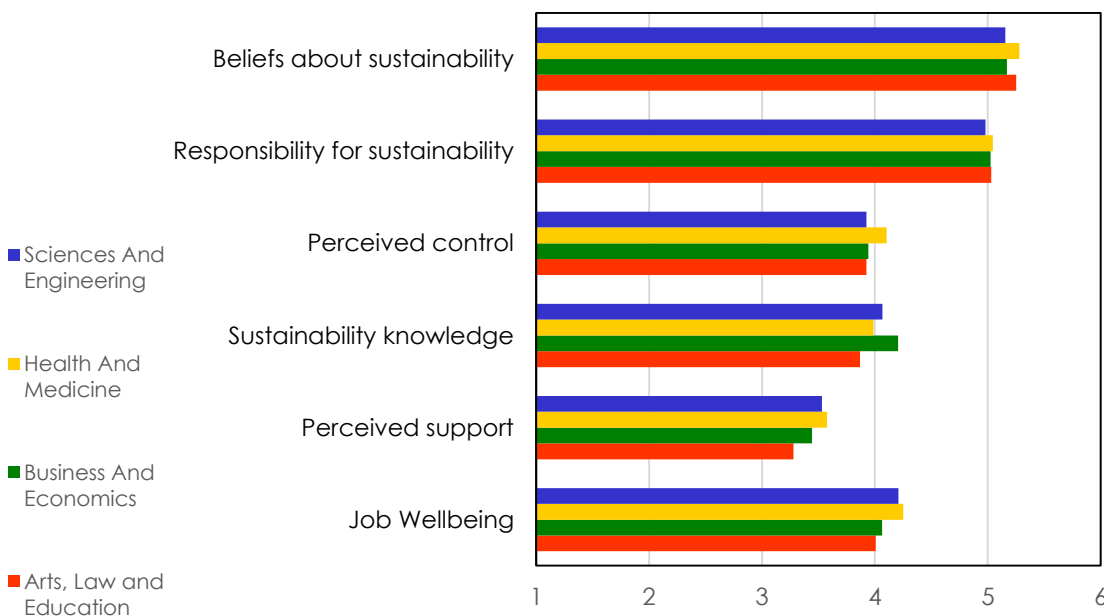
Results by Faculty

The charts below compare faculty mean scores for all of the enablers.

Organisational Enablers by Faculty

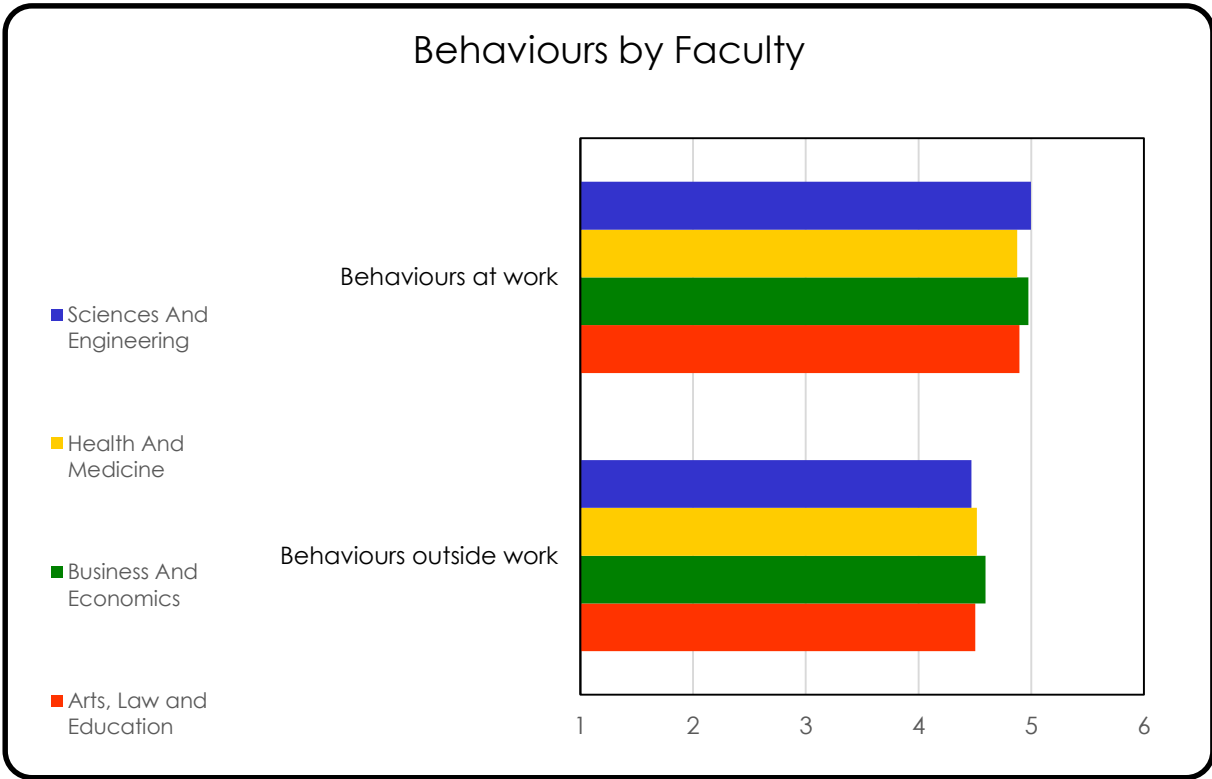


Individual Enablers by Faculty



Results by Faculty

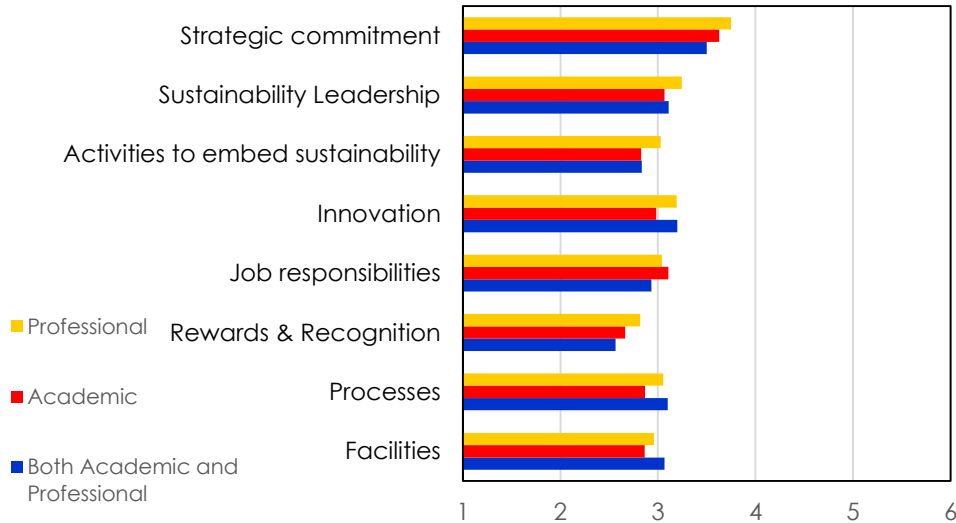
The chart below compares faculty mean scores for a composite of all the behaviours.



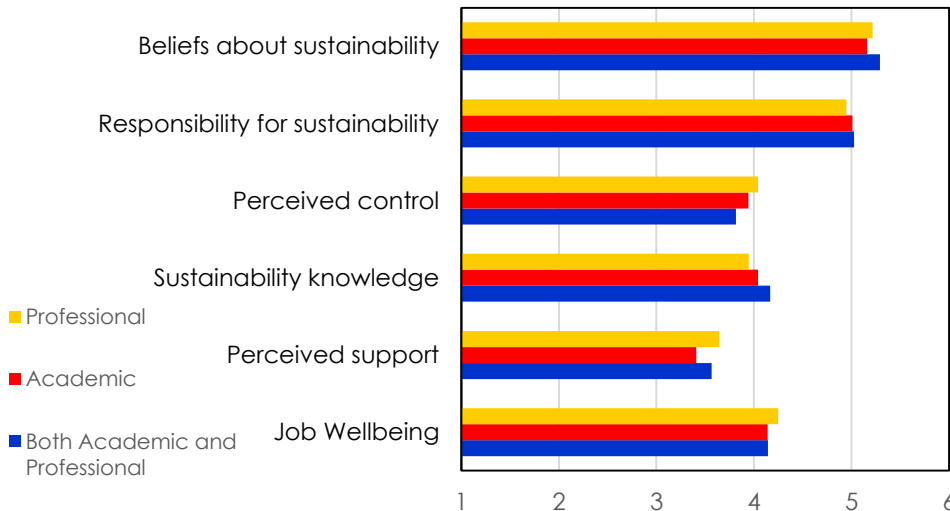
Results by Role Type

The charts below compare role type mean scores for all of the enablers.

Organisational Enablers by Role Type



Individual Enablers by Role Type



Results by Role Type

The chart below compares role type mean scores for a composite of all the behaviours.

Behaviours by Role Type



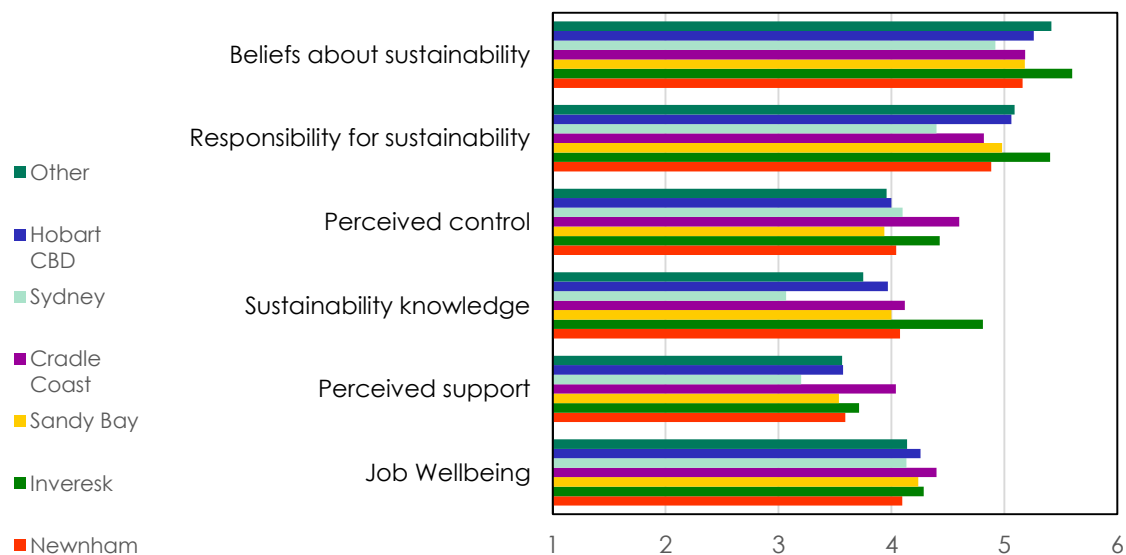
Results by Campus

The charts below compare campus mean scores for all of the enablers.

