Sustainability Culture Indicator

Results report for

University of Tasmania

May 2024

Contents

Executive Summary

The Sustainability Culture Indicator (SCI) is an employee survey that measures 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 the organisation, it is possible to better prioritise and target activities to embed sustainability in the culture.

590 employees of University of Tasmania (UTAS) completed the Sustainability Culture Indicator (SCI), the fourth time the biannual survey has been conducted since 2016.

UTAS continued its steady improvement in scores over the 8-year period of the survey, with substantial increases in most enablers since 2022. In particular, respondents perceive a considerably stronger strategic commitment to sustainability, and improved sustainability leadership. Scores also exceed the average for other tertiary institutions who have completed the survey in most cases, particularly for those enablers most influenced by organisational activities.

Compared to 2 years ago, there has also been a considerable rise in the perception of UTAS's overall effort toward sustainability, which now far exceeds that of other tertiary institutions.

The frequency of self-reported sustainability–related behaviours has stayed steady over the 8-year survey period. It is worth noting that there has been a slight increase on on-campus behaviours, while off-campus behaviours have seen a slight decline. While not substantial, this suggests that the university's provision of mechanisms to support action have been effective.

While UTAS's 2024 results are all trending in a positive direction, there are always opportunities for improvement in embedding sustainability in the organisational culture. Ensuring leaders and managers continue to demonstrate and reinforce sustainability as a priority in decisions and actions is one area for opportunity. While recycling facilities received positive feedback in the written comments, there are calls for further aligning facilities with sustainability aspirations. Dealing with travel impact, campus locations, and working from home were some areas that were cited as requiring further attention.

In summary, UTAS continues to set a benchmark for organisations and tertiary institutions in embedding sustainability in the organisational culture. Continued alignment of processes and facililities should see this trend continue in the coming years.
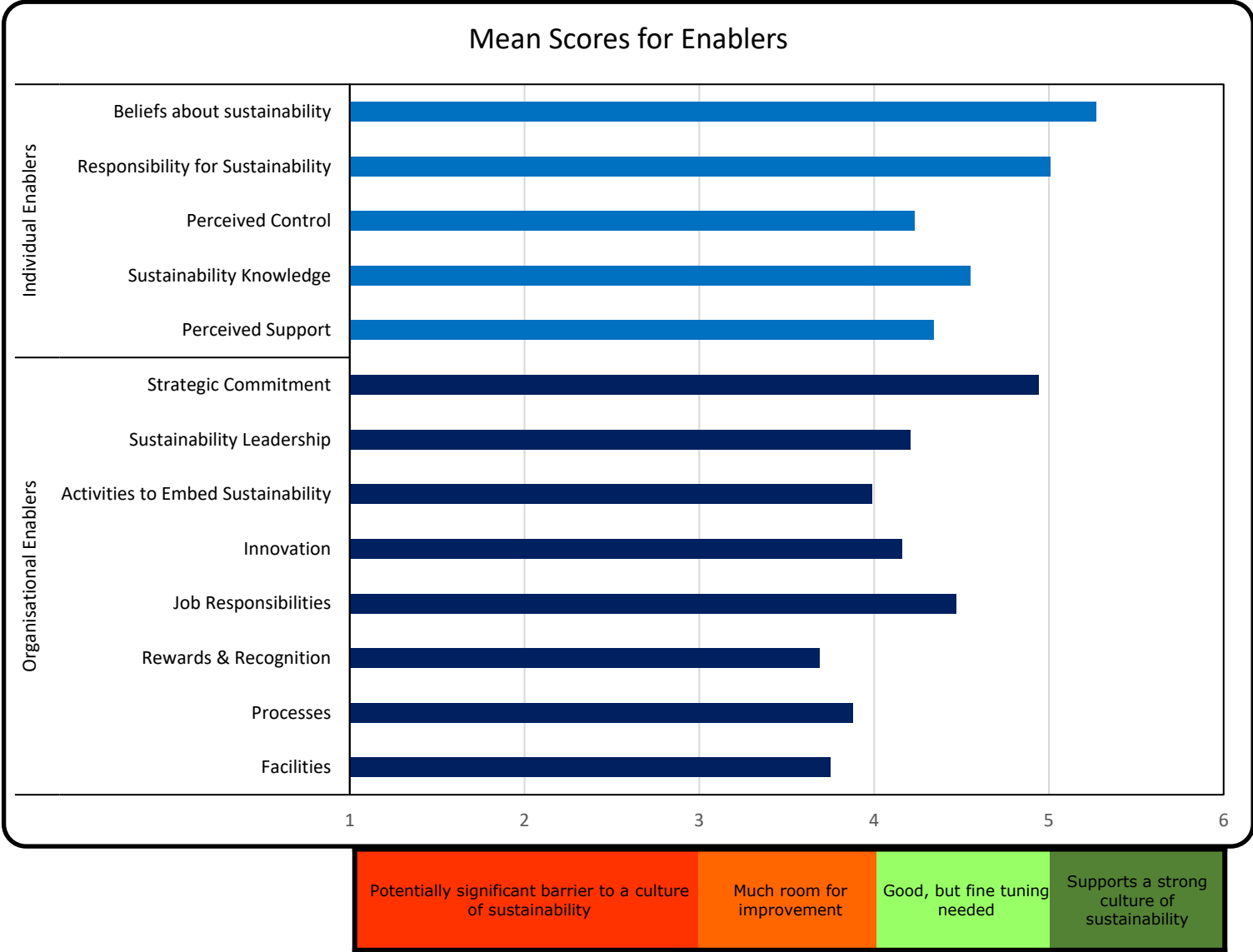
Snapshot of Individual and Organisational Enablers

The chart 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 action.

The organisational enablers are those aspects of the organisation which support a culture of sustainability. For instance, if people perceive that the processes make it more difficult to make sustainable decisions, then this may present a barrier to the organisation's sustainability vision.

All enablers are explored in detail on pages 19-31.

Mean Scores for Enablers

Individual Enablers
- Beliefs about sustainability
- Responsibility for Sustainability
- Perceived Control
- Sustainability Knowledge
- Perceived Support

Organisational Enablers
- Strategic Commitment
- Sustainability Leadership
- Activities to Embed Sustainability
- Innovation
- Job Responsibilities
- Rewards & Recognition
- Processes
- Facilities

| Potentially significant barrier to a culture of sustainability | Much room for improvement | Good, but fine tuning needed | Supports a strong culture of sustainability |

Comparison With 2022 Survey

The chart compares University of Tasmania's mean enabler scores to those of the 2022 survey.

Analysis

UTAS exceeded its scores on all enablers with the exception of Beliefs about Sustainability and Responsibility for Sustainability.

This indicates that the University continues to embed sustainability into its communications, systems, and culture, with its Strategic Commitment to sustainability in particular receiving a strong endorsement.

Comparison with 2022 Survey
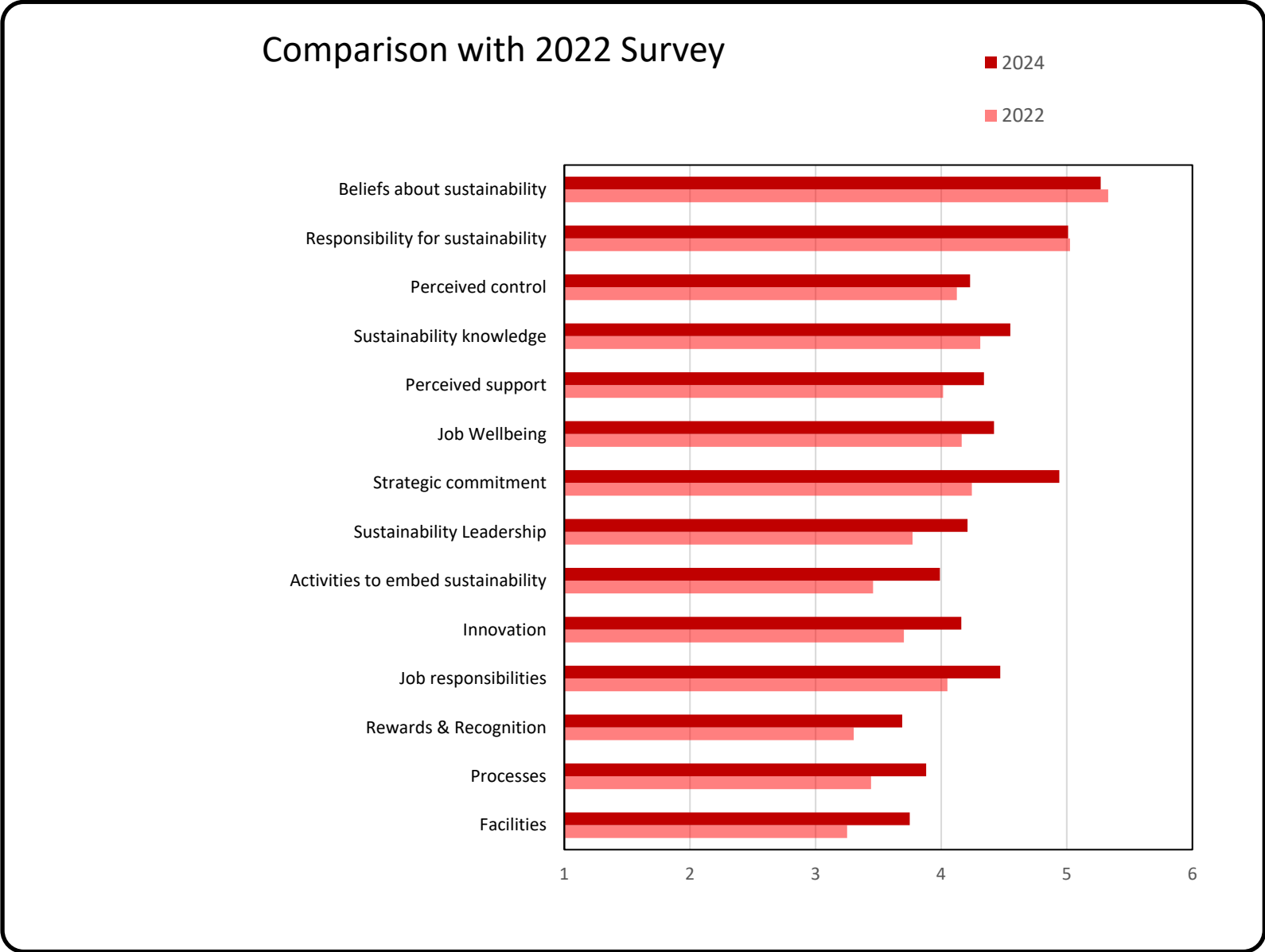
Year-on-Year Trend - Enablers

The chart tracks the enabler scores over the four biannual surveys since 2016.

Analysis
The chart shows a significant increase in most enablers over the past 8 years, in particular the Organisational Enablers, which are those most influenced by the organisation providing the support mechanisms for sustainability to be embedded in the culture. Strategic Commitment in particular has seen a very large increase from 3.44 to 4.94 across the surveyed period.

The exceptions were Beliefs about Sustainability and Responsibility for Sustainability, which were already high at the beginning, and reflect personal commitment - as such they are less likely to be influenced by the organisation's activities.

Trend line of enablers over time

Legend:
- Beliefs about sustainability
- Responsibility for sustainability
- Strategic commitment
- Sustainability knowledge
- Job responsibilities
- Perceived support
- Perceived control
- Sustainability Leadership
- Innovation
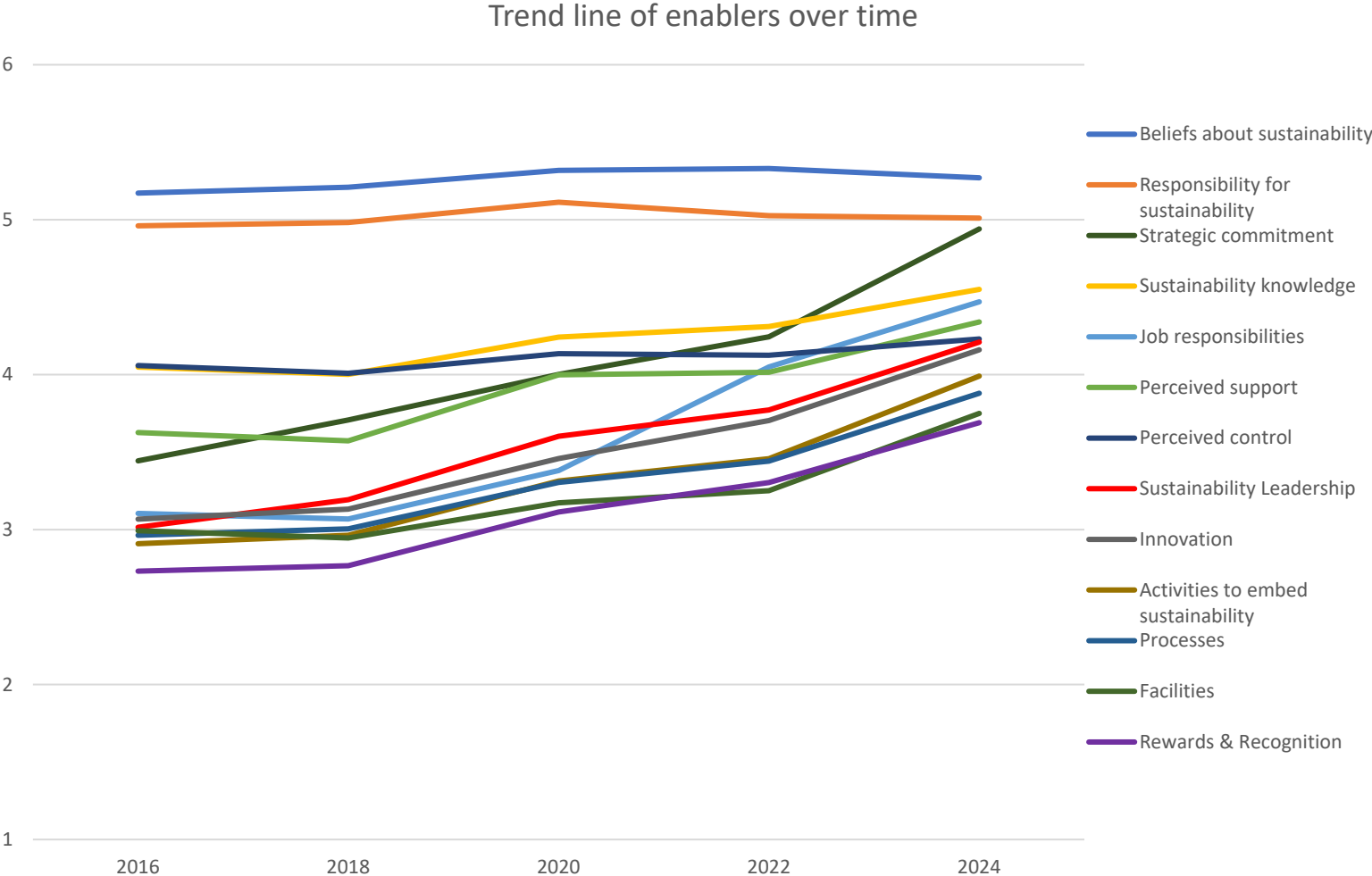- Activities to embed sustainability
- Processes
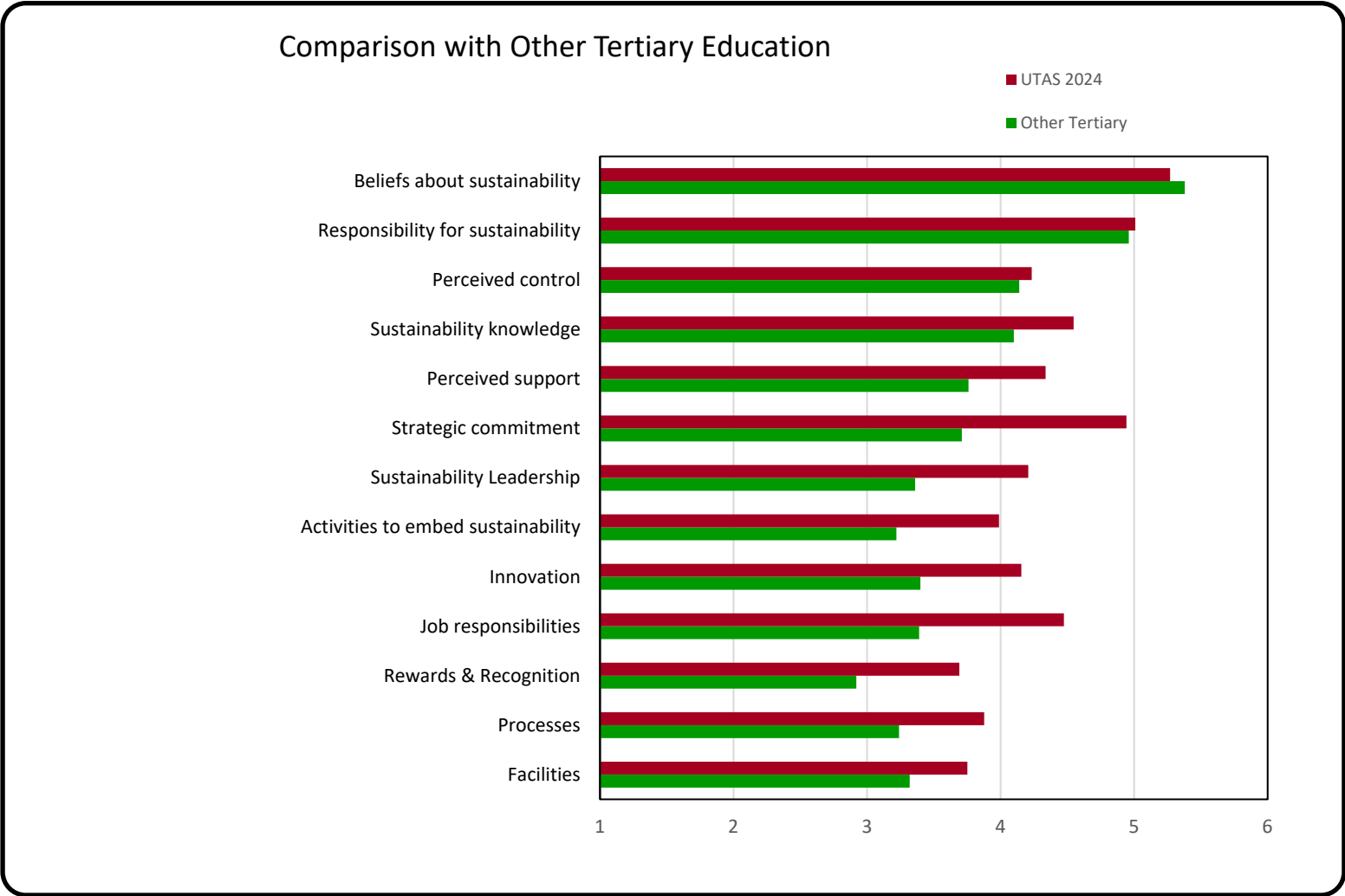- Facilities
- Rewards & Recognition

Comparison With Other Tertiary Institutions

The chart compares University of Tasmania's mean enabler scores to those of other tertiary institutions 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.