Organisational Enablers by Campus

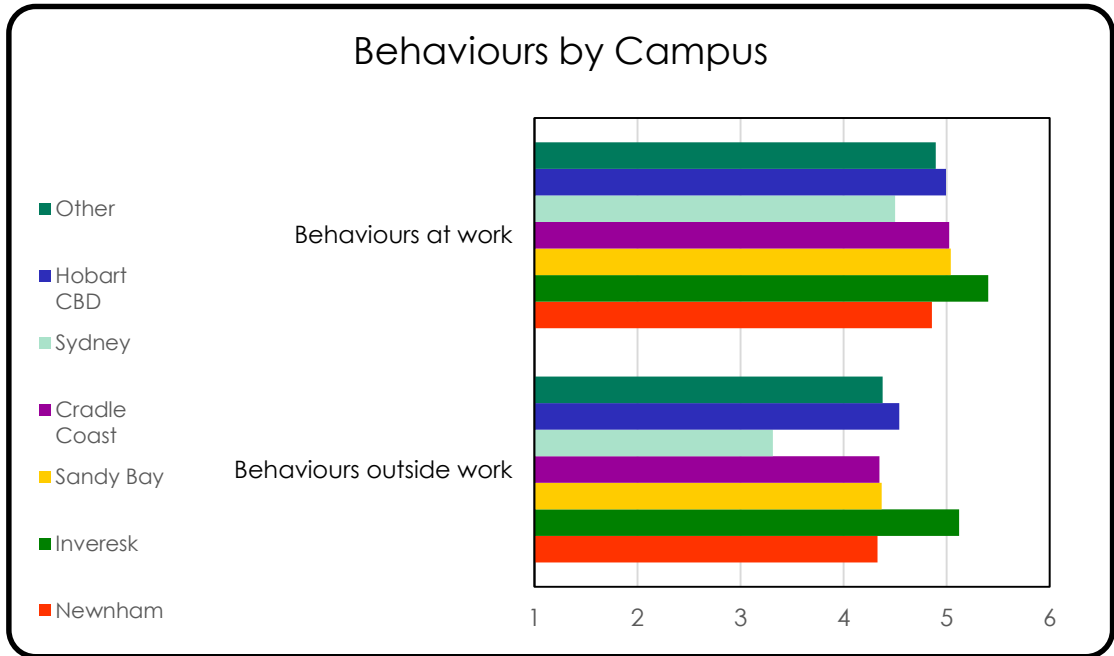


Individual Enablers by Campus



Results by Campus

The chart below compares campus mean scores for a composite of all the behaviours.



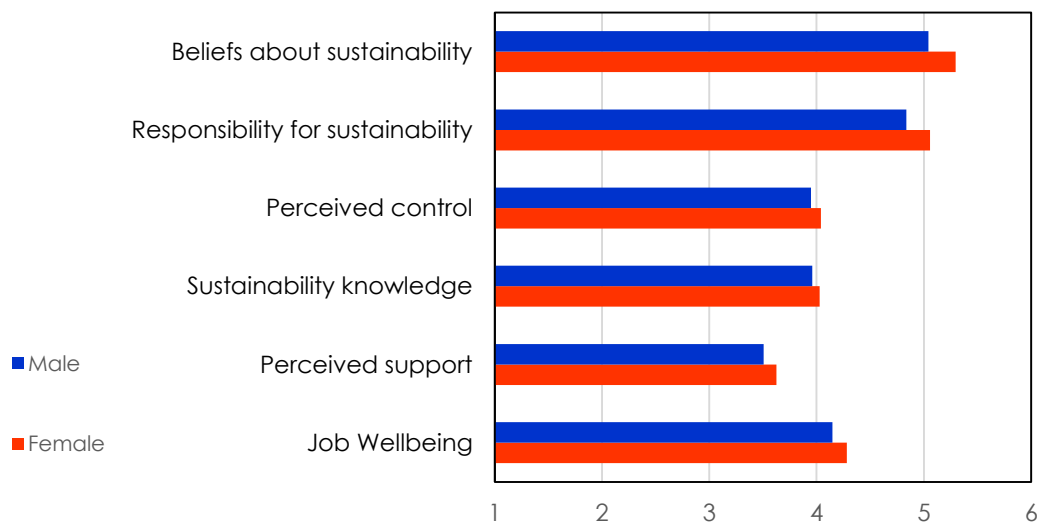
Results by Gender

The charts below compare gender mean scores for all of the enablers.

Organisational Enablers by Gender



Individual Enablers by Gender



Results by Gender

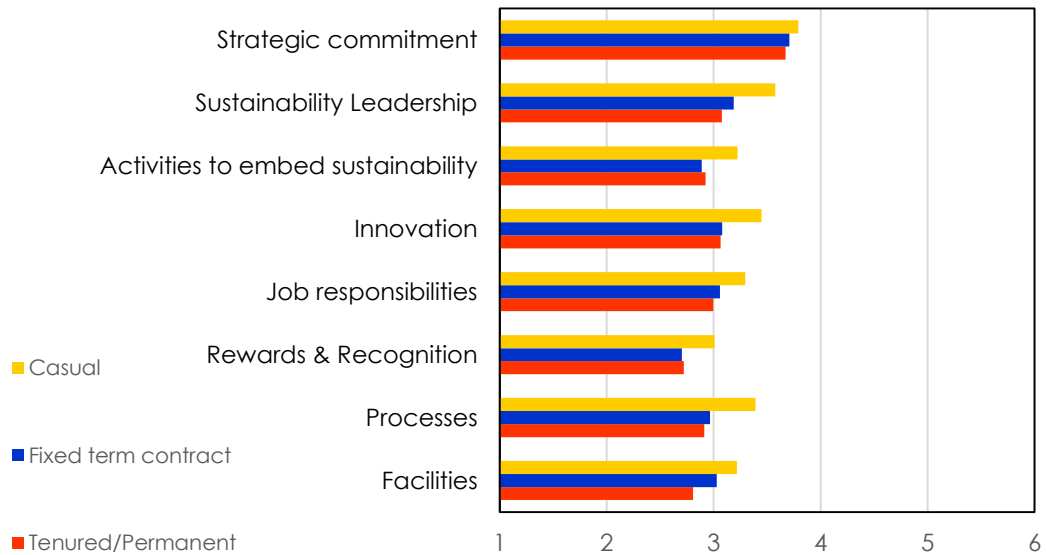
The chart below compares gender mean scores for a composite of all the behaviours.



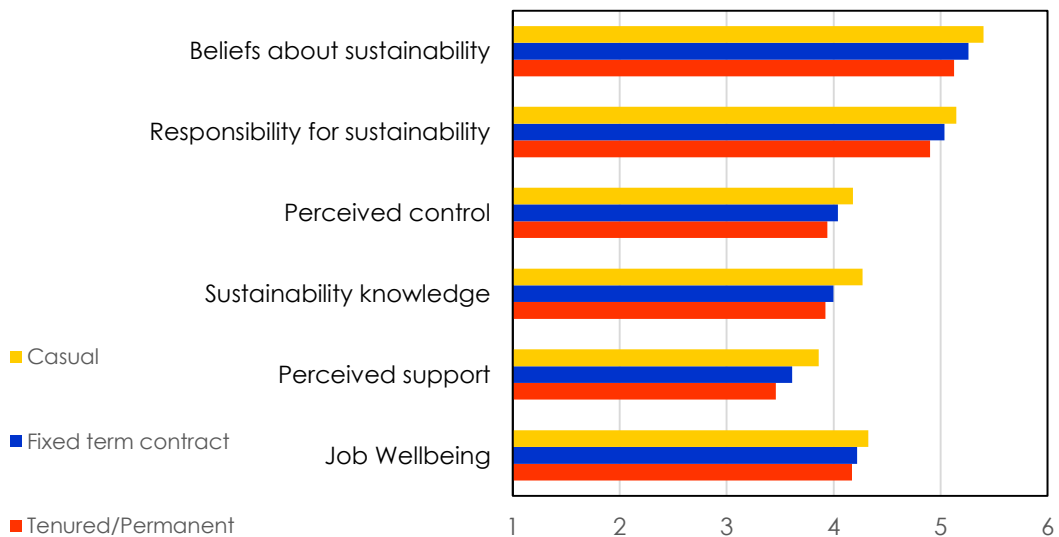
Results by Employment Type

The charts below compare Employment Type mean scores for all of the enablers.

Organisational Enablers by Employment Basis

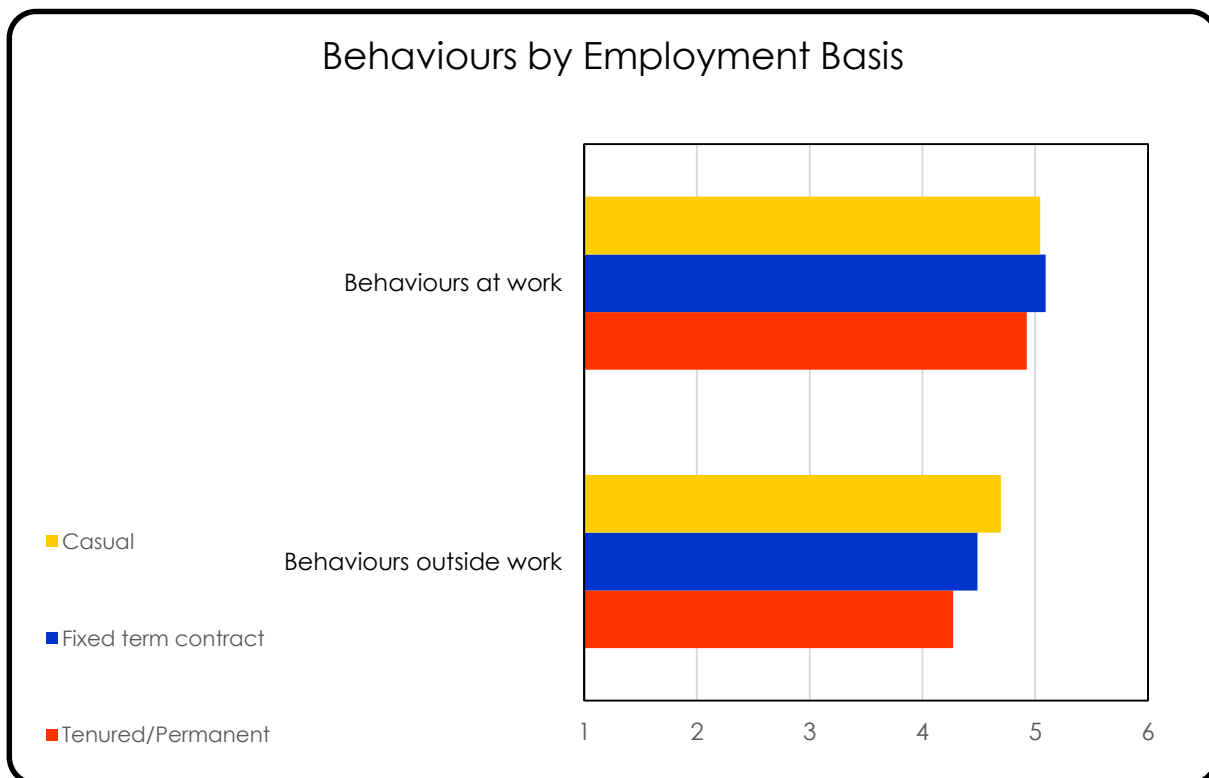


Individual Enablers by Employment Basis



Results by Employment Type

The chart below compares Employment Type mean scores for a composite of all the behaviours.