Analysis

The results for UTAS exceed the average for other institutions on all but one enabler (Beliefs about Sustainability), with the latter being the highest-scoring of the enablers.

UTAS compares especially favourably for Strategic Commitment and Job Responsibilities, indicating that its staff are very clear about the role that they and their employer play in sustainability.

Comparison with Other Tertiary Education

UTAS 2024 / Other Tertiary

Beliefs about sustainability, Responsibility for sustainability, Perceived control, Sustainability knowledge, Perceived support, Strategic commitment, Sustainability Leadership, Activities to embed sustainability, Innovation, Job responsibilities, Rewards & Recognition, Processes, Facilities
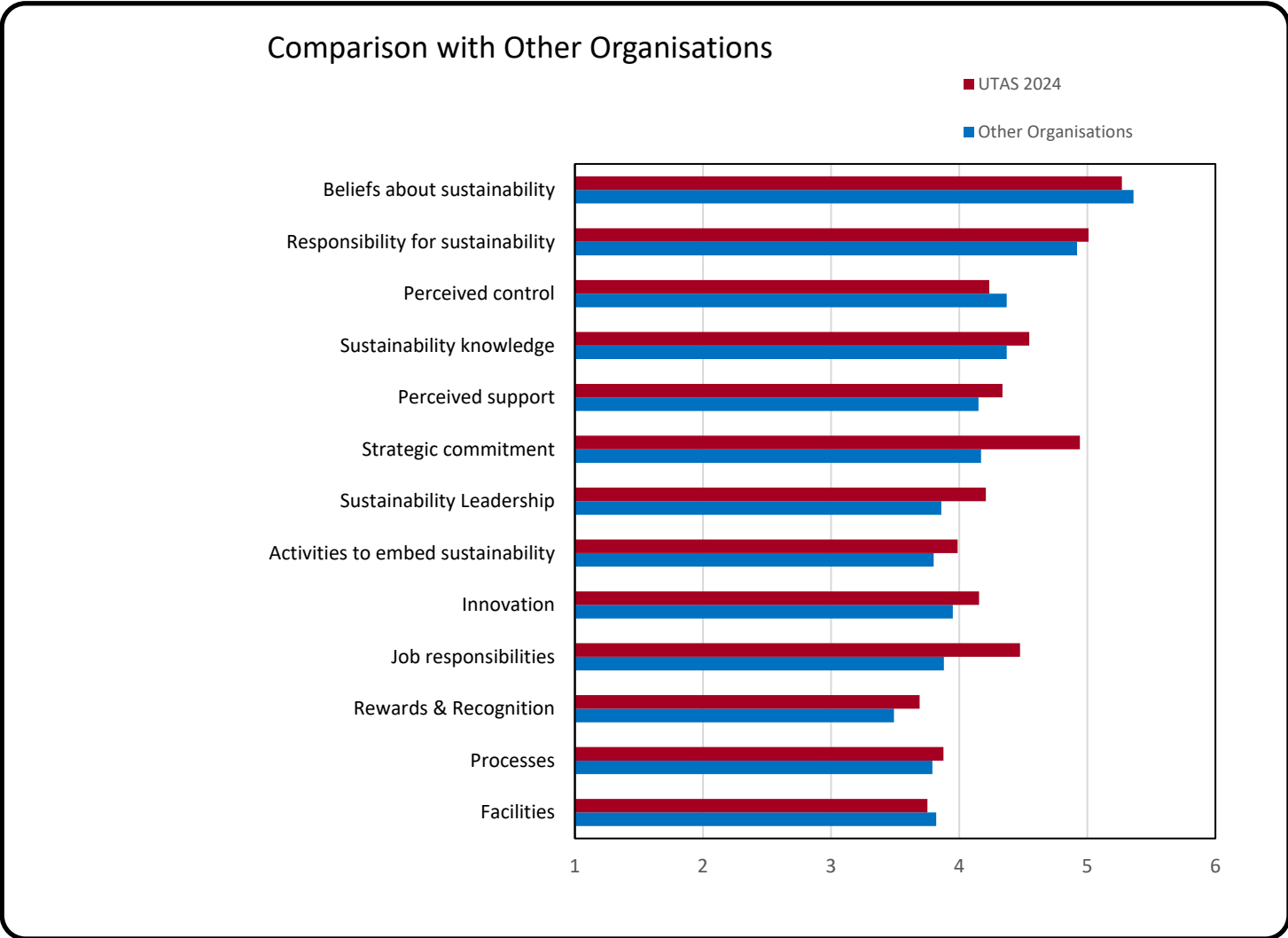
Comparison With Other Organisations

The chart compares University of Tasmania'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 (40%) and universities (35%). Approx. 80% of the organisations are based in Australia-New Zealand, as the SCI was developed in this region.

Analysis

UTAS exceeds the organisational average on all enablers with the exception of Beliefs about Sustainability and Perceived Control. The latter may indicate that UTAS staff do not feel they have as much influence on sustainability outcomes as those in other organisations, possibly due to the nature of the work, and the type of impact the organisation has.

Comparison with Other Organisations

Legend: UTAS 2024, Other Organisations

Categories: Beliefs about sustainability, Responsibility for sustainability, Perceived control, Sustainability knowledge, Perceived support, Strategic commitment, Sustainability Leadership, Activities to embed sustainability, Innovation, Job responsibilities, Rewards & Recognition, Processes, Facilities

Top and Bottom Items – Organisational Enablers

*The table shows the highest and lowest scoring items among the **Organisational Enablers**, those support mechanisms provided by the organisation to facilitate sustainability.*

All items are scored on a 1-6 scale.

Organisational Enabler Items – Highest Mean Scores	Mean
The University has a clearly defined commitment to sustainability	5.13
The University's commitment to sustainability has been clearly communicated	4.78
I believe that sustainability is relevant to my role	4.74
The internationally supported Sustainable Development Goals (SDGs) are relevant to my employment at this University	4.72
There is consistent support from senior leadership for the University's sustainability commitments	4.67

Organisational Enabler Items – Lowest Mean Scores	Mean
People at this University have clearly understood job responsibilities with regard to sustainability	3.82
The facilities in the University are well-equipped to support sustainable behaviours	3.78
I believe my personal sustainability-related behaviours have improved through the University's education and influence	3.73
The physical/built environment in this University makes it easy to choose sustainable behaviours	3.72
I feel like we are rewarded at the University for our efforts to adopt sustainable practices	3.54

Top and Bottom Items – Individual Enablers

The table shows the highest and lowest scoring items among the Individual Enablers, those psychological and attitudinal determinants of sustainability engagement.

All items are scored on a 1-6 scale.

Individual Enabler Items – Highest Mean Scores	Mean
People should do as much as they possibly can to preserve the environment for future generations	5.45
I think it is important for the University to be bold in climate action	5.34
I strongly believe that all universities have a responsibility to make sustainability a priority in their decision making, planning and actions	5.32
Incorporating the natural environment into buildings is important to me (e.g. through indoor plants, windows, green walls/roofs)	5.31
This University has a responsibility to be a leader in sustainability	5.29

Individual Enabler Items – Lowest Mean Scores	Mean
I clearly understand sustainability issues relevant to our University	4.45
I feel supported by my immediate manager to adopt sustainability behaviours	4.43
I know what I need to do in my job to operate in a sustainable way	4.38
I feel well supported by my peers to make sustainability a priority at work	4.25
I feel like I have a lot of control over the size of the "ecological footprint" that I leave through my work activities	3.73

Biggest Increases and Decreases since 2022

Top 5 Increases	2022	2024	Change
The University's commitment to sustainability has been clearly communicated	4.05	4.78	+0.73
The University puts in a lot of effort to educate and support staff with regard to ways in which to adopt more sustainable behaviours	3.73	4.31	+0.58
The physical/built environment in this University makes it easy to choose sustainable behaviours	3.17	3.72	+0.55
I believe my personal sustainability-related behaviours have improved through the University's education and influence	3.19	3.73	+0.54
The University has a clearly defined commitment to sustainability	4.60	5.13	+0.53

| Top 5 Decreases	2022	2024	Change
Having green spaces close to me is important	5.56	5.51	-0.05
I strongly believe that all universities have a responsibility to make sustainability a priority in their decision making, planning and actions	5.39	5.32	-0.07
I think it is important for the University to be bold in climate action	5.43	5.34	-0.09
This University has a responsibility to be a leader in sustainability	5.44	5.29	-0.15
In my personal life, I am willing to pay more for products and services which I consider have a lower environmental impact	5.03	4.87	-0.16

Overall Sustainability Effort

Respondents were asked to respond to the question of "The University's current level of effort with regard to sustainability is …"

Analysis

The rating of UTAS's effort with regard to sustainability has increased to 7.49 out of 10, up from 6.48 in 2022. This easily exceeds the mean for other institutions and organisations.

32% of respondents rated the effort as 8 out of 10.

University of Tasmania's current level of effort with regard to sustainability is...
(mean score = 7.49)
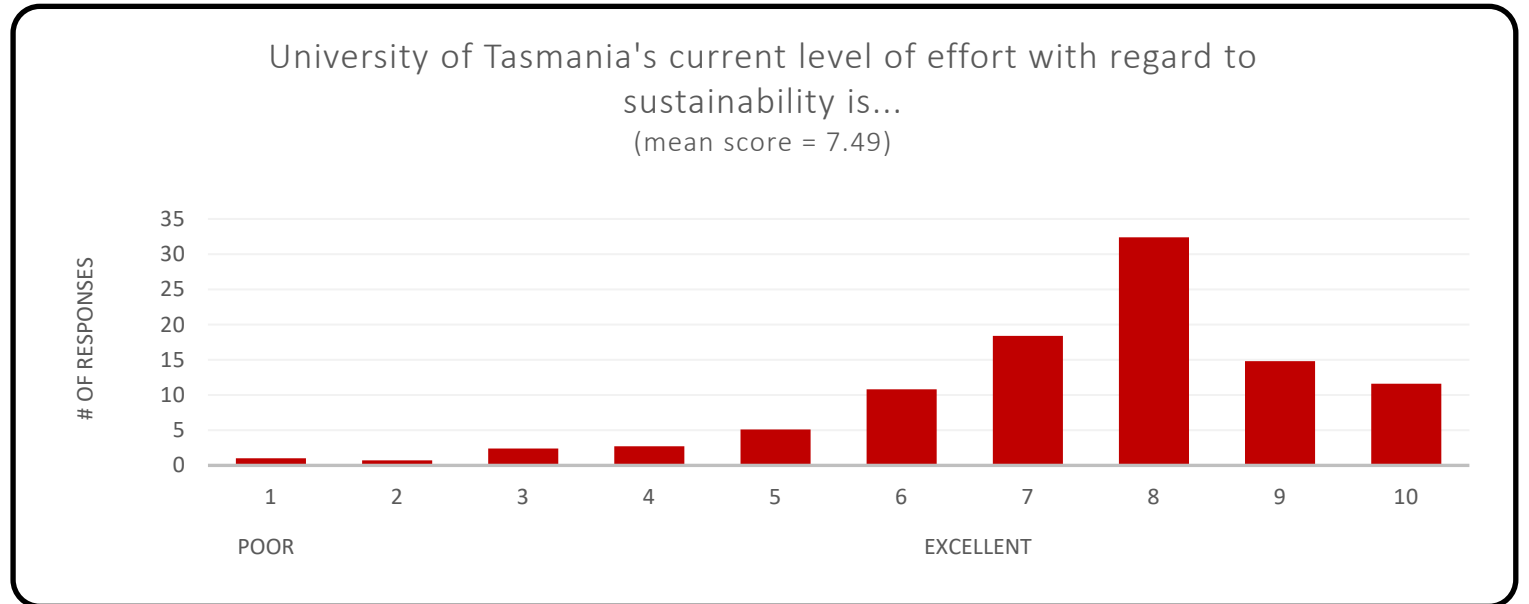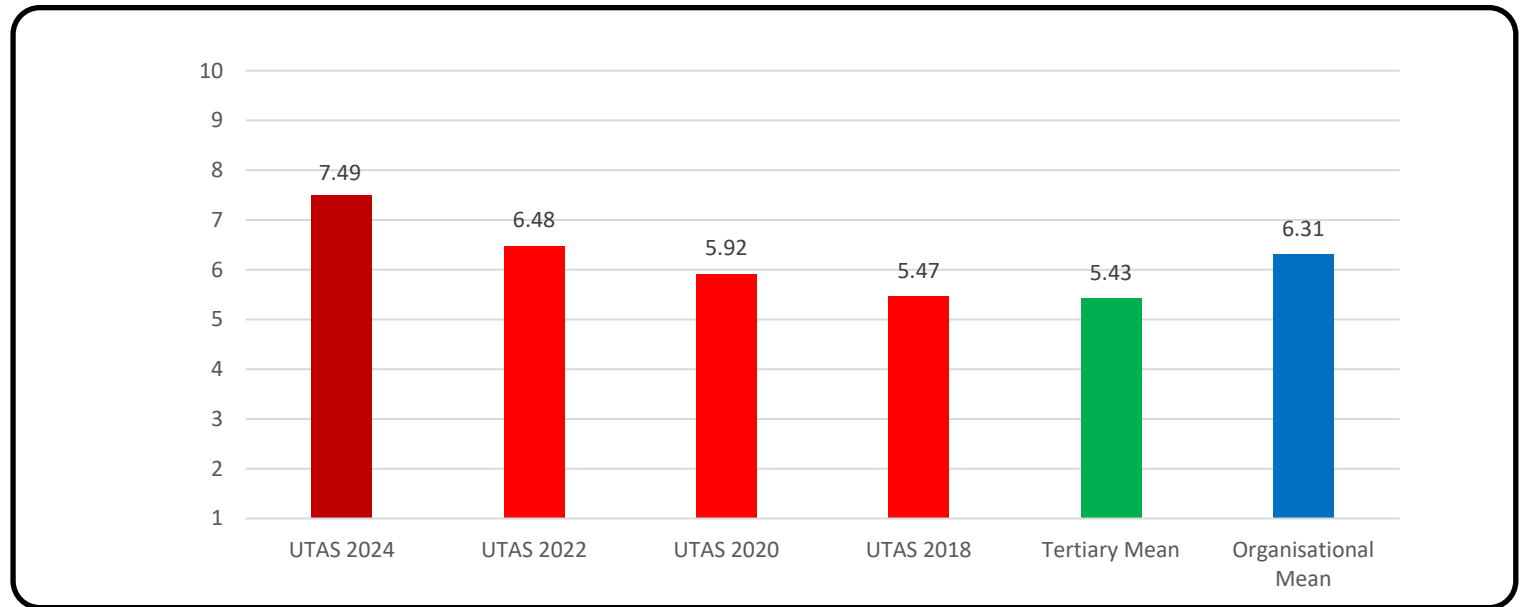
Behaviours
On Campus

Graph shows the self-rated frequency of sustainability-related behaviours at work.

Comparisons with other institutions and organisations are provided where applicable.

Analysis

Overall, UTAS staff are performing sustainability-related actions at a similar frequency to 2022, and to other organisations and institutions.

Low-carbon transport is the least commonly chosen behaviour among the staff group.