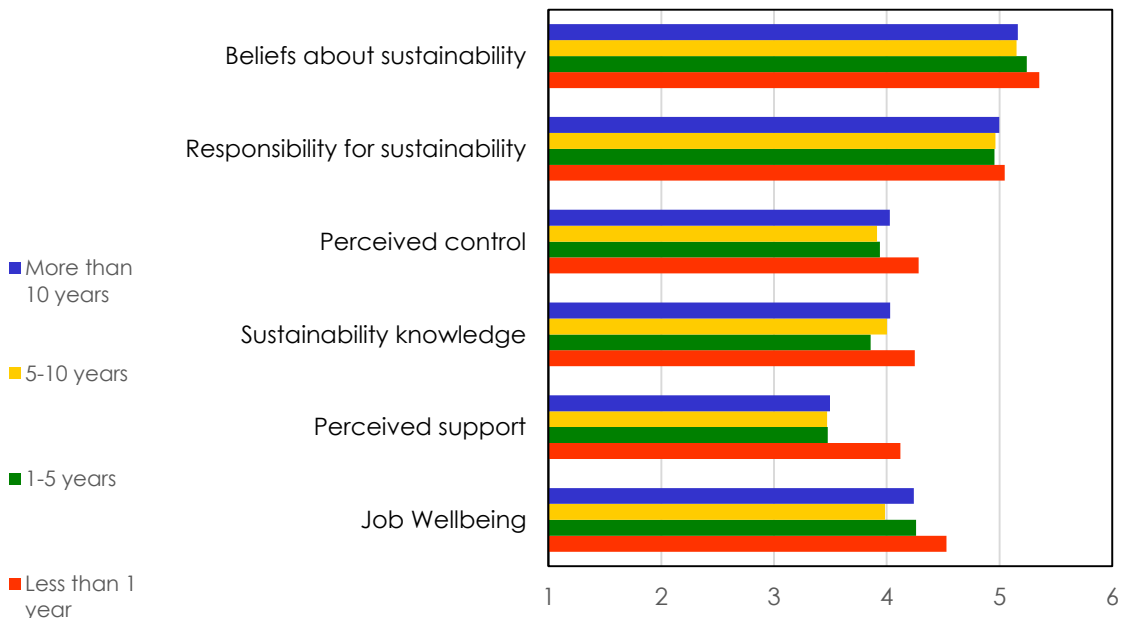
Results by Length of Service

The charts below compare Length of Service mean scores for all of the enablers.

Organisational Enablers by Length of Service

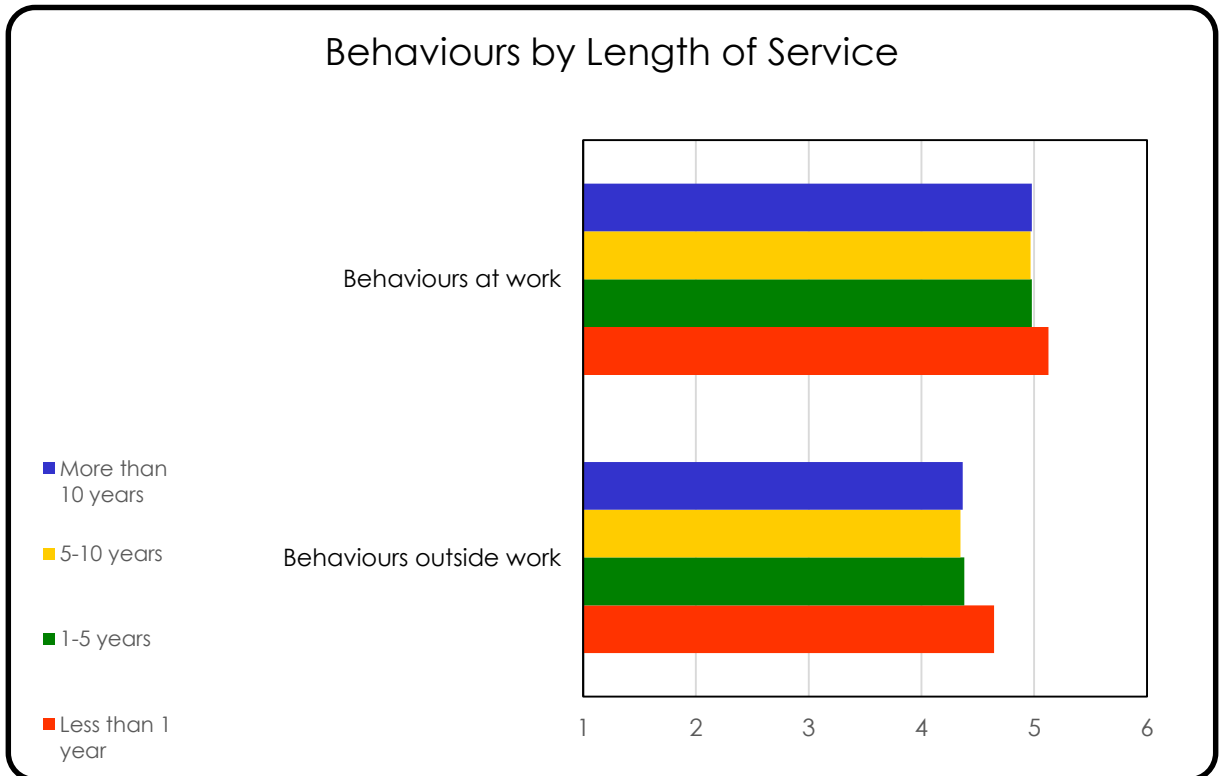


Individual Enablers by Length of Service



Results by Length of Service

The chart below compares Length of Service mean scores for a composite of all the behaviours.



Correlations Between Enablers and Behaviour

Enabler	Behaviours at work	Behaviours outside work
Responsibility for sustainability	.541**	.732**
Beliefs about sustainability	.491**	.583**
Sustainability knowledge	.414**	.417**
Perceived control	.340**	.241**
Job responsibilities	.238**	.122**
Perceived support	.193**	.081
Strategic commitment	.189**	.038
Innovation	.152**	.010
Processes	.143**	-.009
Activities to embed sustainability	.138**	.019
Rewards & Recognition	.125**	-.006
Sustainability Leadership	.124**	.013
Facilities	.093*	-.017

** statistically significant ($p < .01$)

* statistically significant ($p < .05$)

About these results

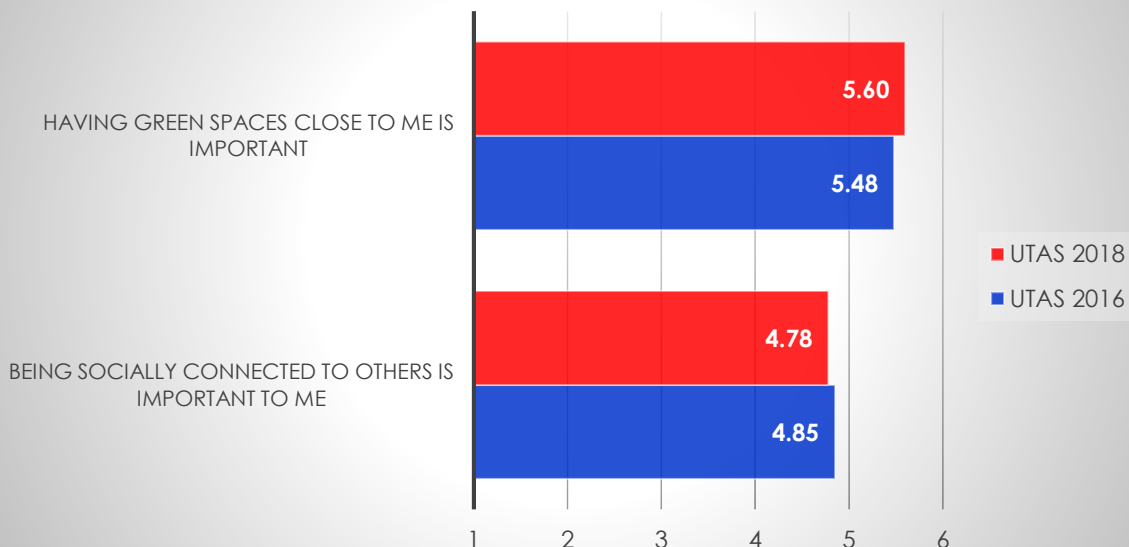
The table above shows the relationship between behaviours and enablers, ranked by strength of the correlation. Enablers with a high correlation are strongly related to behaviours, although not necessarily causal.

The results show that all the individual enablers, especially Beliefs and Responsibility for sustainability, are highly correlated with behaviours. This suggests that those most likely to take action are those who have a personal conviction, and feel empowered to do so. Job responsibilities was the organisational enabler with the strongest relationship to behaviours, indicating that staff who undertake the most frequent actions are also those who most feel it is part of their role.

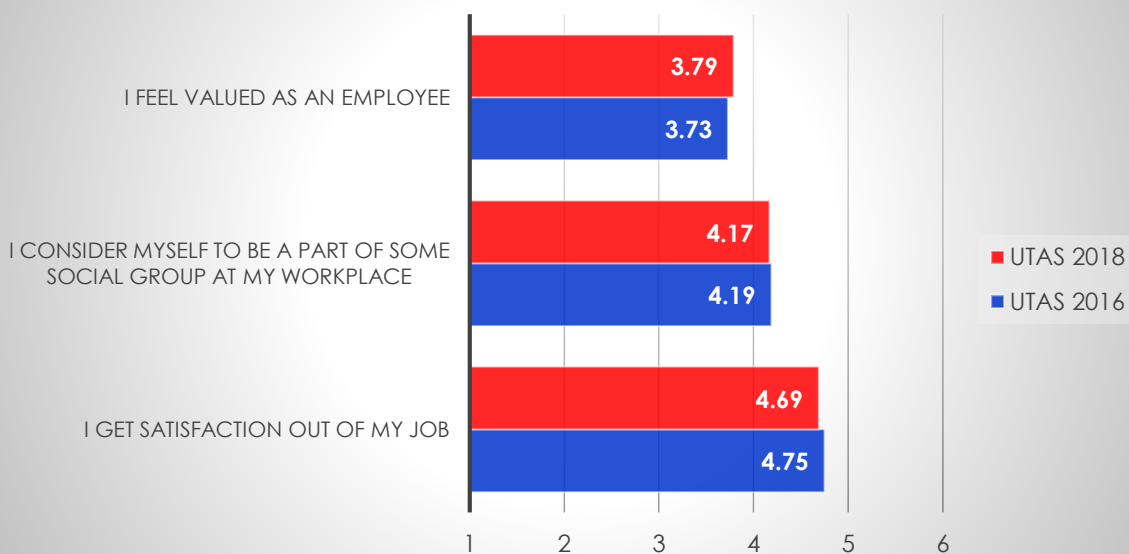
These findings suggest that efforts to further embed sustainability in the culture of UTAS will benefit from continuing to demonstrate to people how their actions make a difference, and supporting and encouraging them to make sustainability a priority consideration in decisions and actions.