Behaviours On Campus
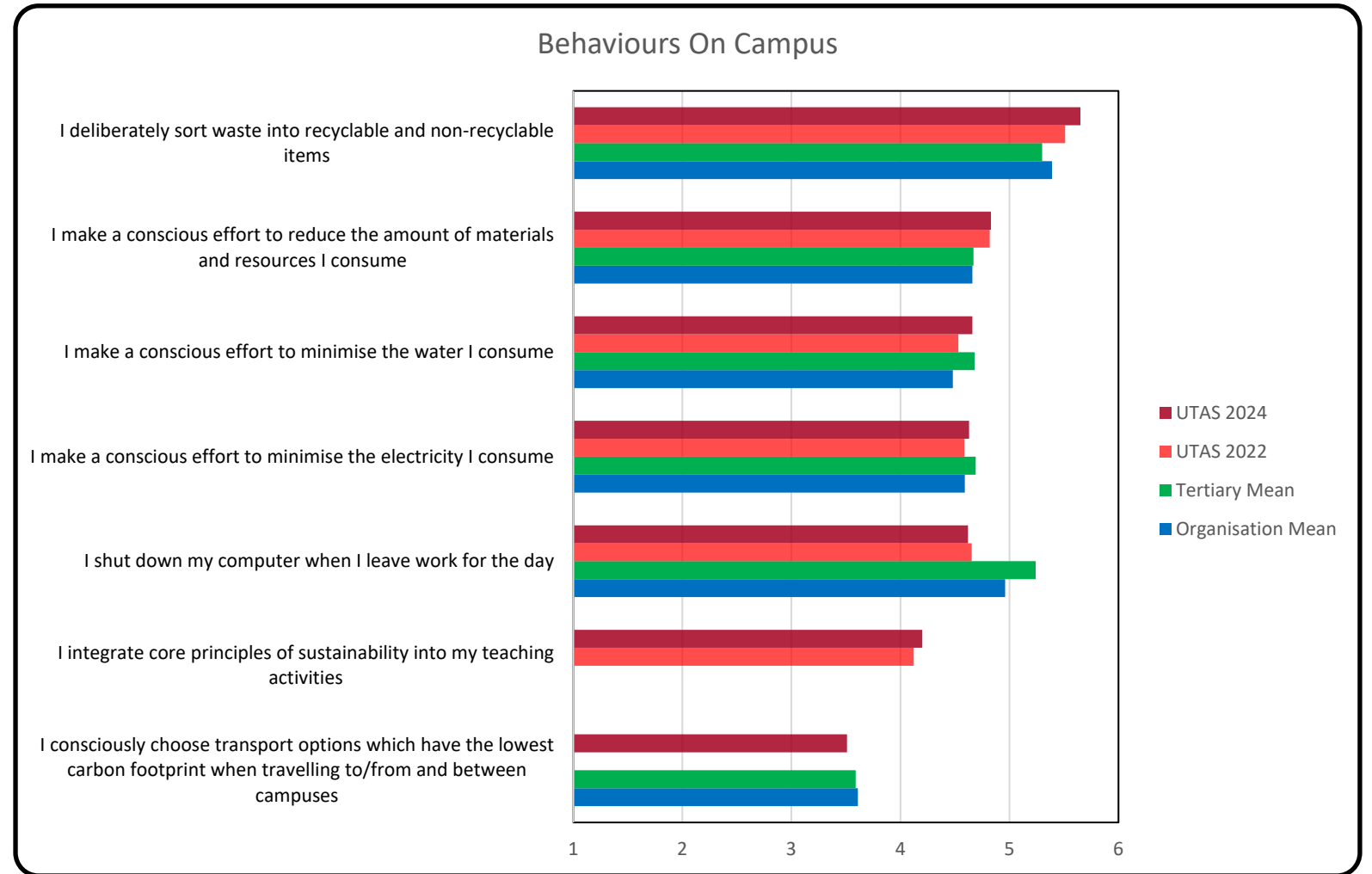
Behaviours
Off Campus

Graph shows the self-rated frequency of sustainability-related behaviours outside of work.

Comparisons with other institutions and organisations are provided where applicable.

Analysis

As with the on-campus behaviours, staff perform off-campus sustainability-related actions at a similar rate to what they did in 2022, and in comparison to their peer organisations.

Behaviours Off Campus

Legend:
- UTAS 2024
- UTAS 2022
- Tertiary Mean
- Organisation Mean
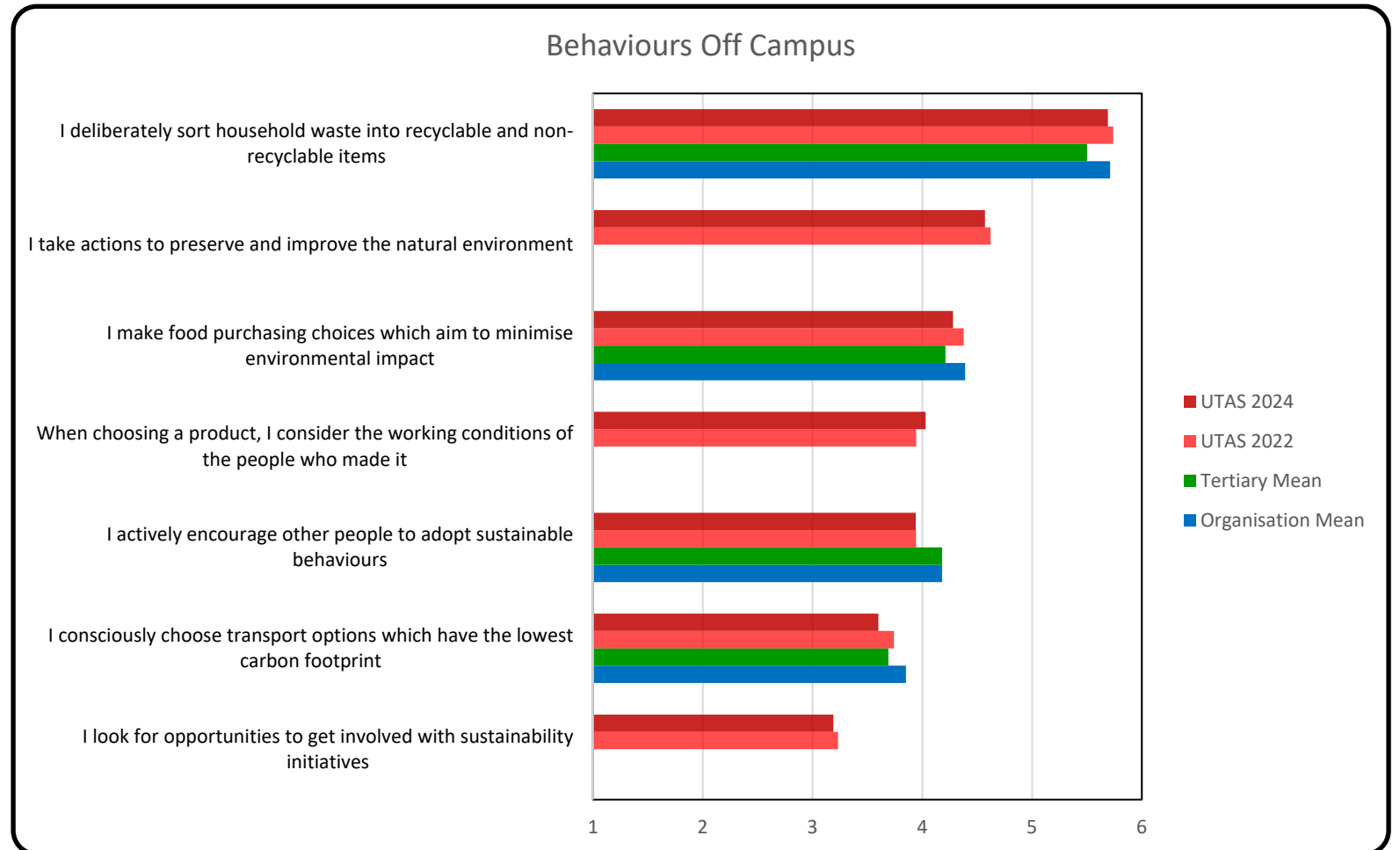
Year-on-Year Trend - Behaviours

The chart tracks the behaviour scores over the four biannual surveys since 2016.

Analysis

Self-reported frequency of sustainability-related behaviours has stayed relatively steady over the 8 years of the survey being conducted.

Every off-Campus behaviour has shown a slight decline in frequency in comparison to 2018.

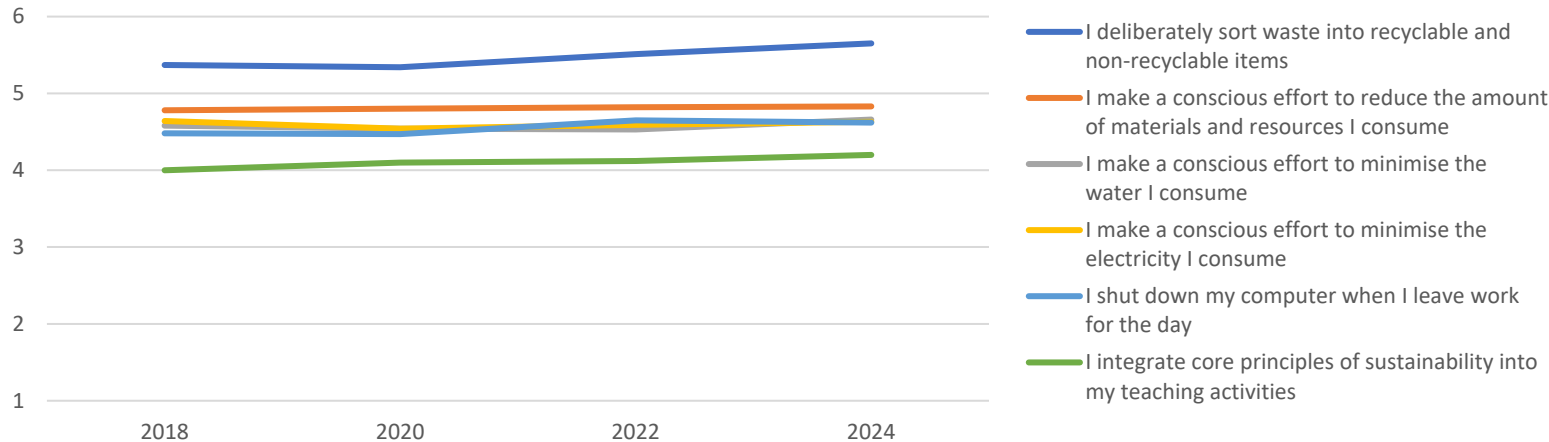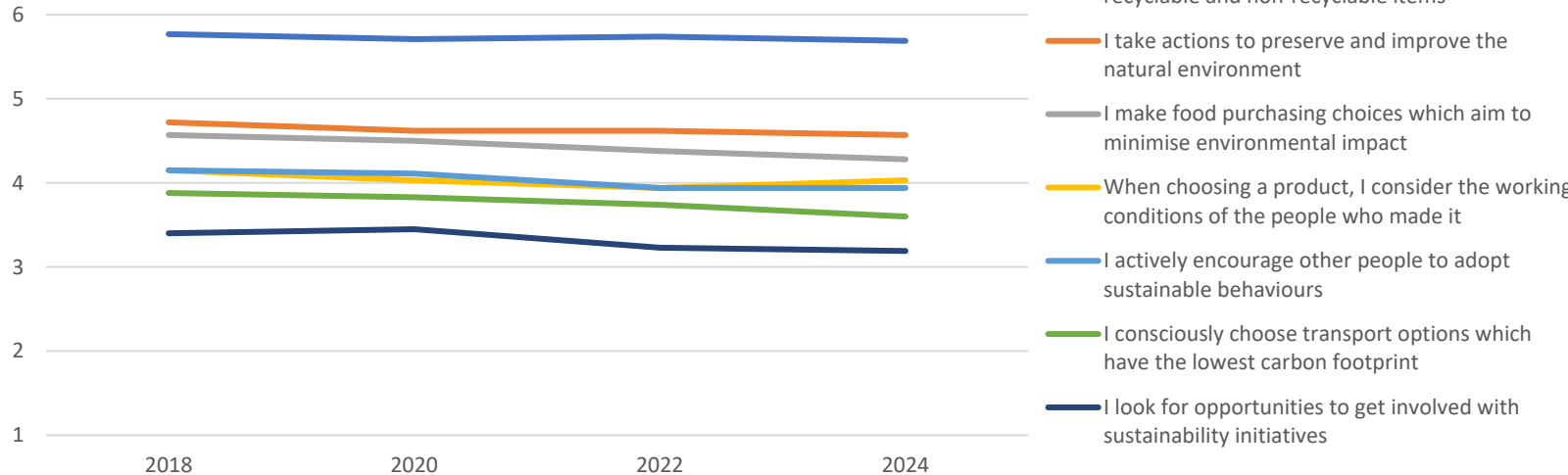On-campus behaviours have all risen in frequency, with the exception of electricity conservation which has shown a very slight decline. Recycling on campus has seen the biggest rise, possibly reflecting an increase in facilities provided by the university.

Trend line of Behaviours **on-Campus** over time

- I deliberately sort waste into recyclable and non-recyclable items
- I make a conscious effort to reduce the amount of materials and resources I consume
- I make a conscious effort to minimise the water I consume
- I make a conscious effort to minimise the electricity I consume
- I shut down my computer when I leave work for the day
- I integrate core principles of sustainability into my teaching activities

Trend line of Behaviours **off-Campus** over time

- I deliberately sort household waste into recyclable and non-recyclable items
- I take actions to preserve and improve the natural environment
- I make food purchasing choices which aim to minimise environmental impact
- When choosing a product, I consider the working conditions of the people who made it
- I actively encourage other people to adopt sustainable behaviours
- I consciously choose transport options which have the lowest carbon footprint
- I look for opportunities to get involved with sustainability initiatives

Correlations Between Enablers and Behaviour

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

Analysis

The results show that the respondents mostly likely to engage in sustainable behaviours at work are those who feel a responsibility to do so, and have the required knowledge , control and support.

The fact that all enablers showed a positive correlation with behaviours at work indicates that continued efforts to embed sustainability in the culture should translate to more engagement in actions.

Enabler Item	Behaviours at work	Behaviours outside work
Responsibility for Sustainability	.559**	.750**
Beliefs about sustainability	.432**	.565**
Sustainability Knowledge	.420**	.408**
Perceived Control	.361**	.310**
Job Responsibilities	.358**	.350**
Job Wellbeing	.234**	.230**
Perceived Support	.220**	.201**
Rewards & Recognition	.203**	.145**
Strategic Commitment	.190**	.161**
Activities to Embed Sustainability	.177**	.110**
Sustainability Leadership	.170**	.129**
Facilities	.162**	.087*
Processes	.148**	.076

** statistically significant (p<.01)

* statistically significant (p<.05)

Additional Items:

Job Wellbeing

Sustainability Importance

Job Wellbeing: Items

- I FEEL VALUED AS AN EMPLOYEE
  - UTAS 2024: 4.13
  - UTAS 2022: 3.72
- I CONSIDER MYSELF TO BE A PART OF SOME SOCIAL GROUP AT MY WORKPLACE
  - UTAS 2024: 4.3
  - UTAS 2022: 4.17
- I GET SATISFACTION OUT OF MY JOB
  - UTAS 2024: 4.85
  - UTAS 2022: 4.62

Sustainability Importance: Items

- INCORPORATING THE NATURAL ENVIRONMENT INTO BUILDINGS IS IMPORTANT TO ME
  - UTAS 2024: 5.31
  - UTAS 2022: 5.25
- HAVING GREEN SPACES CLOSE TO ME IS IMPORTANT
  - UTAS 2024: 5.51
  - UTAS 2022: 5.56
- BEING SOCIALLY CONNECTED TO OTHERS IS IMPORTANT TO ME
  - UTAS 2024: 4.95
  - UTAS 2022: 4.84

Additional Items:

Modern Slavery

The University of Tasmania has a Modern Slavery Statement outlining what we are doing to minimise the risks of modern slavery occurring at the University and in our supply chains. The term modern slavery is used to describe situations where coercion, threats or deception are used to exploit victims and undermine or deprive them of their freedom. These situations can include forced labour, debt bondage, human trafficking, and slavery. The United Nations and the Walk Free Foundation estimate there are approximately 40 million victims of modern slavery around the world.

Before reading this statement above, I was familiar with the concept of modern slavery.

Mean Score
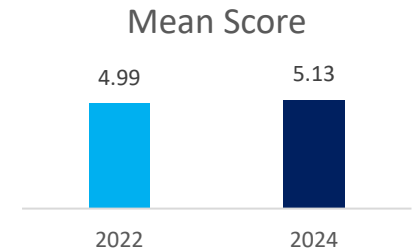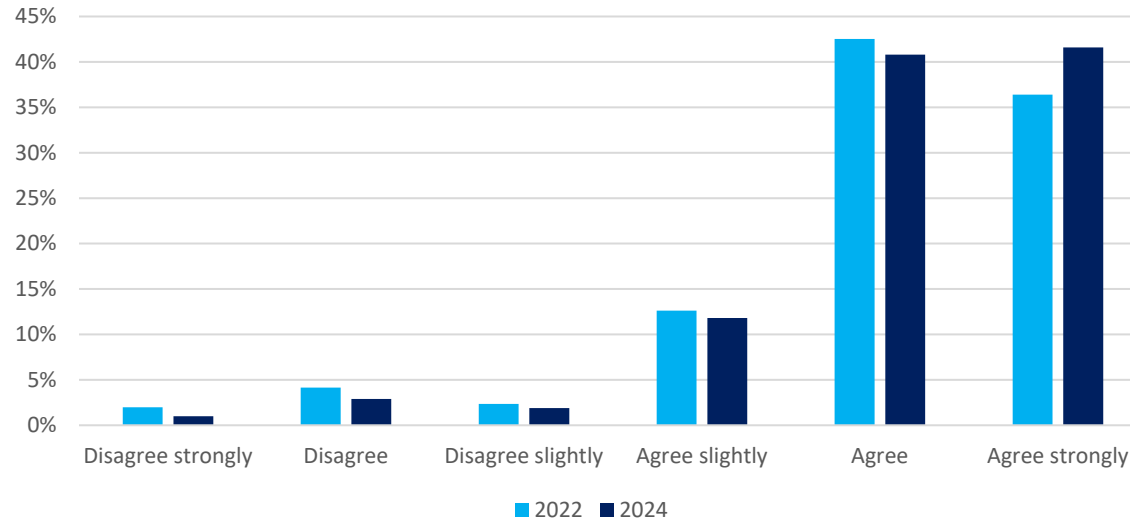
Have you encountered modern slavery in your work or personal life?
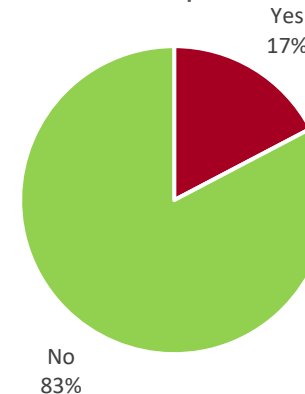
Beliefs About Sustainability

People's beliefs about the importance of sustainability and the priority which organisations should give it.
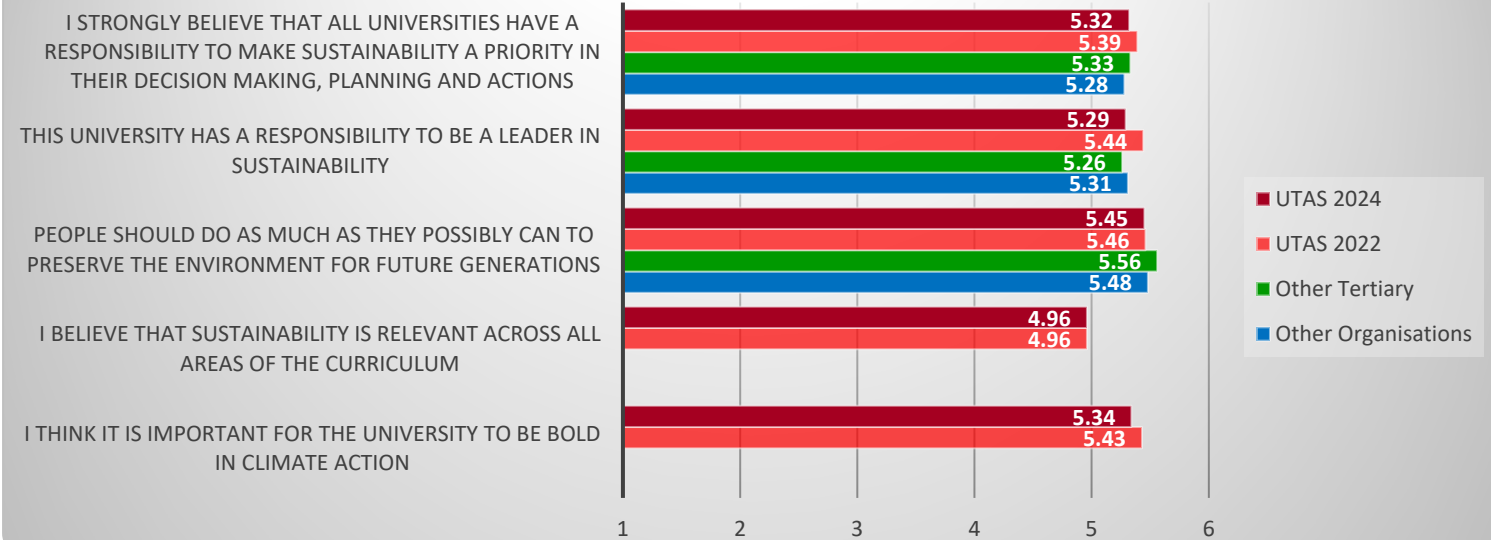
If people believe that sustainability is important and should be made a priority by individuals and organisations, they are more likely to engage in and support sustainable behaviours.

Analysis

UTAS continues to have very strong support for effective sustainability action.

For more resources for this enabler, including research findings and strategies for improvement, go to www.awake.com.au/beliefs

Beliefs about sustainability: Items

I STRONGLY BELIEVE THAT ALL UNIVERSITIES HAVE A RESPONSIBILITY TO MAKE SUSTAINABILITY A PRIORITY IN THEIR DECISION MAKING, PLANNING AND ACTIONS
- UTAS 2024: 5.32
- UTAS 2022: 5.39
- Other Tertiary: 5.33
- Other Organisations: 5.28

THIS UNIVERSITY HAS A RESPONSIBILITY TO BE A LEADER IN SUSTAINABILITY
- UTAS 2024: 5.29
- UTAS 2022: 5.44
- Other Tertiary: 5.26
- Other Organisations: 5.31

PEOPLE SHOULD DO AS MUCH AS THEY POSSIBLY CAN TO PRESERVE THE ENVIRONMENT FOR FUTURE GENERATIONS
- UTAS 2024: 5.45
- UTAS 2022: 5.46
- Other Tertiary: 5.56
- Other Organisations: 5.48

I BELIEVE THAT SUSTAINABILITY IS RELEVANT ACROSS ALL AREAS OF THE CURRICULUM
- UTAS 2024: 4.96
- UTAS 2022: 4.96

I THINK IT IS IMPORTANT FOR THE UNIVERSITY TO BE BOLD IN CLIMATE ACTION
- UTAS 2024: 5.34
- UTAS 2022: 5.43

Legend:
- UTAS 2024
- UTAS 2022
- Other Tertiary
- Other Organisations

Range of Responses: Beliefs about sustainability
(Rounded: Mean = 5.45)

- 2
- 1
- 42
- 298
- 450

Legend: 1, 2, 3, 4, 5, 6

Responsibility for Sustainability

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

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.

Analysis

This result shows that individual commitment and responsibility for sustainability is strong among the respondents. This suggests that getting people to care should not be a major barrier to embedding sustainability.

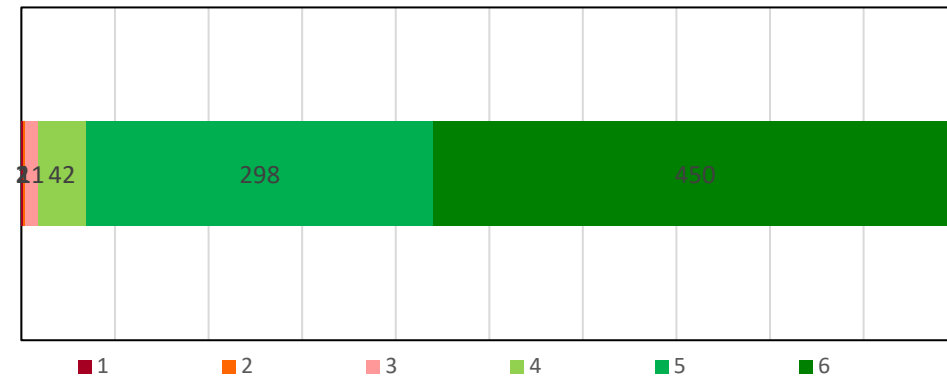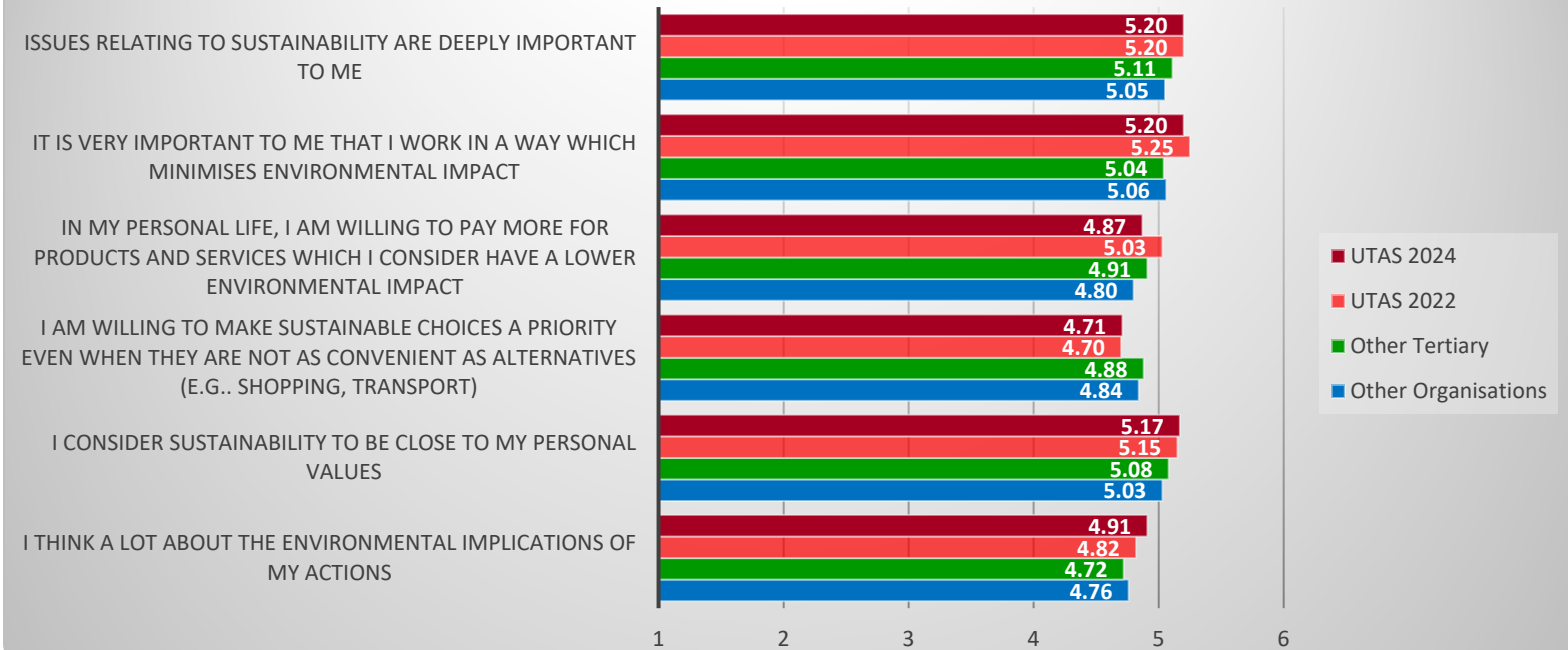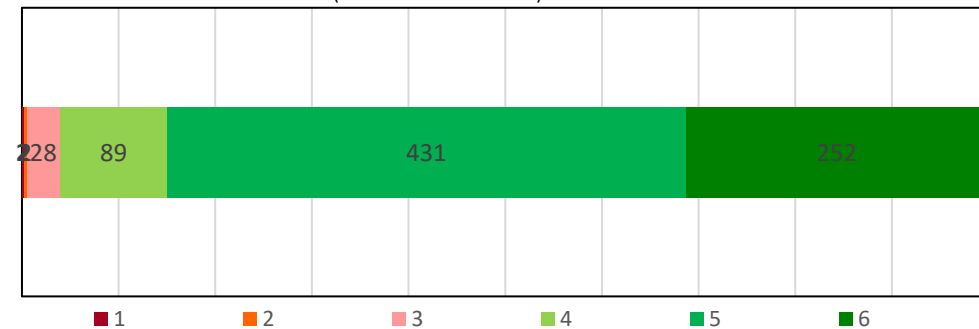*For more resources for this enabler, including research findings and strategies for improvement, go to*
www.awake.com.au/responsibility

Responsibility for Sustainability: Items

ISSUES RELATING TO SUSTAINABILITY ARE DEEPLY IMPORTANT TO ME
- UTAS 2024: 5.20
- UTAS 2022: 5.20
- Other Tertiary: 5.11
- Other Organisations: 5.05

IT IS VERY IMPORTANT TO ME THAT I WORK IN A WAY WHICH MINIMISES ENVIRONMENTAL IMPACT
- UTAS 2024: 5.20
- UTAS 2022: 5.25
- Other Tertiary: 5.04
- Other Organisations: 5.06

IN MY PERSONAL LIFE, I AM WILLING TO PAY MORE FOR PRODUCTS AND SERVICES WHICH I CONSIDER HAVE A LOWER ENVIRONMENTAL IMPACT
- UTAS 2024: 4.87
- UTAS 2022: 5.03
- Other Tertiary: 4.91
- Other Organisations: 4.80

I AM WILLING TO MAKE SUSTAINABLE CHOICES A PRIORITY EVEN WHEN THEY ARE NOT AS CONVENIENT AS ALTERNATIVES (E.G.. SHOPPING, TRANSPORT)
- UTAS 2024: 4.71
- UTAS 2022: 4.70
- Other Tertiary: 4.88
- Other Organisations: 4.84

I CONSIDER SUSTAINABILITY TO BE CLOSE TO MY PERSONAL VALUES
- UTAS 2024: 5.17
- UTAS 2022: 5.15
- Other Tertiary: 5.08
- Other Organisations: 5.03

I THINK A LOT ABOUT THE ENVIRONMENTAL IMPLICATIONS OF MY ACTIONS
- UTAS 2024: 4.91
- UTAS 2022: 4.82
- Other Tertiary: 4.72
- Other Organisations: 4.76

Legend: UTAS 2024, UTAS 2022, Other Tertiary, Other Organisations

Range of Responses: Responsibility for sustainability
(Rounded: Mean = 5.01)

- 28
- 89
- 431
- 252

Legend: 1, 2, 3, 4, 5, 6

Sustainability Knowledge

The degree to which people feel they have sufficient knowledge of sustainability issues relevant to the organisation and their job.
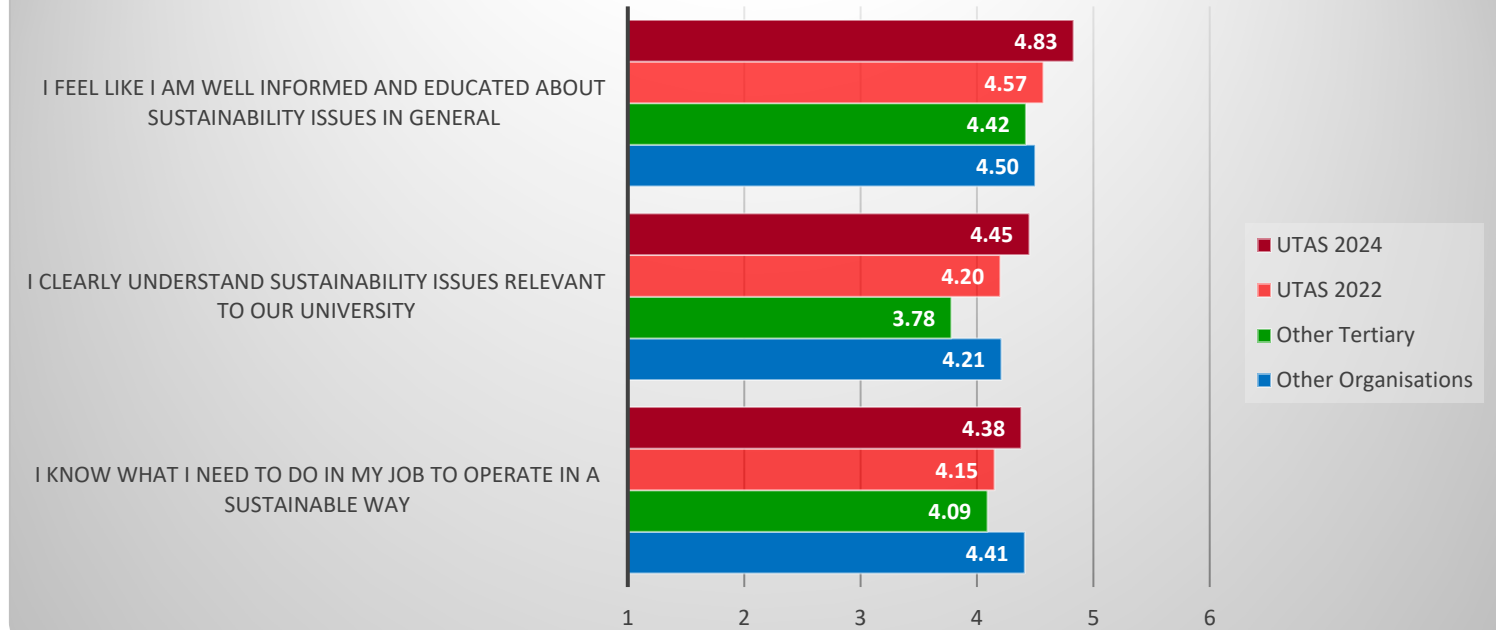
Research repeatedly reveals that knowledge of sustainability issues is an essential precursor to sustainability-related behaviour, while a recent study of organisations found that internal awareness-raising campaigns were among the most effective ways of encouraging employees to adopt sustainable behaviours.