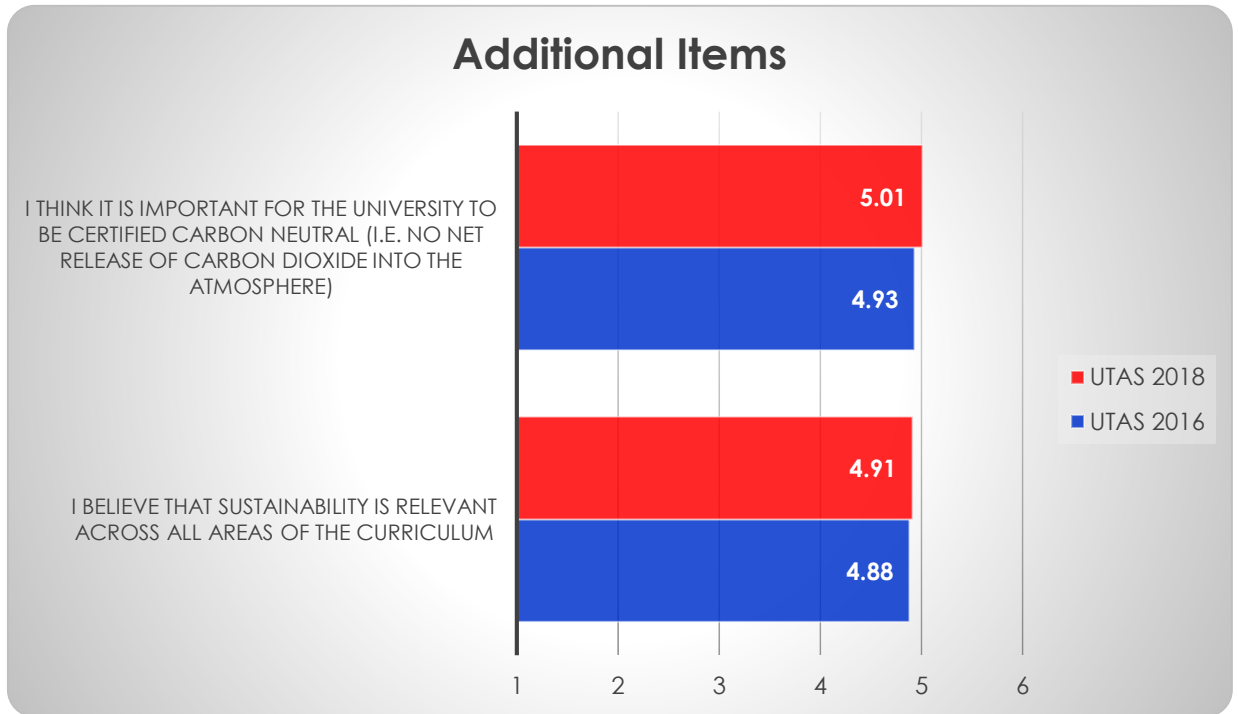
Additional Items: Job Wellbeing & Sustainability Importance

Sustainability Importance: Items



Job Wellbeing: Items





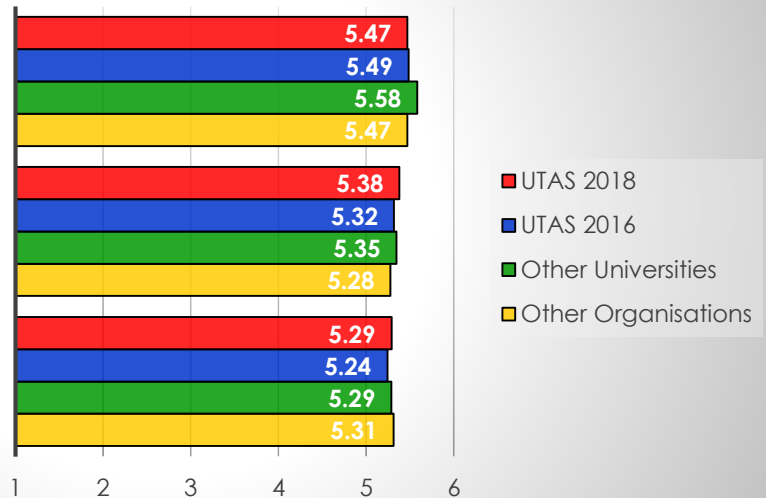
Individual Enabler: Beliefs About Sustainability

Beliefs about sustainability: Items

PEOPLE SHOULD DO AS MUCH AS THEY POSSIBLY CAN TO PRESERVE THE ENVIRONMENT FOR FUTURE GENERATIONS

I STRONGLY BELIEVE THAT ALL UNIVERSITIES HAVE A RESPONSIBILITY TO MAKE SUSTAINABILITY A PRIORITY IN THEIR DECISION MAKING, PLANNING AND ACTIONS

THIS UNIVERSITY HAS A RESPONSIBILITY TO BE A LEADER IN SUSTAINABILITY



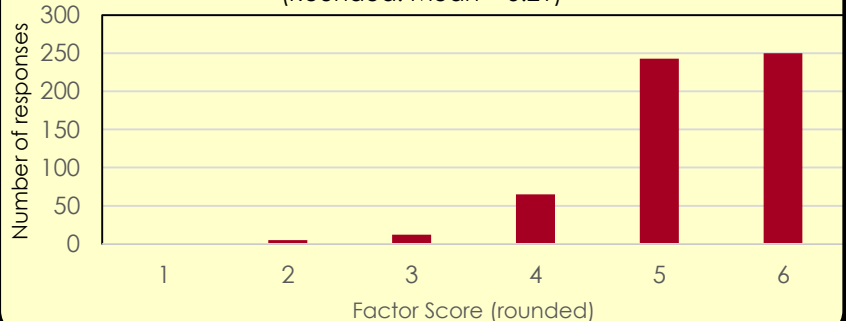
Definition

People's beliefs about the importance of sustainability and the priority which organisations should give it.

For more resources for this enabler, including research findings and strategies for improvement, go to

www.awake.com.au/beliefs

Range of Responses: Beliefs About Sustainability
(Rounded: Mean = 5.21)



Importance Of This Factor

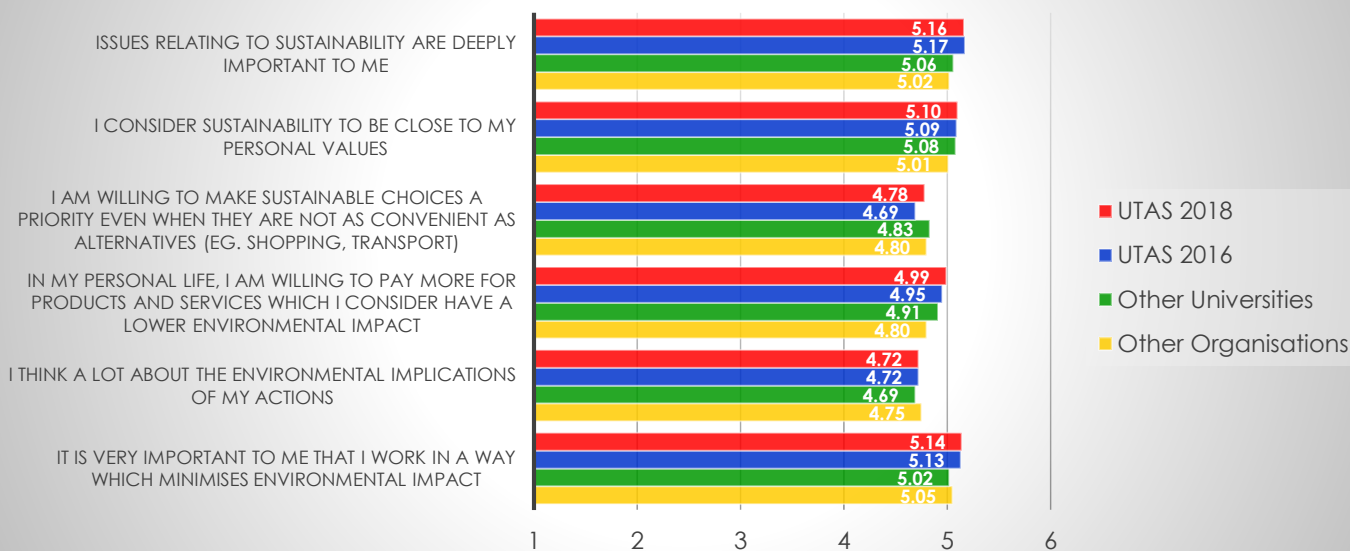
If people believe that sustainability is important, and should be made a priority by individuals and organisations, they are more likely to engage in and support sustainable behaviours.

Your Organisation's Results

These results show that staff believe strongly in the importance of sustainability, which should provide good base support for sustainability initiatives.

Individual Enabler: Responsibility for Sustainability

Responsibility for Sustainability: Items



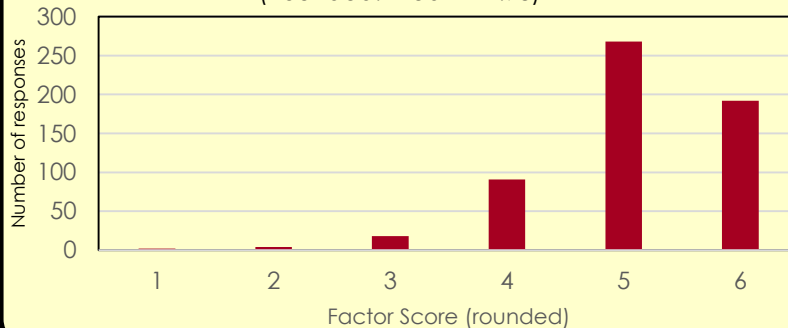
Definition

The level of ownership which people have for sustainability personally, and the priority which they are willing to give it.

For more resources for this enabler, including research findings and strategies for improvement, go to

www.awake.com.au/responsibility

Range of Responses: Responsibility for Sustainability (Rounded: Mean = 4.98)



Importance Of This Factor

Feeling like sustainability is important to them personally, and being willing to make it a priority in their actions, is an essential determinant of people engaging in sustainable behaviours.

Your Organisation's Results

Sustainability continues to be something that UTAS staff are prepared to take responsibility for. Interestingly, there was a slight increase since 2016 in the willingness to make sustainability a priority in decisions and actions, which suggests that the extent to which sustainability is valued has risen in the last two years.