Analysis

Sustainability Knowledge has taken a sizeable jump in the past 2 years, suggesting that efforts to engage and educate people on the topic have been effective.
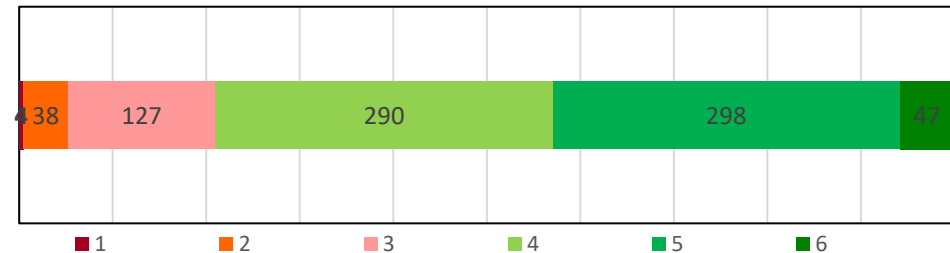
For more resources for this enabler, including research findings and strategies for improvement, go to www.awake.com.au/knowledge

Sustainability knowledge: Items

	UTAS 2024	UTAS 2022	Other Tertiary	Other Organisations
I FEEL LIKE I AM WELL INFORMED AND EDUCATED ABOUT SUSTAINABILITY ISSUES IN GENERAL	4.83	4.57	4.42	4.50
I CLEARLY UNDERSTAND SUSTAINABILITY ISSUES RELEVANT TO OUR UNIVERSITY	4.45	4.20	3.78	4.21
I KNOW WHAT I NEED TO DO IN MY JOB TO OPERATE IN A SUSTAINABLE WAY	4.38	4.15	4.09	4.41

Range of Responses: Sustainability knowledge
(Rounded: Mean = 4.13)

1	2	3	4	5	6
4	38	127	290	298	47

Perceived Support

The level of support people feel they have to act sustainably, from their peers and manager.
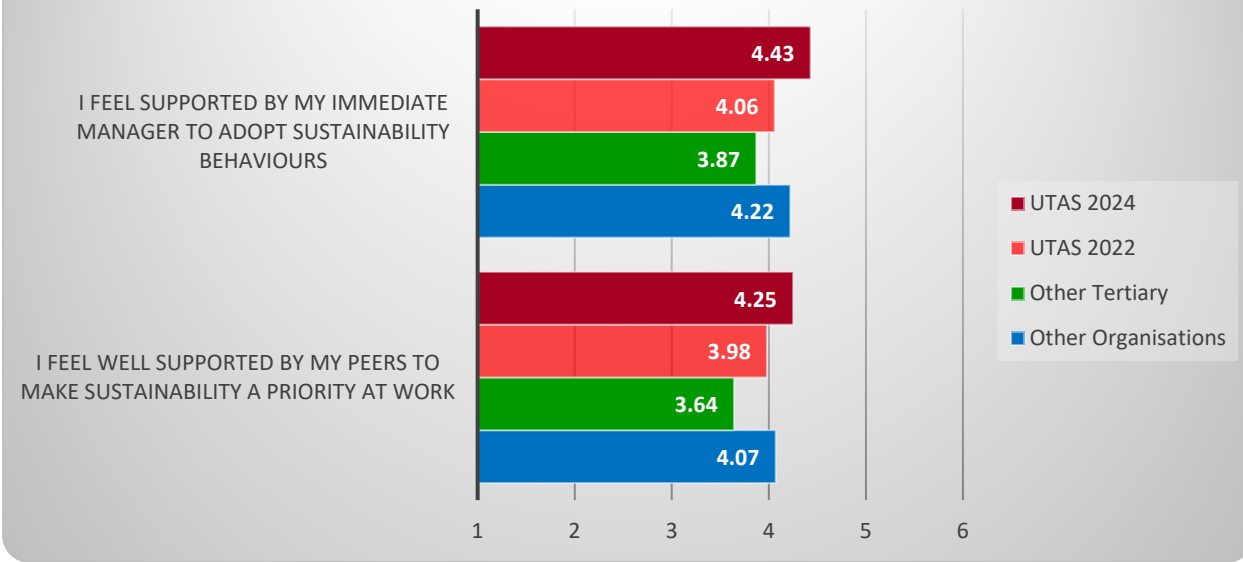
If people feel that there is strong support from those around them to make sustainability a priority, they are more likely to do so, and feel like they can innovate and take risks in doing so.

Analysis

Compared to other institutions, and previous years, UTAS staff feel reasonably well supported on sustainability. There is still room for improvement in creating a culture where everyone feels they are supported to engage in sustainability.
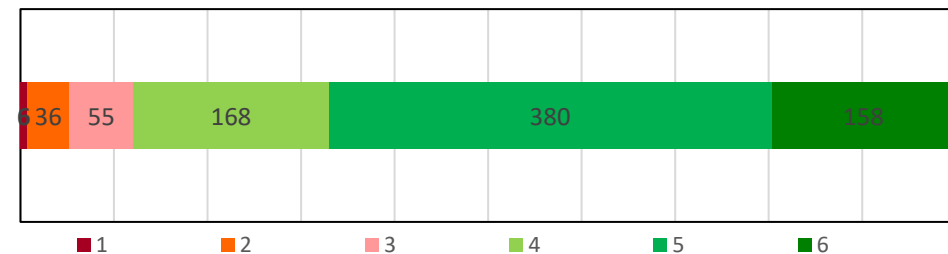
For more resources for this enabler, including research findings and strategies for improvement, go to
www.awake.com.au/support

Perceived support: Items

I FEEL SUPPORTED BY MY IMMEDIATE MANAGER TO ADOPT SUSTAINABILITY BEHAVIOURS
- 4.43
- 4.06
- 3.87
- 4.22

I FEEL WELL SUPPORTED BY MY PEERS TO MAKE SUSTAINABILITY A PRIORITY AT WORK
- 4.25
- 3.98
- 3.64
- 4.07

Legend: UTAS 2024 / UTAS 2022 / Other Tertiary / Other Organisations

Range of Responses: Perceived support
(Rounded: Mean = 4.48)

36 | 55 | 168 | 380 | 158

Legend: 1, 2, 3, 4, 5, 6

Perceived Control

The extent to which people feel they have control over their level of sustainability, and the sense that their actions can make a difference.
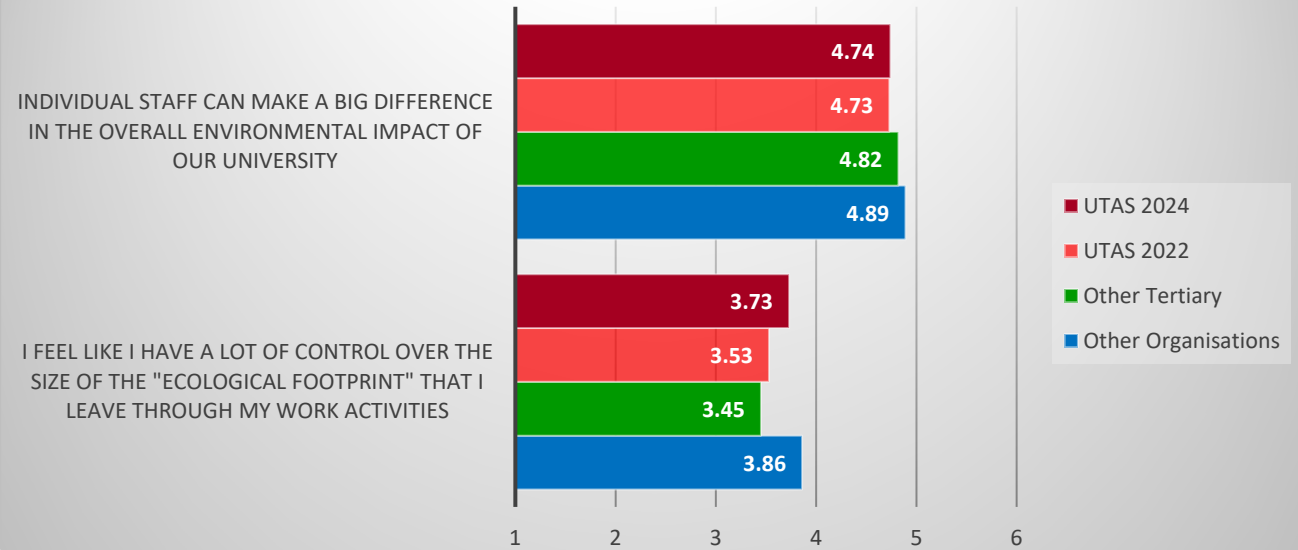
A strong precursor to sustainable behaviour is the perception that we have some control over our actions, and that those actions will have a beneficial outcome.

Analysis

While the sense of control people feel they have in relation to sustainability has increased, there is still a belief from many that they have minimal influence over their footprint. As an enabler with a strong correlation with behaviour (see P16) this is one area where it is worth investing further effort in helping people identify how they can make a difference.
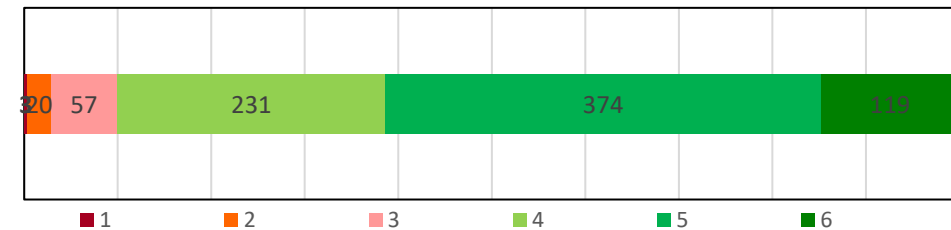
For more resources for this enabler, including research findings and strategies for improvement, go to www.awake.com.au/control

Perceived control: Items

INDIVIDUAL STAFF CAN MAKE A BIG DIFFERENCE IN THE OVERALL ENVIRONMENTAL IMPACT OF OUR UNIVERSITY
- UTAS 2024: 4.74
- UTAS 2022: 4.73
- Other Tertiary: 4.82
- Other Organisations: 4.89

I FEEL LIKE I HAVE A LOT OF CONTROL OVER THE SIZE OF THE "ECOLOGICAL FOOTPRINT" THAT I LEAVE THROUGH MY WORK ACTIVITIES
- UTAS 2024: 3.73
- UTAS 2022: 3.53
- Other Tertiary: 3.45
- Other Organisations: 3.86

Legend:
- UTAS 2024
- UTAS 2022
- Other Tertiary
- Other Organisations

Range of Responses: Perceived control
(Rounded: Mean = 4.40)

1	2	3	4	5	6
	20	57	231	374	119

Strategic Commitment

The extent to which people feel the organisation has clarified and communicated its sustainability commitments
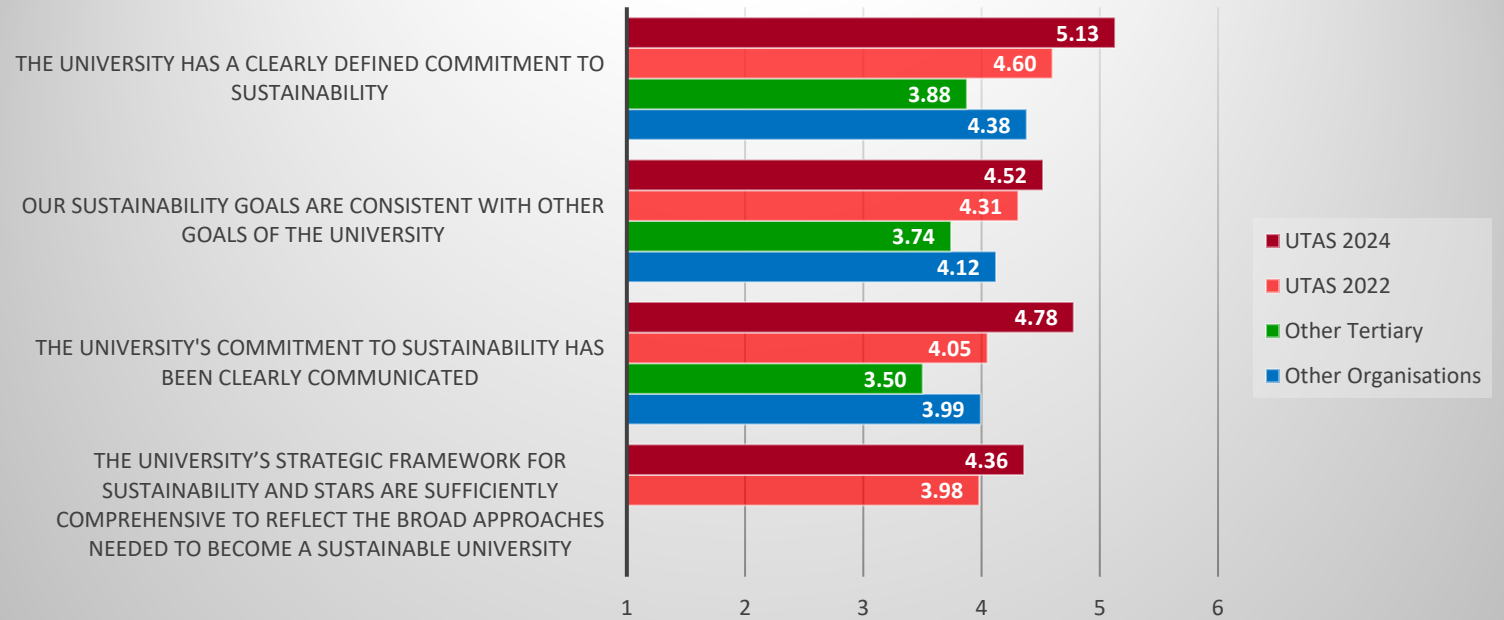
An organisation that makes a clear commitment to sustainability and communicates it strongly provides the clarity and confidence people need in order to make it a priority in their decisions and actions.

Analysis

UTAS has seen a considerable increase in the perception of its commitment to sustainability in comparison to 2022, and far exceeds other institutions and organisations on this enabler. This is great reinforcement for the efforts made to clarify and communicate the university's commitment to making a difference.
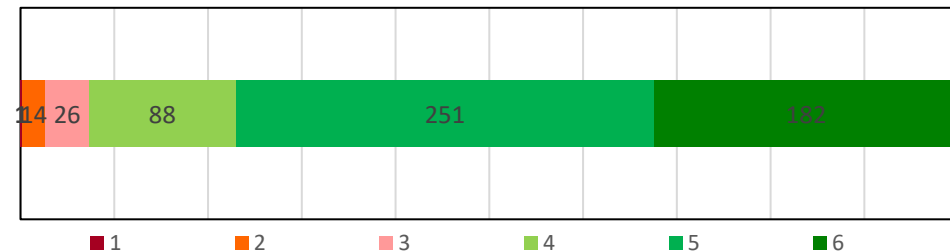
For more resources for this enabler, including research findings and strategies for improvement, go to www.awake.com.au/commitment

Strategic Commitment: Items

THE UNIVERSITY HAS A CLEARLY DEFINED COMMITMENT TO SUSTAINABILITY
- UTAS 2024: 5.13
- UTAS 2022: 4.60
- Other Tertiary: 3.88
- Other Organisations: 4.38

OUR SUSTAINABILITY GOALS ARE CONSISTENT WITH OTHER GOALS OF THE UNIVERSITY
- UTAS 2024: 4.52
- UTAS 2022: 4.31
- Other Tertiary: 3.74
- Other Organisations: 4.12

THE UNIVERSITY'S COMMITMENT TO SUSTAINABILITY HAS BEEN CLEARLY COMMUNICATED
- UTAS 2024: 4.78
- UTAS 2022: 4.05
- Other Tertiary: 3.50
- Other Organisations: 3.99

THE UNIVERSITY'S STRATEGIC FRAMEWORK FOR SUSTAINABILITY AND STARS ARE SUFFICIENTLY COMPREHENSIVE TO REFLECT THE BROAD APPROACHES NEEDED TO BECOME A SUSTAINABLE UNIVERSITY
- UTAS 2024: 4.36
- UTAS 2022: 3.98

Legend:
- UTAS 2024
- UTAS 2022
- Other Tertiary
- Other Organisations

Range of Responses: Strategic Commitment
(Rounded: Mean = 4.94)

- 1: 14
- 2: 26
- 3: 88
- 4: 251
- 5: 182

Legend: ■1 ■2 ■3 ■4 ■5 ■6

Sustainability Leadership

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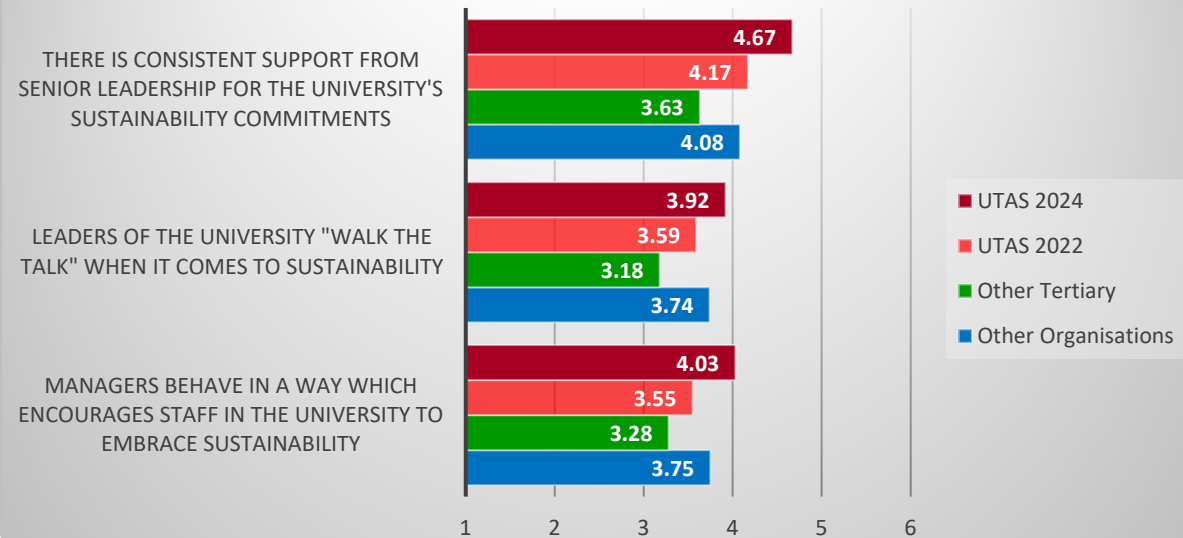
All aspects of culture are driven from the top, and sustainability is no exception. If people feel that there is strong leadership commitment, and the behaviours of the leaders and managers are consistent with this commitment, then a culture of sustainability is more likely to be created. This is supported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

Analysis

As with Strategic Commitment, Sustainability Leadership also saw a considerable increase in 2024. There is still some opportunity for leaders to more visibly demonstrate behaviours consistent with the organisation's commitment.
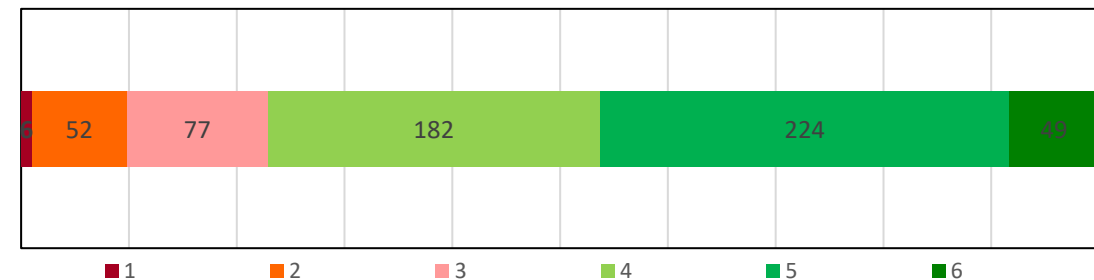
For more resources for this enabler, including research findings and strategies for improvement, go to
www.awake.com.au/leadership

Sustainability Leadership: Items

THERE IS CONSISTENT SUPPORT FROM SENIOR LEADERSHIP FOR THE UNIVERSITY'S SUSTAINABILITY COMMITMENTS
- UTAS 2024: 4.67
- UTAS 2022: 4.17
- Other Tertiary: 3.63
- Other Organisations: 4.08

LEADERS OF THE UNIVERSITY "WALK THE TALK" WHEN IT COMES TO SUSTAINABILITY
- UTAS 2024: 3.92
- UTAS 2022: 3.59
- Other Tertiary: 3.18
- Other Organisations: 3.74

MANAGERS BEHAVE IN A WAY WHICH ENCOURAGES STAFF IN THE UNIVERSITY TO EMBRACE SUSTAINABILITY
- UTAS 2024: 4.03
- UTAS 2022: 3.55
- Other Tertiary: 3.28
- Other Organisations: 3.75

Legend: UTAS 2024, UTAS 2022, Other Tertiary, Other Organisations

Range of Responses: Sustainability Leadership
(Rounded: Mean = 4.21)

- 2: 52
- 3: 77
- 4: 182
- 5: 224
- 6: 49

Legend: 1, 2, 3, 4, 5, 6

Activities to Embed Sustainability

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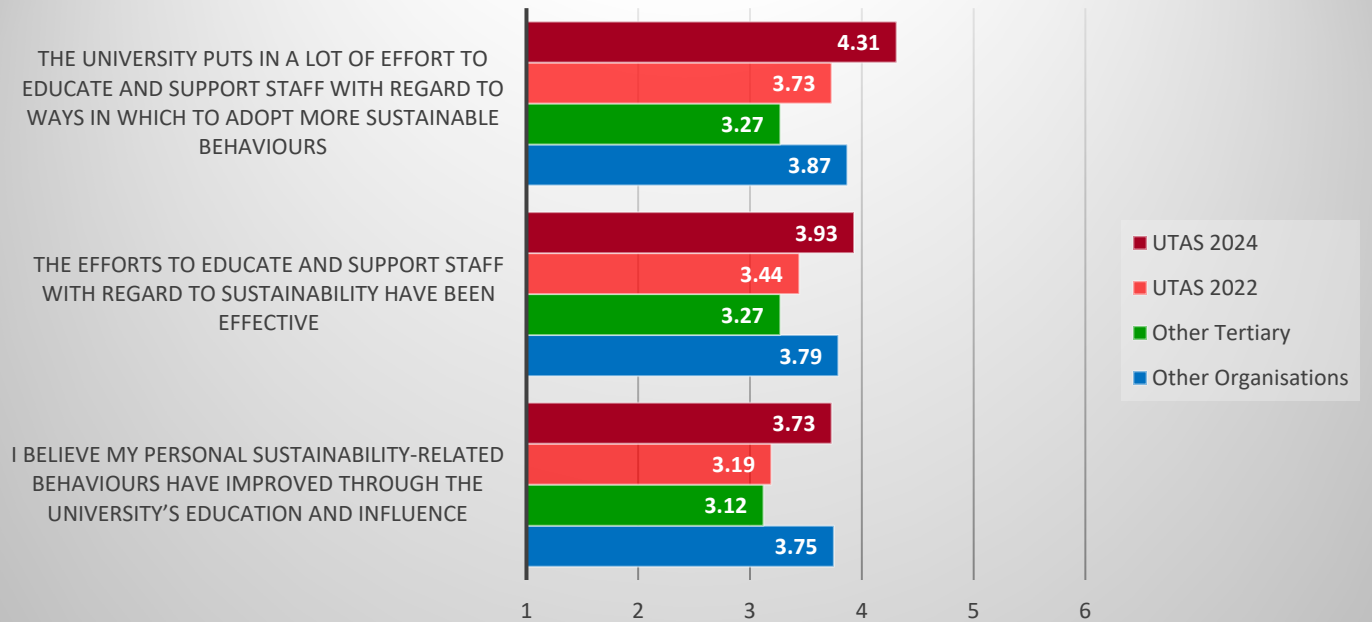
Organisations with a strong culture of sustainability are those that promote and encourage it. The extent to which this has been prevalent and effective has a big impact on the success of efforts to embed sustainability in the culture.

Analysis

This is another enabler to show a strong increase on the 2022 result and is now clearly above the average for other institutions. There is some room for improvement in ensuring the engagement efforts have the desired impact.
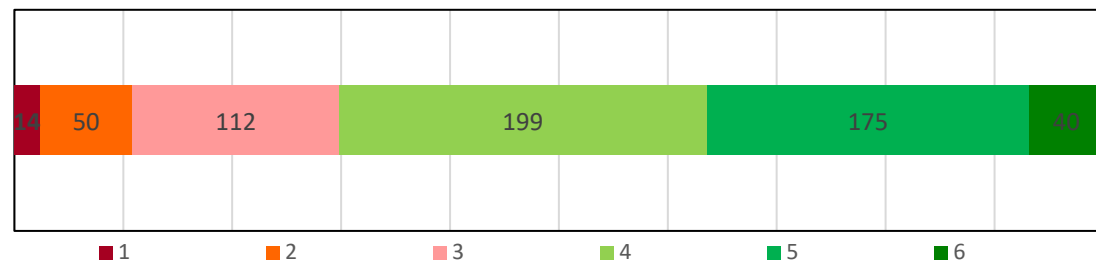
For more resources for this enabler, including research findings and strategies for improvement, go to www.awake.com.au/activities

Activities to embed sustainability: Items

	UTAS 2024	UTAS 2022	Other Tertiary	Other Organisations
THE UNIVERSITY PUTS IN A LOT OF EFFORT TO EDUCATE AND SUPPORT STAFF WITH REGARD TO WAYS IN WHICH TO ADOPT MORE SUSTAINABLE BEHAVIOURS	4.31	3.73	3.27	3.87
THE EFFORTS TO EDUCATE AND SUPPORT STAFF WITH REGARD TO SUSTAINABILITY HAVE BEEN EFFECTIVE	3.93	3.44	3.27	3.79
I BELIEVE MY PERSONAL SUSTAINABILITY-RELATED BEHAVIOURS HAVE IMPROVED THROUGH THE UNIVERSITY'S EDUCATION AND INFLUENCE	3.73	3.19	3.12	3.75

Range of Responses: Activities to embed sustainability
(Rounded: Mean = 3.99)

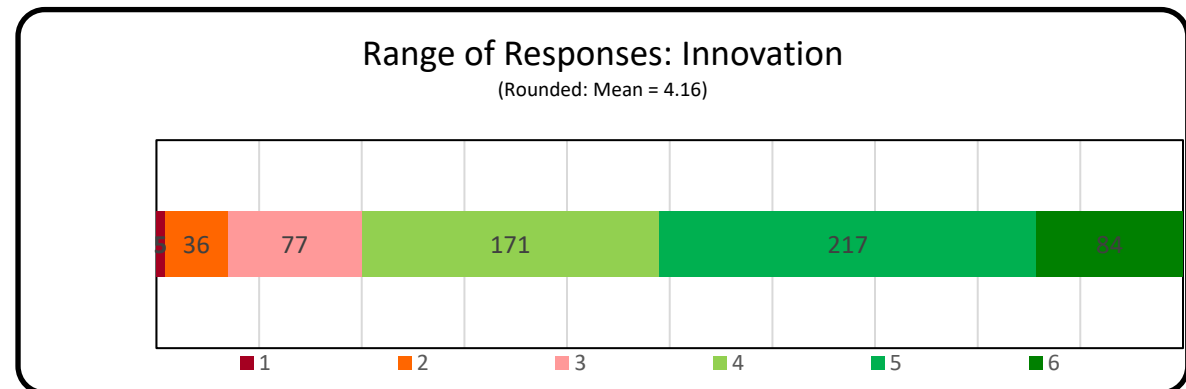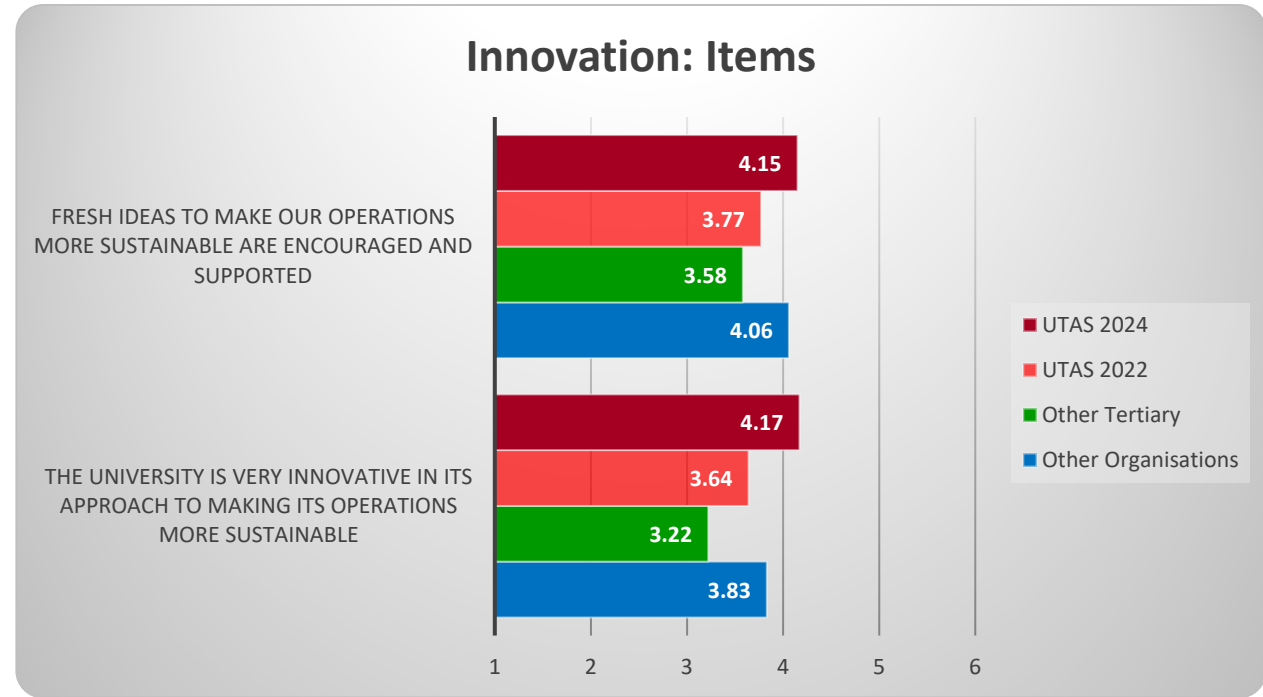| 1	2	3	4	5	6
14	50	112	199	175	40

Innovation

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

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.

Analysis

UTAS is seen as more innovative toward sustainability than its comparators, and more so than 2 years ago. The results suggest further work can be done to harness innovation to further embed sustainability in the culture.

For more resources for this enabler, including research findings and strategies for improvement, go to
www.awake.com.au/innovation

Innovation: Items

FRESH IDEAS TO MAKE OUR OPERATIONS MORE SUSTAINABLE ARE ENCOURAGED AND SUPPORTED
- UTAS 2024: 4.15
- UTAS 2022: 3.77
- Other Tertiary: 3.58
- Other Organisations: 4.06

THE UNIVERSITY IS VERY INNOVATIVE IN ITS APPROACH TO MAKING ITS OPERATIONS MORE SUSTAINABLE
- UTAS 2024: 4.17
- UTAS 2022: 3.64
- Other Tertiary: 3.22
- Other Organisations: 3.83

Legend:
- UTAS 2024
- UTAS 2022
- Other Tertiary
- Other Organisations

Range of Responses: Innovation
(Rounded: Mean = 4.16)

1	2	3	4	5	6
	36	77	171	217	84

Job Responsibilities

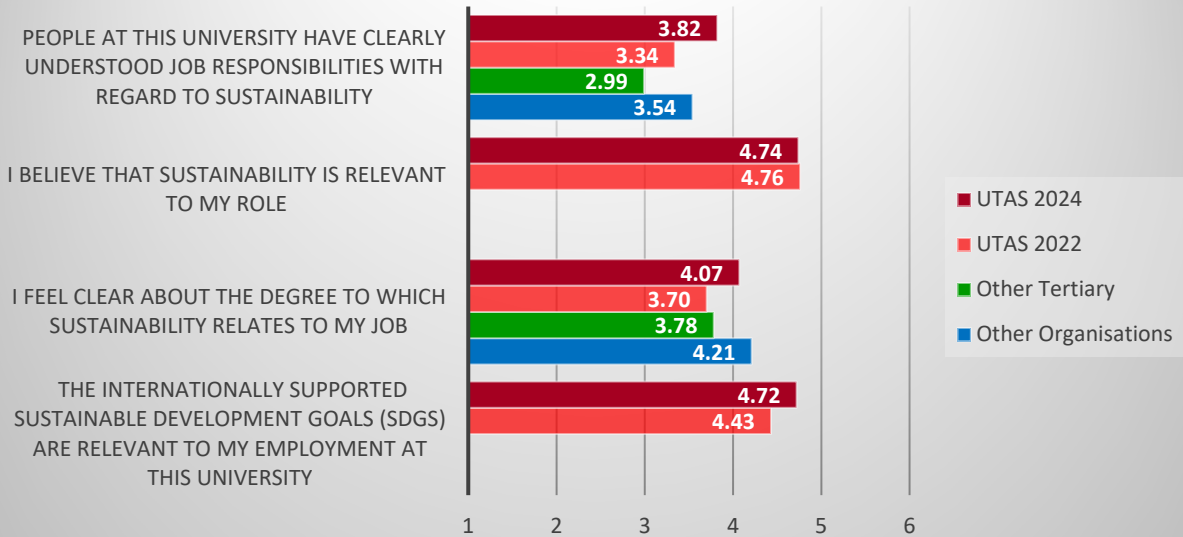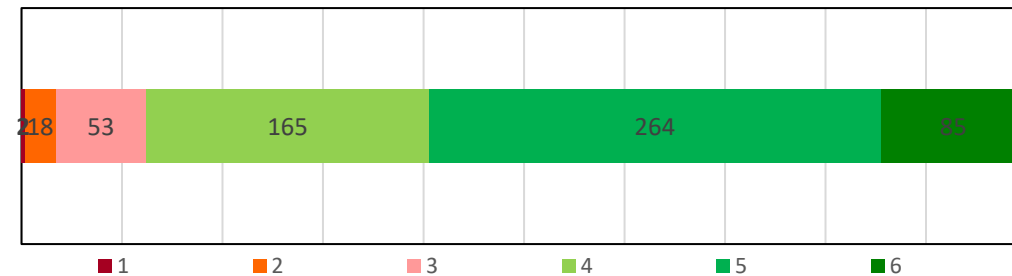The level of clarity people have regarding the way in which sustainability relates to their job.

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.