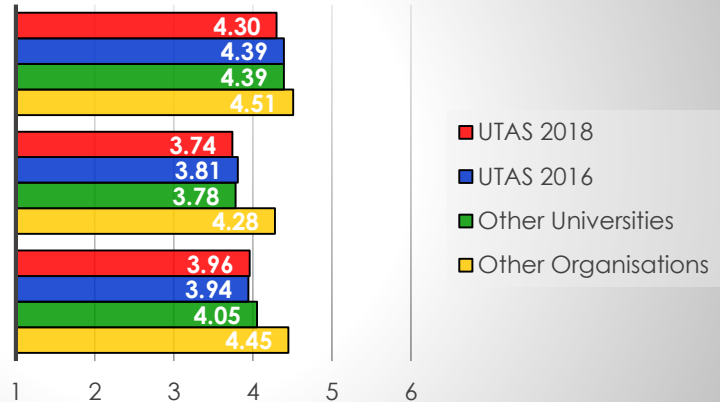
Individual Enabler: Sustainability Knowledge

Sustainability knowledge: Items

I FEEL LIKE I AM WELL INFORMED AND EDUCATED ABOUT SUSTAINABILITY ISSUES IN GENERAL

I CLEARLY UNDERSTAND SUSTAINABILITY ISSUES RELEVANT TO OUR UNIVERSITY

I KNOW WHAT I NEED TO DO IN MY JOB TO OPERATE IN A SUSTAINABLE WAY



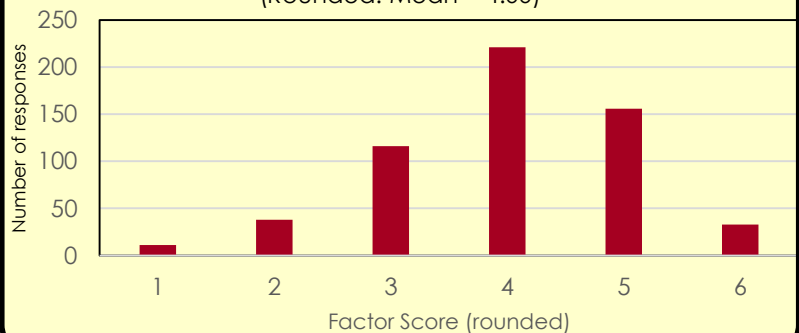
Definition

The degree to which people feel they have sufficient knowledge of sustainability issues relevant to the organisation and their job.

For more resources for this enabler, including research findings and strategies for improvement, go to

www.awake.com.au/knowledge

Range of Responses: Sustainability Knowledge
(Rounded: Mean = 4.00)



Importance Of This Factor

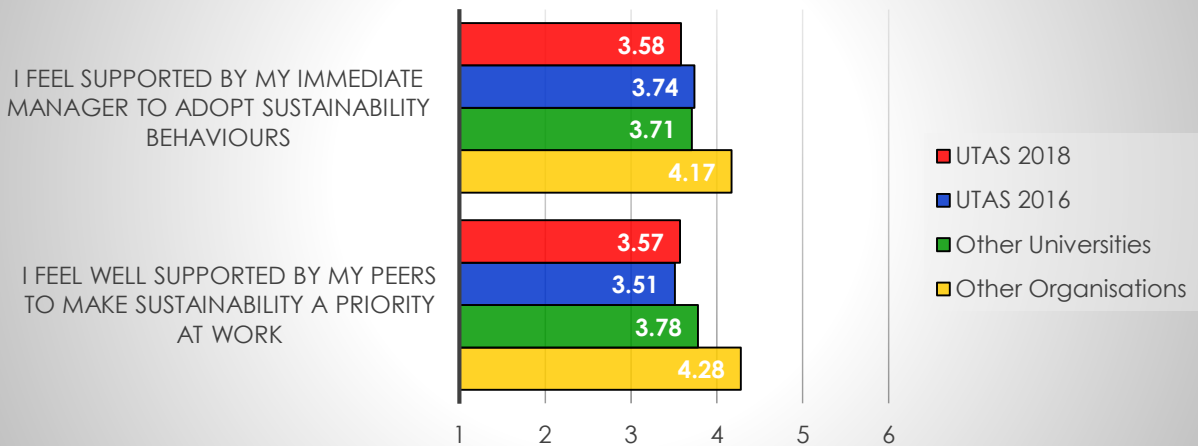
If people do not have good awareness of the sustainability issues relevant to their organisation and their job, it is difficult for them to engage in, and contribute to, the organisation's sustainability objectives. Research repeatedly reveals that knowledge of sustainability issues is an essential precursor to pro-environmental behaviour, while a recent study of organisations found that internal awareness-raising campaigns were among the most effective ways of encouraging employees to adopt green behaviours.

Your Organisation's Results

There was a slight decrease since 2016 in the extent to which people feel confident in their knowledge of sustainability issues in general and at UTAS. These items also fell in the bottom 5 items for individual enablers. This suggests that continued efforts to educate and inform on sustainability issues would assist with further embedding sustainability in the culture.

Individual Enabler: Perceived Support

Perceived support: Items



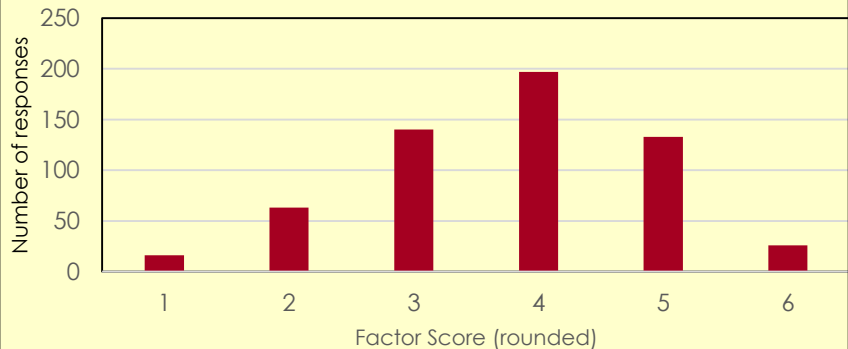
Definition

The level of support people feel they have to act sustainably, from their peers and manager.

For more resources for this enabler, including research findings and strategies for improvement, go to

www.awake.com.au/support

Range of Responses: Perceived Support
(Rounded: Mean = 3.57)



Importance Of This Factor

If people feel that there is strong support from those around them to make sustainability a priority, they are more likely to do so, and feel like they can innovate and take risks in doing so.

Your Organisation's Results

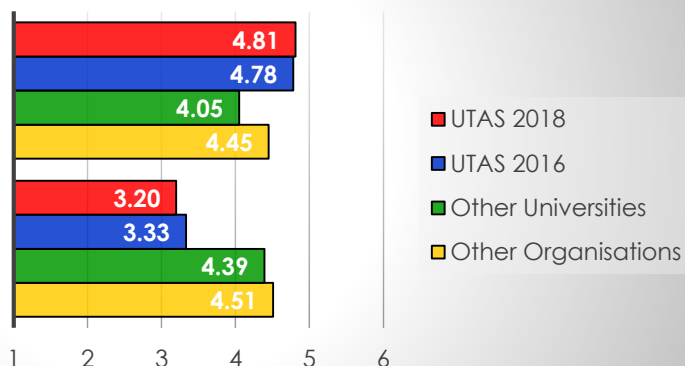
Both of these items were in the bottom 3 for individual enablers, suggesting that people do not feel well supported to engage in sustainability at UTAS, although the scores were similar to the university norm. Given the role of social and cultural norms in influencing behaviour change, it is important to continue working on reinforcing wins and the positive actions of others to emphasise the cultural norm. The results suggest that managers in particular could do more to encourage their direct reports in this area.

Individual Enabler: Perceived Control

Perceived control: Items

INDIVIDUAL STAFF CAN MAKE A BIG DIFFERENCE IN THE OVERALL ENVIRONMENTAL IMPACT OF OUR UNIVERSITY

I FEEL LIKE I HAVE A LOT OF CONTROL OVER THE SIZE OF THE "ECOLOGICAL FOOTPRINT" THAT I LEAVE THROUGH MY WORK ACTIVITIES



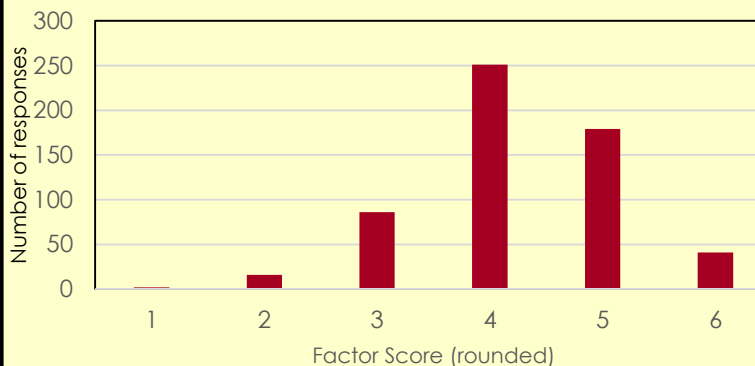
Definition

The extent to which people feel they have control over their level of sustainability, and the sense that their actions can make a difference.

For more resources for this enabler, including research findings and strategies for improvement, go to

www.awake.com.au/control

Range of Responses: Perceived Control
(Rounded: Mean = 4.01)



Importance Of This Factor

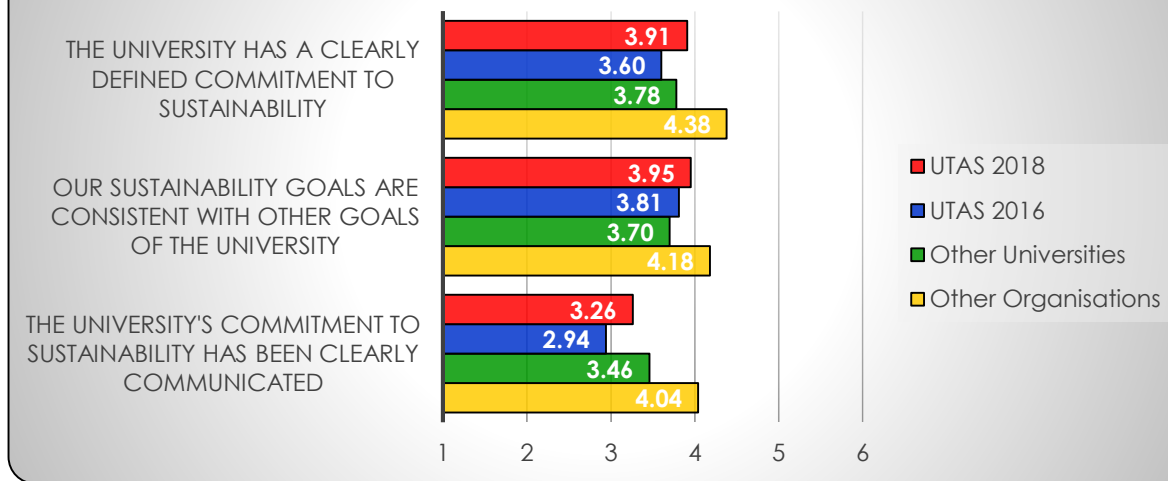
A strong precursor to sustainable behaviour is the perception that we have some control over our actions, and that those actions will have a beneficial outcome.