Analysis

The result for this enabler showed a large increase on 2022, suggesting the efforts to clarify the organisation's position on sustainability has flowed on to individuals being clear about their responsibilities. There is still a large proportion of people who feel they could have even more clarity on how 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

Job responsibilities : Items

PEOPLE AT THIS UNIVERSITY HAVE CLEARLY UNDERSTOOD JOB RESPONSIBILITIES WITH REGARD TO SUSTAINABILITY
- UTAS 2024: 3.82
- UTAS 2022: 3.34
- Other Tertiary: 2.99
- Other Organisations: 3.54

I BELIEVE THAT SUSTAINABILITY IS RELEVANT TO MY ROLE
- UTAS 2024: 4.74
- UTAS 2022: 4.76

I FEEL CLEAR ABOUT THE DEGREE TO WHICH SUSTAINABILITY RELATES TO MY JOB
- UTAS 2024: 4.07
- UTAS 2022: 3.70
- Other Tertiary: 3.78
- Other Organisations: 4.21

THE INTERNATIONALLY SUPPORTED SUSTAINABLE DEVELOPMENT GOALS (SDGS) ARE RELEVANT TO MY EMPLOYMENT AT THIS UNIVERSITY
- UTAS 2024: 4.72
- UTAS 2022: 4.43

Legend:
- UTAS 2024
- UTAS 2022
- Other Tertiary
- Other Organisations

Range of Responses: Job responsibilities
(Rounded: Mean = 4.47)

1	2	3	4	5	6
218		53	165	264	85

Rewards and Recognition

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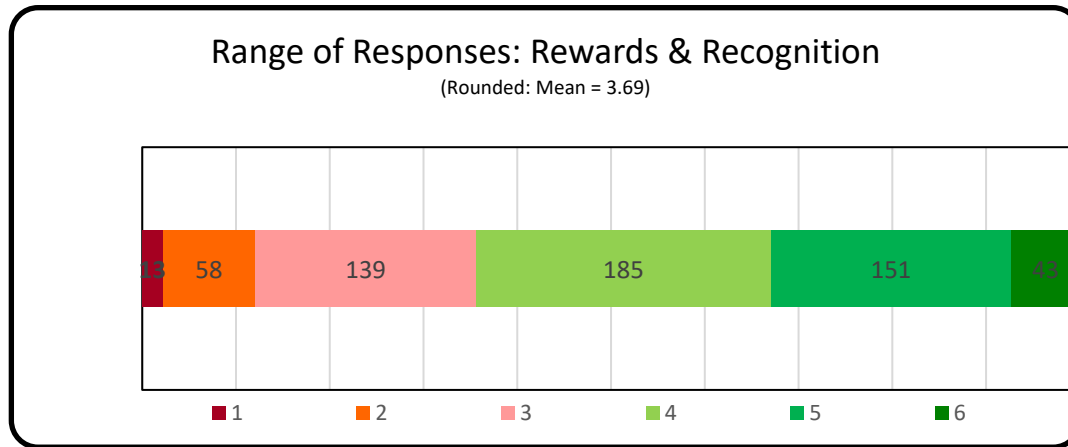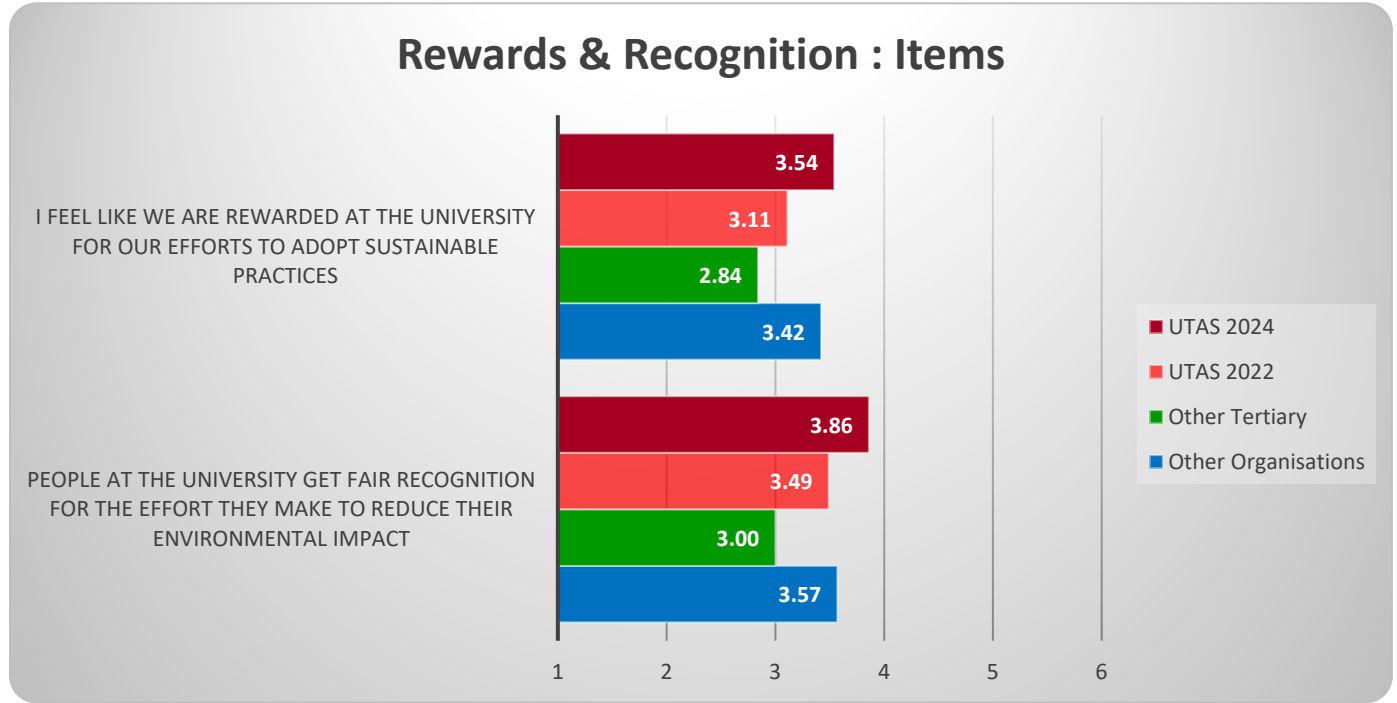
Rewards and recognition systems need to be designed in such a way that the desired behaviour is encouraged. If people are rewarded for sustainable behaviours, it is more likely that they will undertake them – the opposite is also true.

Analysis

While traditionally a low-scoring enabler across all organisations, UTAS has seen a substantial increase since 2022 in the degree to which people feel rewarded for sustainability efforts.

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.

For more resources for this enabler, including research findings and strategies for improvement, go to www.awake.com.au/rewards-recognition

Rewards & Recognition : Items

I FEEL LIKE WE ARE REWARDED AT THE UNIVERSITY FOR OUR EFFORTS TO ADOPT SUSTAINABLE PRACTICES
- UTAS 2024: 3.54
- UTAS 2022: 3.11
- Other Tertiary: 2.84
- Other Organisations: 3.42

PEOPLE AT THE UNIVERSITY GET FAIR RECOGNITION FOR THE EFFORT THEY MAKE TO REDUCE THEIR ENVIRONMENTAL IMPACT
- UTAS 2024: 3.86
- UTAS 2022: 3.49
- Other Tertiary: 3.00
- Other Organisations: 3.57

Range of Responses: Rewards & Recognition
(Rounded: Mean = 3.69)

1	2	3	4	5	6
33	58	139	185	151	43

Processes

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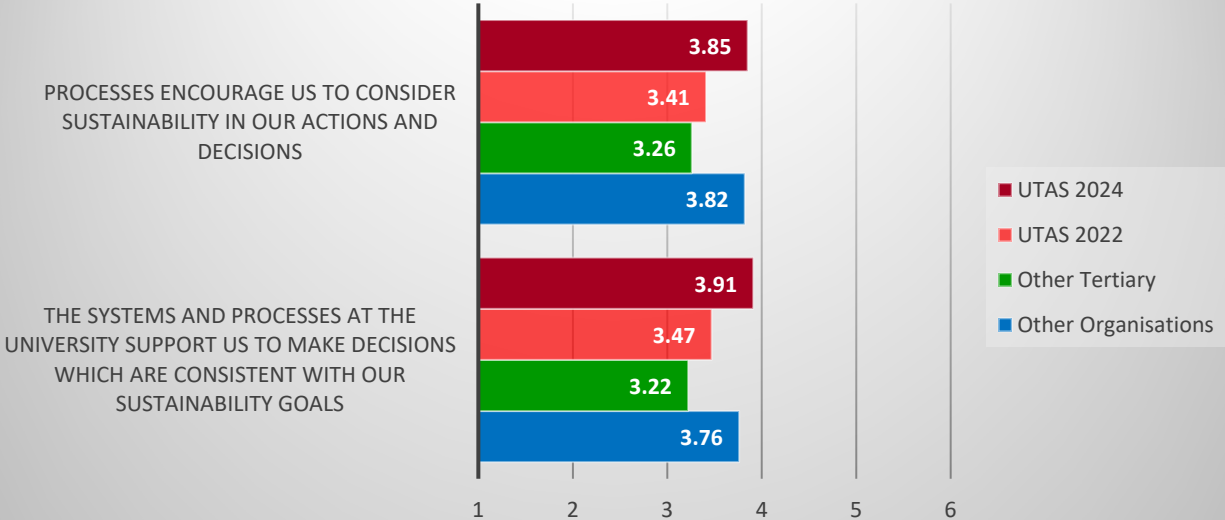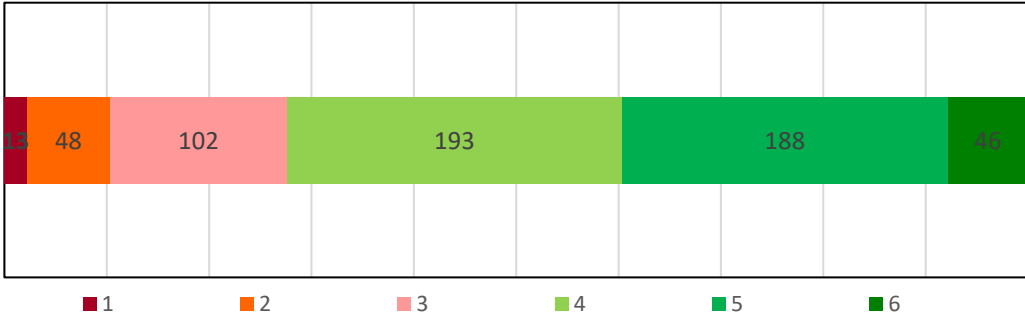
When systems and processes are aligned with sustainability goals, it is more likely that these goals will be achieved. This provides clarity and certainty for people, and makes it easy to do the right thing.

Analysis

People perceived the processes at UTAS to be better aligned with sustainability than they did in 2022. The written comments suggest travel and working from home policies are two areas that could be improved to make sustainability-related choices easier.

For more resources for this enabler, including research findings and strategies for improvement, go to
www.awake.com.au/processes

Processes: Items

PROCESSES ENCOURAGE US TO CONSIDER SUSTAINABILITY IN OUR ACTIONS AND DECISIONS
- UTAS 2024: 3.85
- UTAS 2022: 3.41
- Other Tertiary: 3.26
- Other Organisations: 3.82

THE SYSTEMS AND PROCESSES AT THE UNIVERSITY SUPPORT US TO MAKE DECISIONS WHICH ARE CONSISTENT WITH OUR SUSTAINABILITY GOALS
- UTAS 2024: 3.91
- UTAS 2022: 3.47
- Other Tertiary: 3.22
- Other Organisations: 3.76

Legend:
- UTAS 2024
- UTAS 2022
- Other Tertiary
- Other Organisations

Range of Responses: Processes
(Rounded: Mean = 3.88)

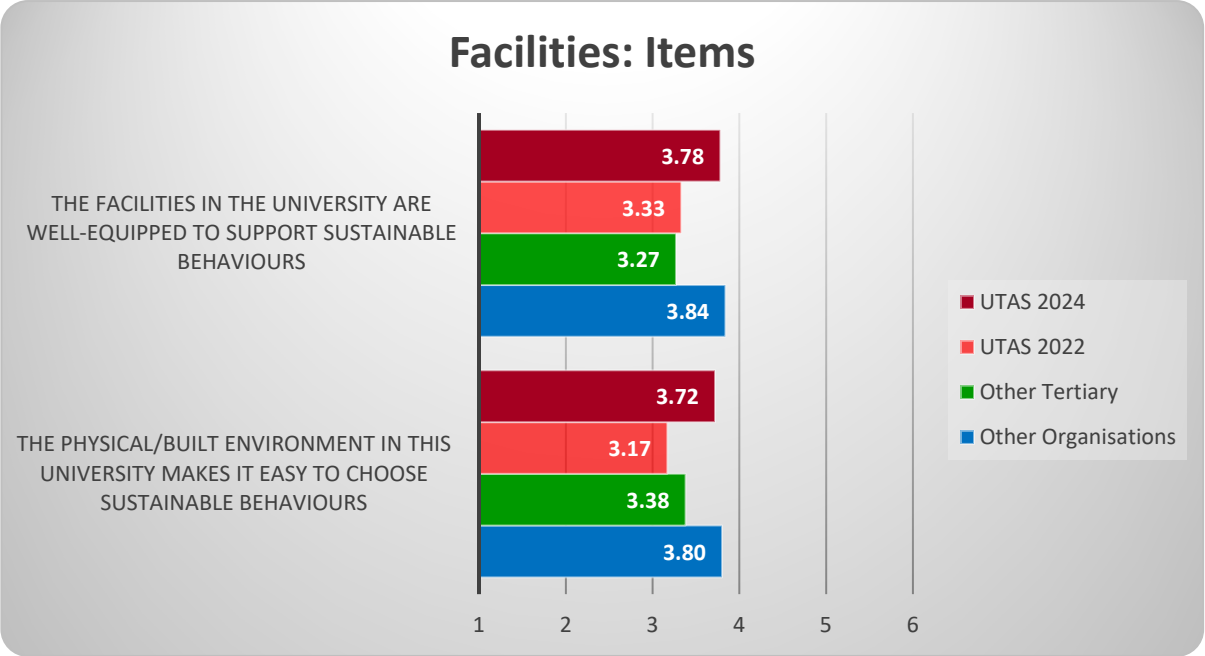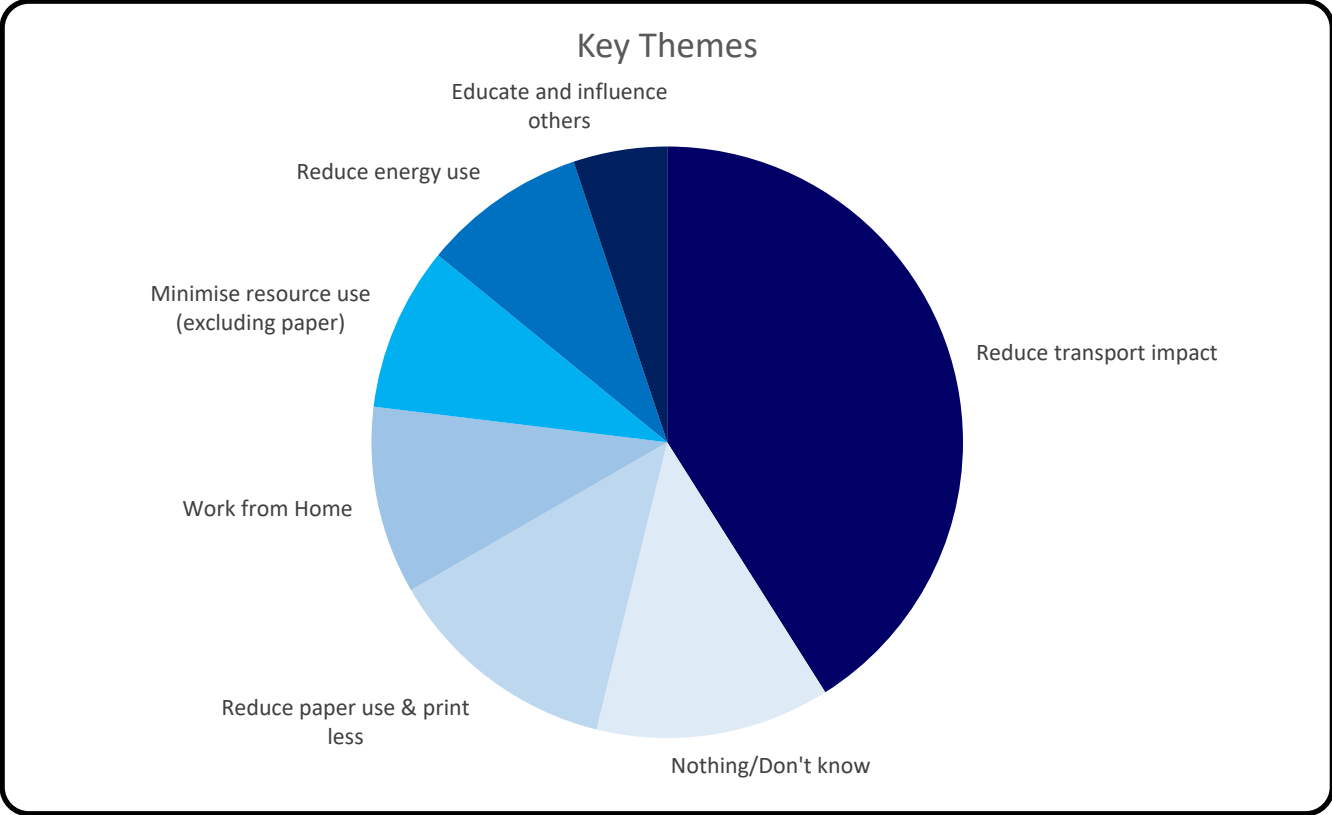| 1	2	3	4	5	6
13	48	102	193	188	46

Facilities

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

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)

Analysis

Facilities were seen as improved in comparison to 2022, but still among the lowest scoring enablers.

Comments suggest choices around buildings and campus locations are the biggest contributor to concerns in this area. While recycling facilities received strong support in the comments, many comments also called for even further effort in this regard.