Your Organisation's Results

The second item in the top graph was the lowest of the individual enabler items, while also recording the 2nd biggest two-year decrease of all the items. The written comments mentioned that many of the barriers to sustainability uptake were facilities and infrastructure-related. Research shows that perceiving a lack of power and resources is a significant barrier to adoption of sustainability – whether the perception is real or not. This finding suggests that efforts to demonstrate to staff how they could make a difference would be valuable. This can be achieved through groups identifying areas for improvements, and inclusion of sustainability-related behaviours in staff development plans.

Organisational Enabler: Strategic Commitment

Strategic Commitment: Items



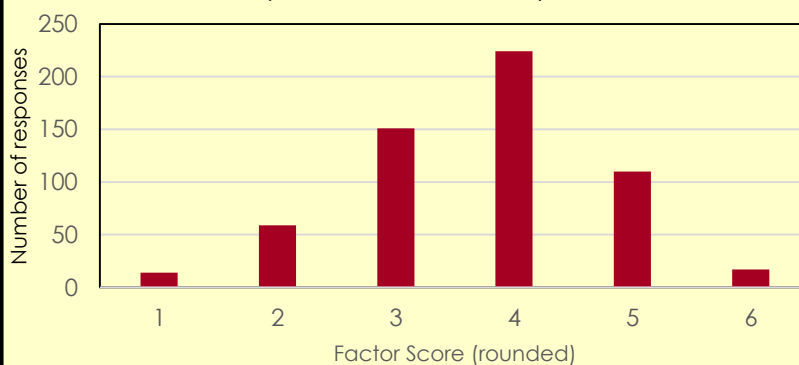
Definition

The extent to which people feel the organisation has clarified and communicated its sustainability commitments.

For more resources for this enabler, including research findings and strategies for improvement, go to

www.awake.com.au/strategic-commitment

Range of Responses: Strategic Commitment (Rounded: Mean = 3.71)



Importance Of This Factor

An organisation which makes a clear commitment to sustainability and communicates it strongly provides the clarity and confidence people need in order to make it a priority in their decisions and actions.

Your Organisation's Results

Strategic commitment was the highest scoring organisational enabler, and well above the 2016 result. This indicates that people feel UTAS has made strides in its commitment to sustainability, which should provide a good sense of direction and mandate for people on sustainability issues. There is still room for improvement in the communication of these commitments, with the mean for that item falling below the university average.

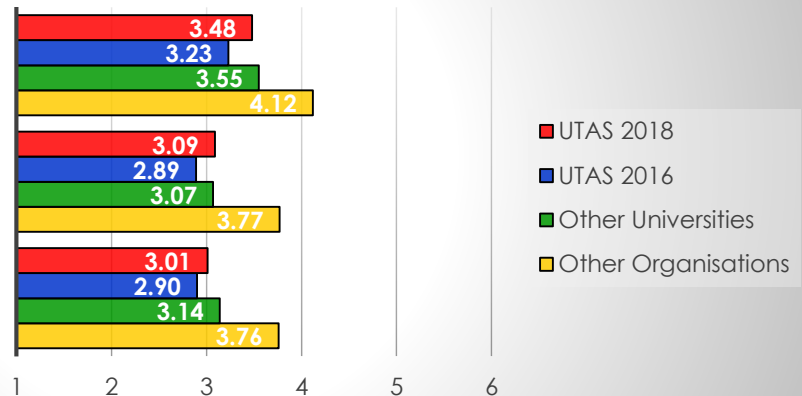
Organisational Enabler: Sustainability Leadership

Sustainability Leadership: Items

THERE IS CONSISTENT SUPPORT FROM SENIOR LEADERSHIP FOR THE UNIVERSITY'S SUSTAINABILITY COMMITMENTS

LEADERS OF THE UNIVERSITY "WALK THE TALK" WHEN IT COMES TO SUSTAINABILITY

MANAGERS BEHAVE IN A WAY WHICH ENCOURAGES STAFF IN THE UNIVERSITY TO EMBRACE SUSTAINABILITY



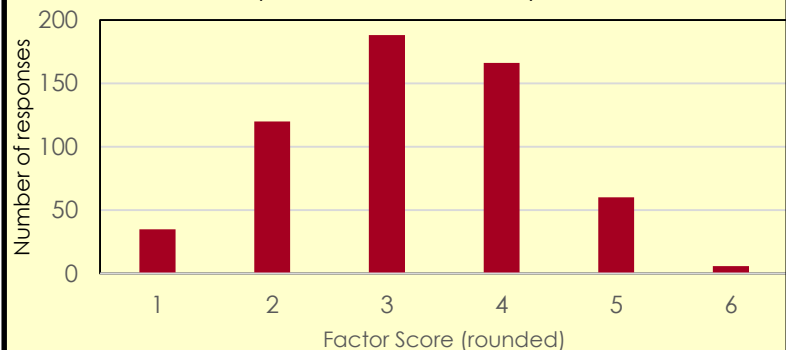
Definition

The extent to which the leadership and management behaviours in the organisation support a culture of sustainability.

For more resources for this enabler, including research findings and strategies for improvement, go to

www.awake.com.au/sustainability_leadership

Range of Responses: Sustainability Leadership
(Rounded: Mean = 3.19)



Importance Of This Factor

All aspects of culture are driven from the top, and sustainability is no exception. If people feel that there is strong leadership commitment, and the behaviours of the leaders and managers are consistent with this commitment, then a culture of sustainability is more likely to be created. This is supported by research findings, which reveal that the best sustainability-focused organisations are typified by strong leadership in the area.

Your Organisation's Results

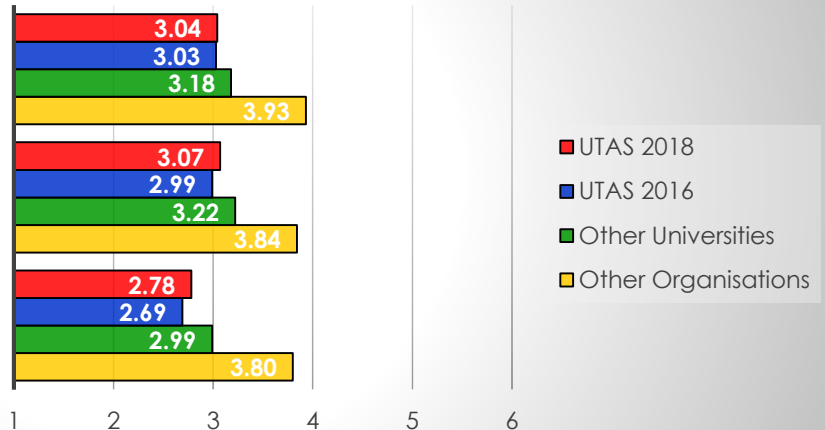
As with Strategic Commitment, Sustainability Leadership showed a significant increase since 2016. Staff feel that the leaders of UTAS are supporting and demonstrating a commitment to sustainability more strongly. The scores are below the university and organisational average however, so there is still room for improvement in ensuring that leaders and managers role model sustainability.

Activities to embed sustainability: Items

THE UNIVERSITY PUTS IN A LOT OF EFFORT TO EDUCATE AND SUPPORT STAFF WITH REGARD TO WAYS IN WHICH TO ADOPT MORE SUSTAINABLE BEHAVIOURS

THE EFFORTS TO EDUCATE AND SUPPORT STAFF WITH REGARD TO SUSTAINABILITY HAVE BEEN EFFECTIVE

I BELIEVE MY PERSONAL SUSTAINABILITY-RELATED BEHAVIOURS HAVE IMPROVED THROUGH THE UNIVERSITY'S EDUCATION AND INFLUENCE



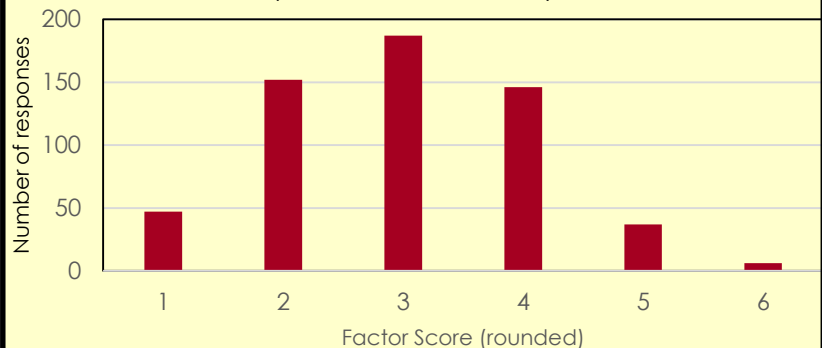
Definition

The perceived effectiveness of the organisation's efforts to embed and promote sustainability in the culture.

For more resources for this enabler, including research findings and strategies for improvement, go to

www.awake.com.au/activities

Range of Responses: Activities to Embed Sustainability (Rounded: Mean = 2.96)



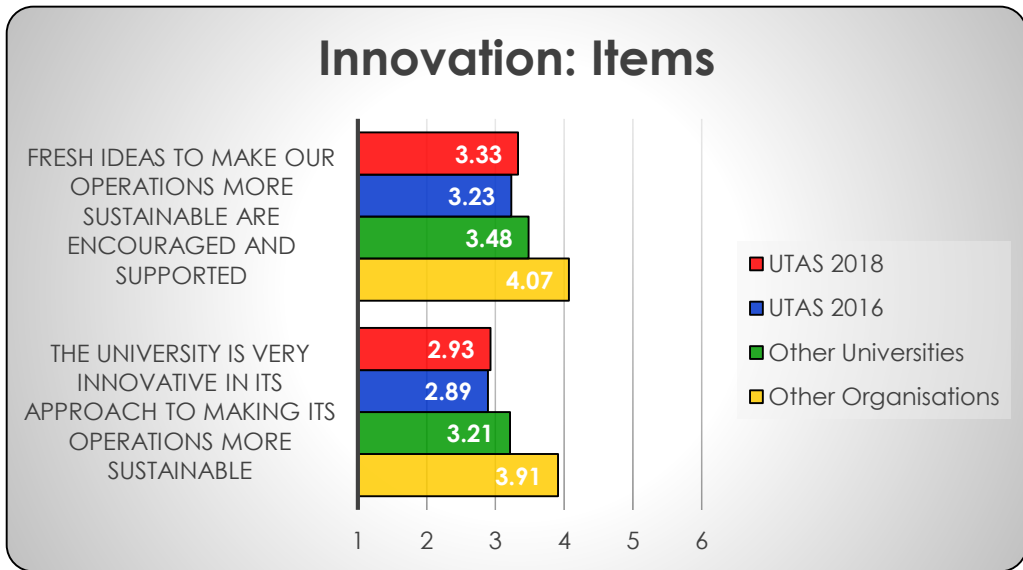
Importance Of This Factor

Organisations with a strong culture of sustainability are those that promote and encourage it. The extent to which this has been prevalent and effective has a big impact on the success of efforts to embed sustainability in the culture.

Your Organisation's Results

This enabler has improved slightly since 2016, although is still below the mean for other universities and organisations. Overall the result suggests there is room for improvement in providing targeted activities to promote sustainability in university, which would hopefully in turn increase people's sense of sustainability knowledge.

Organisational Enabler: Innovation

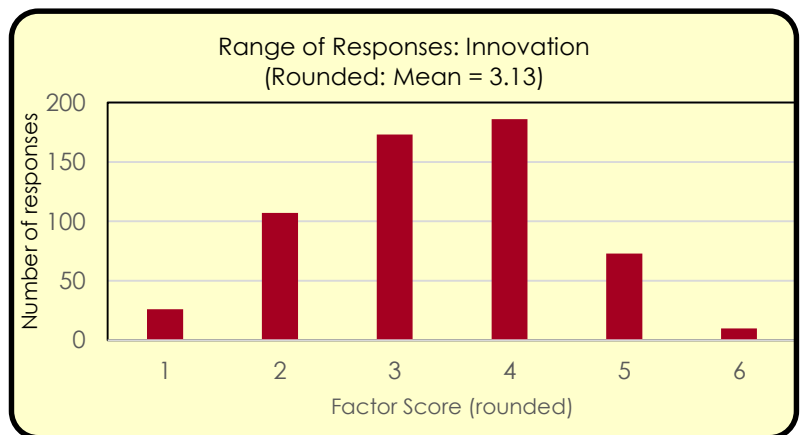


Definition

The level of support people feel they have to try new ideas to enhance sustainability.

For more resources for this enabler, including research findings and strategies for improvement, go to

www.awake.com.au/innovation



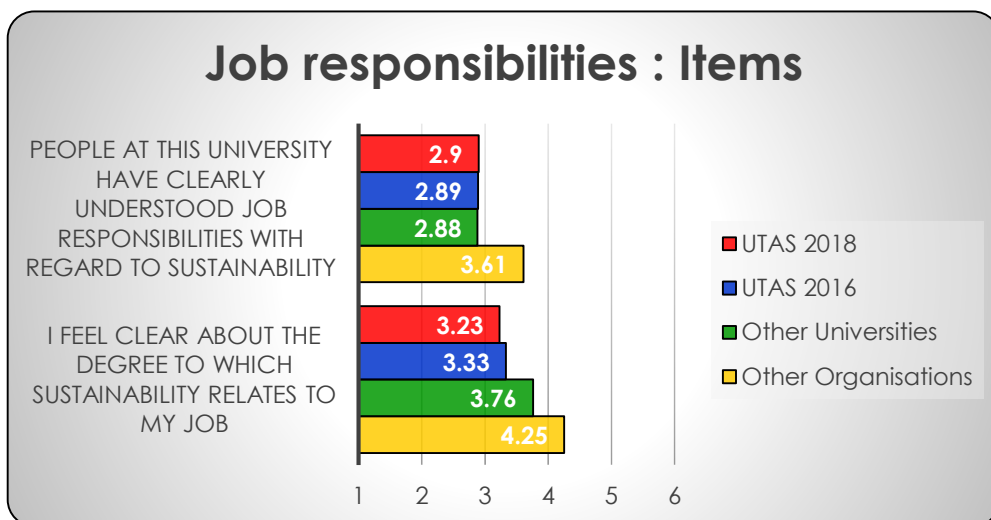
Importance Of This Factor

Sustainability is strongly linked to innovation, given that it requires new ideas and ways of doing business. An organisation with a strong culture of innovation is in a better position to embrace the opportunities presented by the greater emphasis placed on sustainability by business and communities.

Your Organisation's Results

People feel that UTAS is innovating better for sustainability than in 2016, although is slightly below the comparison groups. Ensuring that new ideas for sustainability are encouraged and supported can be a great driver for both efficiency and staff engagement.

Organisational Enabler: Job Responsibilities

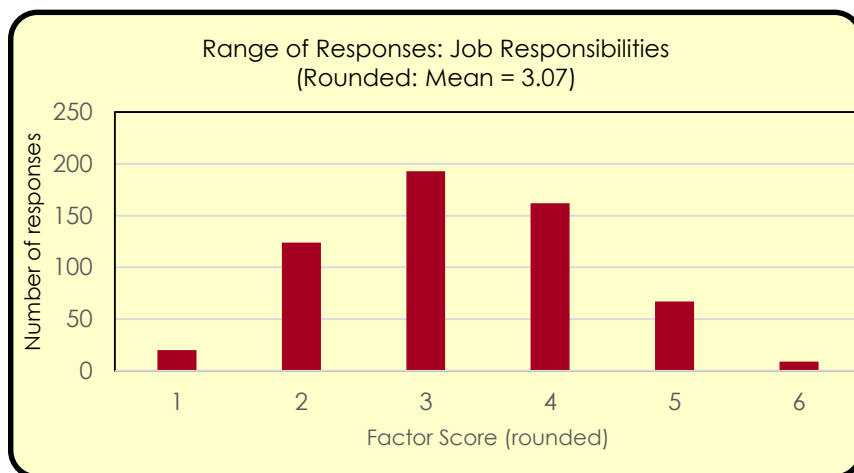


Definition

The level of clarity people have regarding the way in which sustainability relates to their job.

For more resources for this enabler, including research findings and strategies for improvement, go to

www.awake.com.au/job-responsibilities



Importance Of This Factor

People need to be clear about the degree to which sustainability is related to their job. If they believe it is the role of the environment department or green team, it is unlikely that sustainability will be strongly embedded in the culture.

Your Organisation's Results

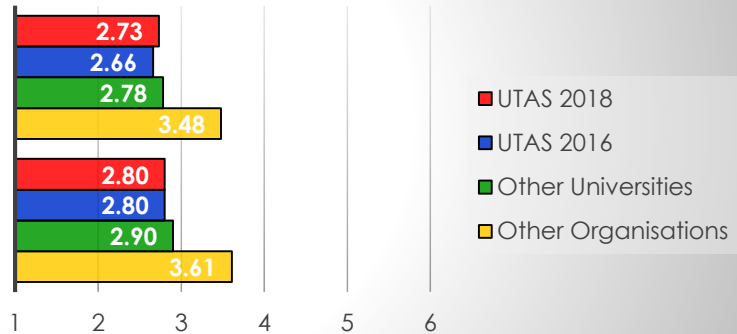
There is a strong contrast between the results for the two items for this enabler, whereby people feel they are fairly clear about their own role in sustainability, but that others are not so much. This is not unusual, but given the correlation between job responsibilities and behaviours (see p32), action could be further encouraged through the design of job specifications, discussions at performance reviews, and opportunities to review sustainability as it relates to individuals.

Organisational Enabler: Rewards and Recognition

Rewards & Recognition : Items

I FEEL LIKE WE ARE REWARDED AT THE UNIVERSITY FOR OUR EFFORTS TO ADOPT SUSTAINABLE PRACTICES

PEOPLE AT THE UNIVERSITY GET FAIR RECOGNITION FOR THE EFFORT THEY MAKE TO REDUCE THEIR ENVIRONMENTAL IMPACT



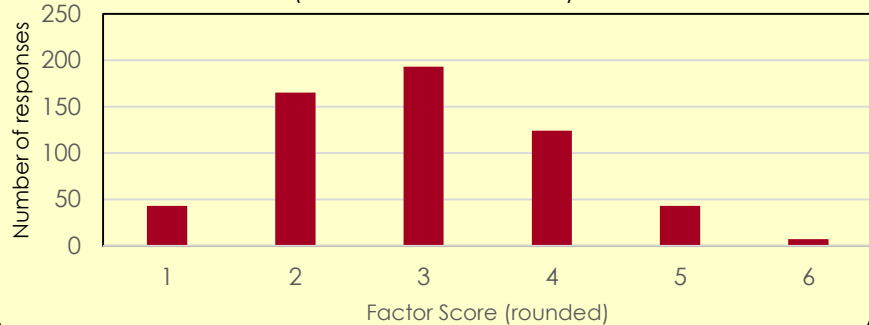
Definition

The degree to which people feel they are rewarded and recognised for sustainable behaviours.

For more resources for this enabler, including research findings and strategies for improvement, go to

www.awake.com.au/rewards-recognition

Range of Responses: Rewards and Recognition
(Rounded: Mean = 2.77)



Importance Of This Factor

Rewards and recognition systems need to be designed in such a way that the desired behaviour is encouraged. If people are rewarded for sustainable behaviours, it is more likely that they will undertake them – the opposite is also true.

Your Organisation's Results

Rewards and recognition scored lowest among the enablers, which is not an unusual result – very few organisations have sustainability aligned strongly in this regard. The scores for UTAS were on par with the university norm, and slightly above the 2016 result.

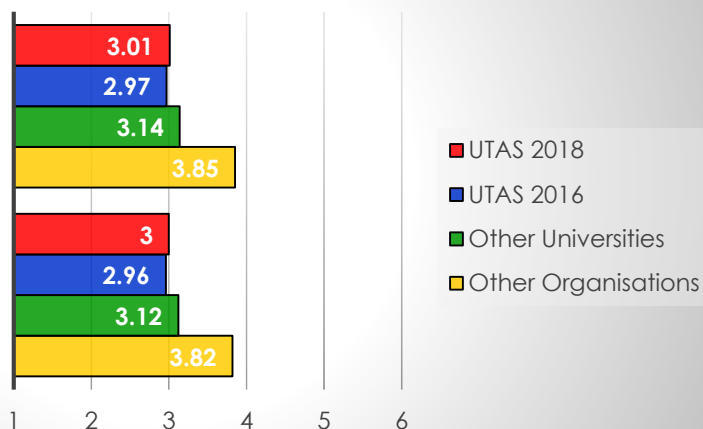
While attitudes and responsibility are generally a strong driver of behaviour, having sustainability aligned with the rewards system is a key element in embedding sustainability in the culture of an organisation. This does not necessarily need to be money-related, but can also be reflected through such things as awards and informal recognition.

Organisational Enabler: Processes

Processes: Items

PROCESSES ENCOURAGE US TO CONSIDER SUSTAINABILITY IN OUR ACTIONS AND DECISIONS

THE SYSTEMS AND PROCESSES AT THE UNIVERSITY SUPPORT US TO MAKE DECISIONS WHICH ARE CONSISTENT WITH OUR SUSTAINABILITY GOALS



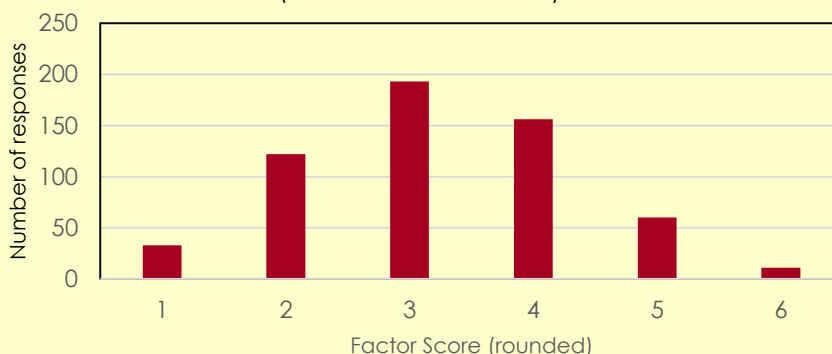
Definition

The degree to which people feel the systems and processes are aligned with sustainability.

For more resources for this enabler, including research findings and strategies for improvement, go to

www.awake.com.au/processes

Range of Responses: Processes
(Rounded: Mean = 3.01)



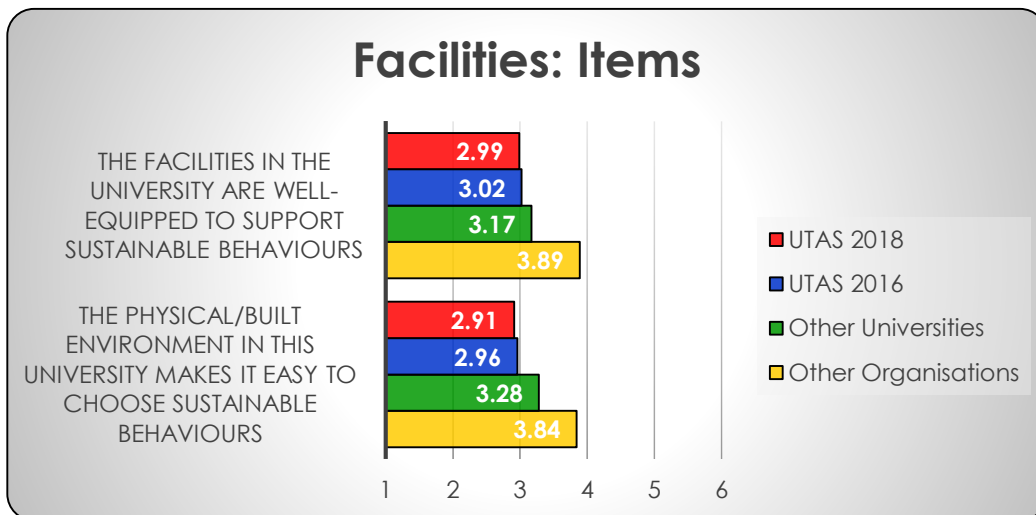
Importance Of This Factor

When systems and processes are aligned with sustainability goals, it is more likely that these goals will be achieved. This provides clarity and certainty for people, and make it easy to do the right thing.

Your Organisation's Results

Processes at UTAS showed an increase from 2016, although were below the university and organisational norm. Written responses suggested that people see room for improvement in aligning processes with sustainability goals, especially with regard to paperless systems. As with facilities, processes are a tangible enabler which can be influenced with a strong commitment and attention.

Organisational Enabler: Facilities

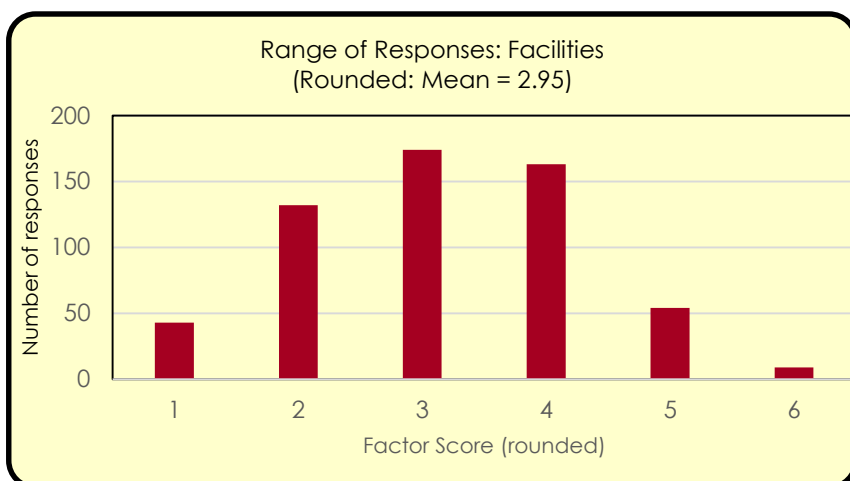


Definition

The degree to which people feel the physical environment and facilities in the workplace support sustainable behaviours.

For more resources for this enabler, including research findings and strategies for improvement, go to

www.awake.com.au/facilities



Importance Of This Factor

Behaviour is strongly influenced by one's physical surroundings. If a workplace is designed in such a way as to make sustainable behaviours easy and unsustainable behaviours difficult, the former are more likely to prevail. This includes making sustainable options the default (e.g. double-sided printing), and clear directions for sustainable behaviours (e.g. waste disposal)

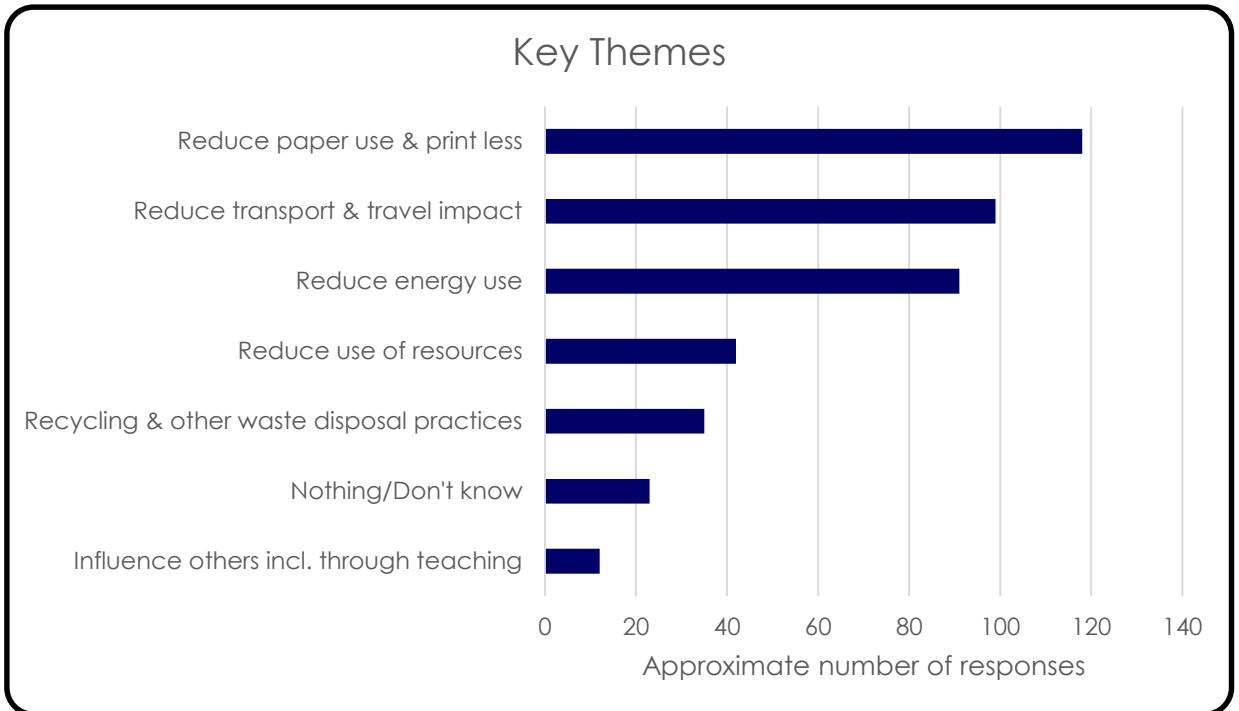
Your Organisation's Results

The Facilities score dropped since 2016, with written comments mentioning buildings and recycling systems as two areas which present a barrier to sustainable action. Making sustainable behaviours easier to perform is a major driver of engagement and sense of control, helping to embed sustainability in the culture.

Written Comments – Key Themes

What is the biggest change you could PERSONALLY make in order to decrease the environmental impact of your direct work activities?

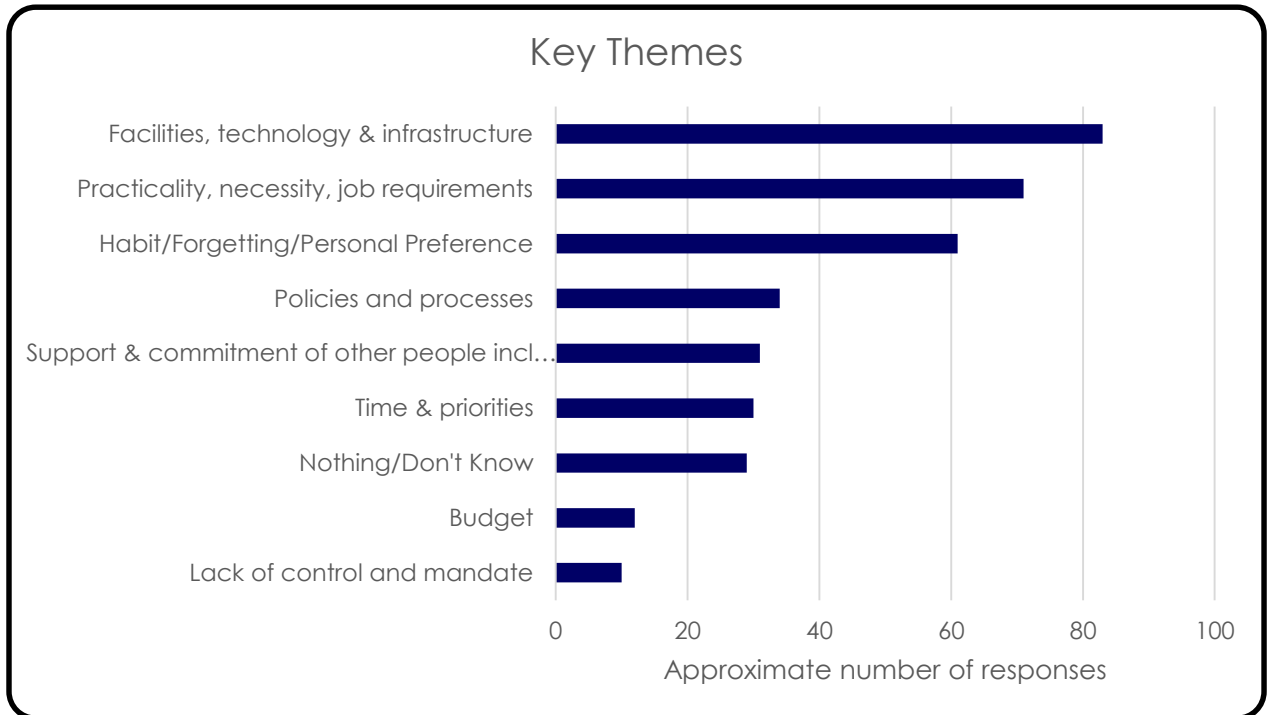
(see appendix document "All written comments" for full comments)



Written Comments – Key Themes

"What is the main thing stopping you from taking that action?"

(see appendix document "All written comments" for full comments)



Written Comments – Key Themes

"What is the most important change the University could make in order to operate in a more sustainable way?"

(see appendix document "All written comments" for full comments)

Key Themes