For more resources for this enabler, including research findings and strategies for improvement, go to www.awake.com.au/facilities

Facilities: Items

THE FACILITIES IN THE UNIVERSITY ARE WELL-EQUIPPED TO SUPPORT SUSTAINABLE BEHAVIOURS
- UTAS 2024: 3.78
- UTAS 2022: 3.33
- Other Tertiary: 3.27
- Other Organisations: 3.84

THE PHYSICAL/BUILT ENVIRONMENT IN THIS UNIVERSITY MAKES IT EASY TO CHOOSE SUSTAINABLE BEHAVIOURS
- UTAS 2024: 3.72
- UTAS 2022: 3.17
- Other Tertiary: 3.38
- Other Organisations: 3.80

Legend:
- UTAS 2024
- UTAS 2022
- Other Tertiary
- Other Organisations

Range of Responses: Facilities
(Rounded: Mean = 3.75)

1	2	3	4	5	6
21	58	124	165	168	53

Written Comments – Key Themes

"What is the biggest change you could make in order to decrease the environmental impact of your direct work activities?"
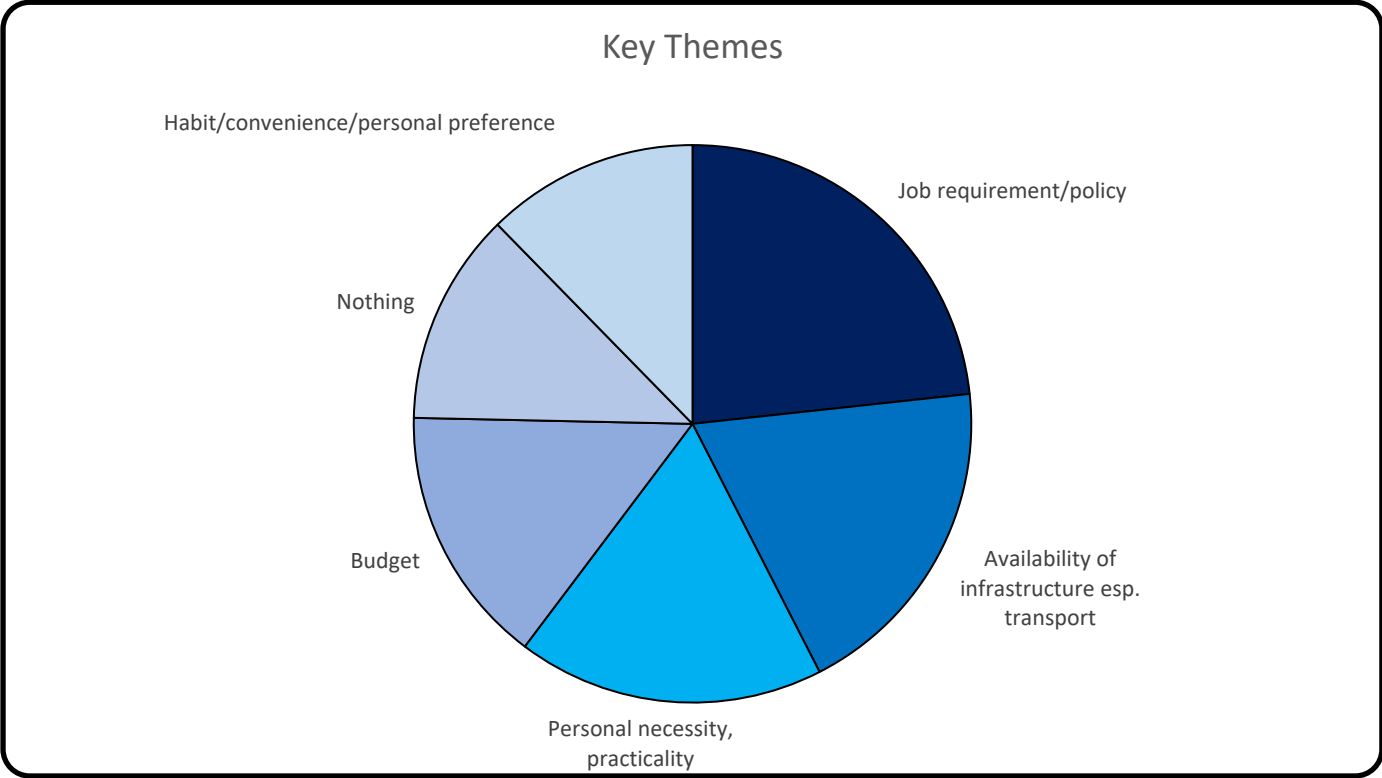
(Chart shows approximate proportion of comments falling under key themes. See appendix document "All written comments" for full comments)

Key Themes

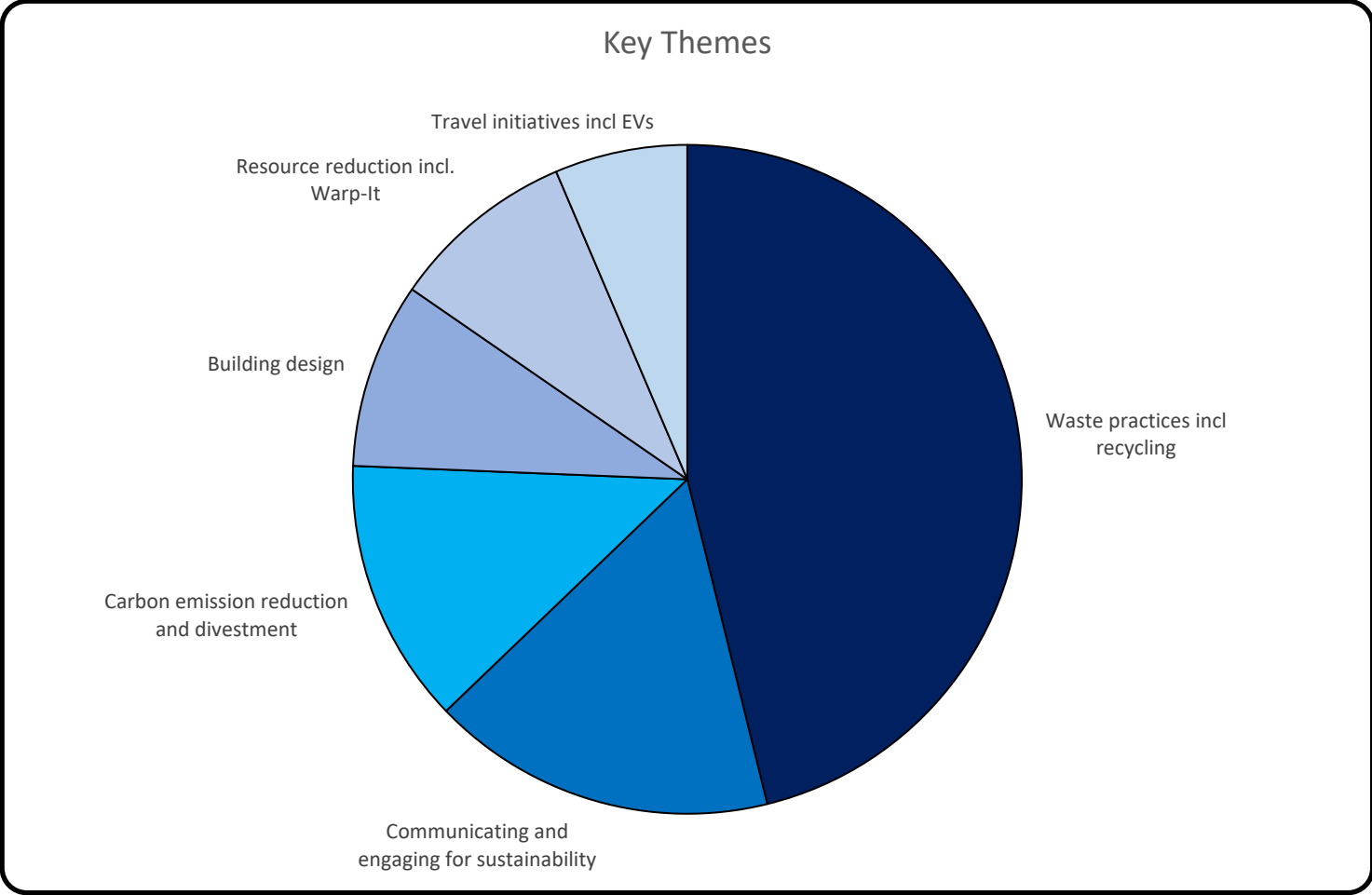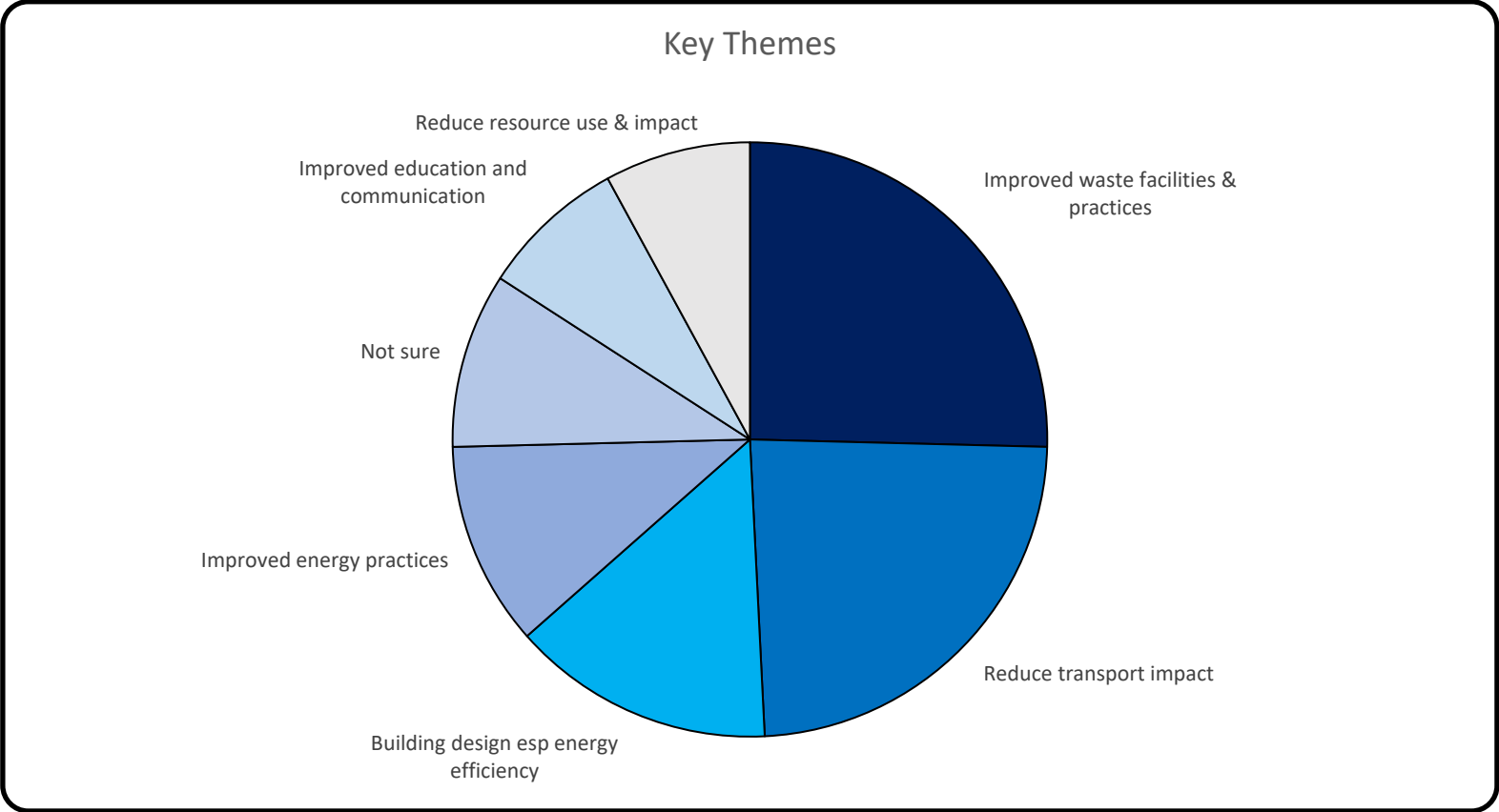- Educate and influence others
- Reduce energy use
- Minimise resource use (excluding paper)
- Work from Home
- Reduce paper use & print less
- Nothing/Don't know
- Reduce transport impact

Written Comments – Key Themes

"What is the main thing stopping you from making that change?"

(Chart shows approximate proportion of comments falling under key themes. See appendix document "All written comments" for full comments)

Key Themes

- Habit/convenience/personal preference
- Job requirement/policy
- Nothing
- Availability of infrastructure esp. transport
- Budget
- Personal necessity, practicality

Written Comments – Key Themes

" What is the most important change the University could make in order to operate in a more sustainable way? "
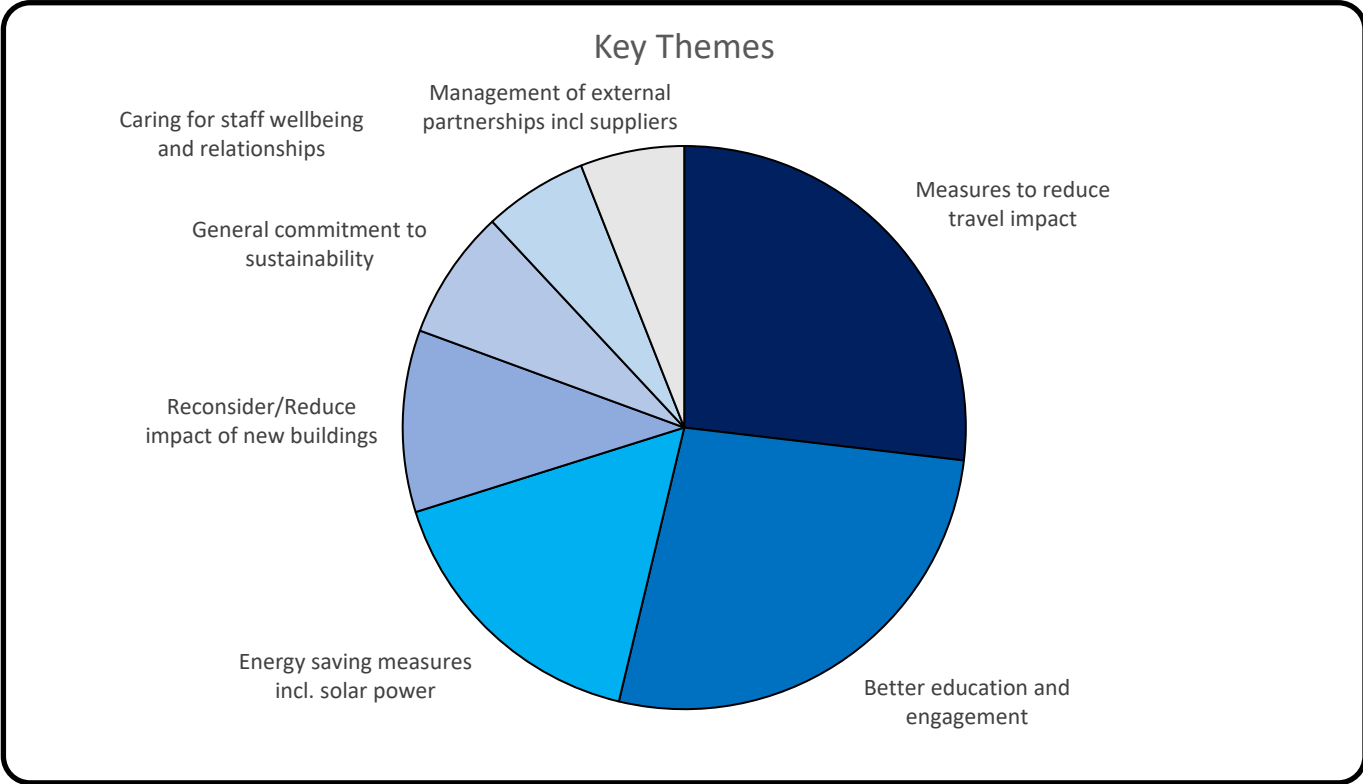
(Chart shows approximate proportion of comments falling under key themes. See appendix document "All written comments" for full comments)

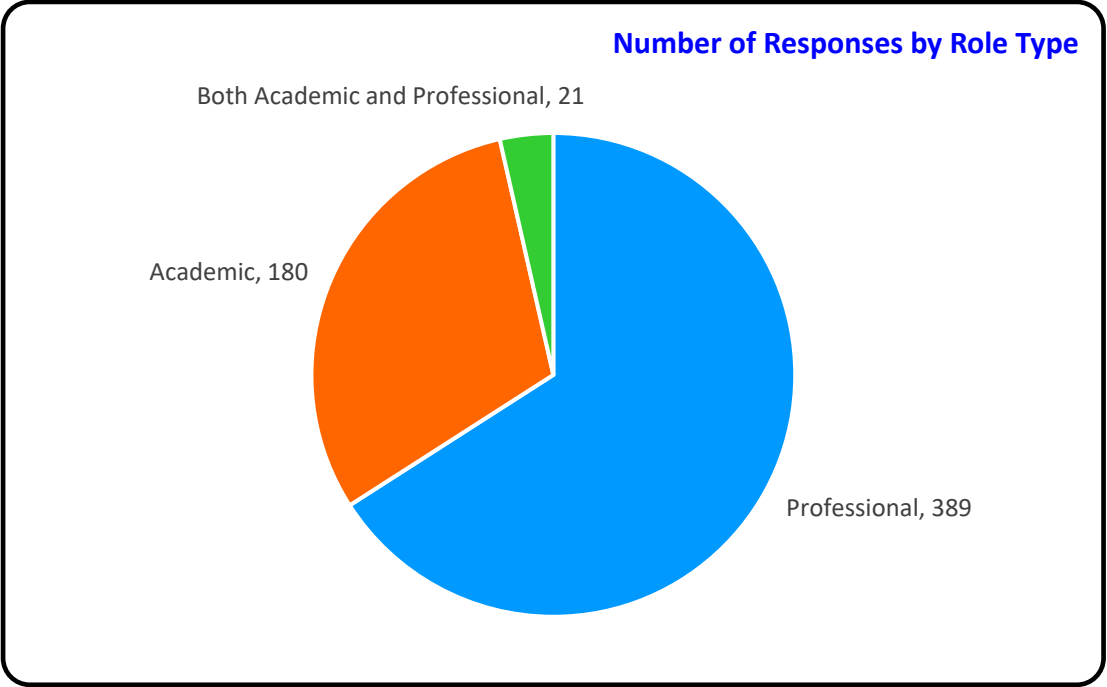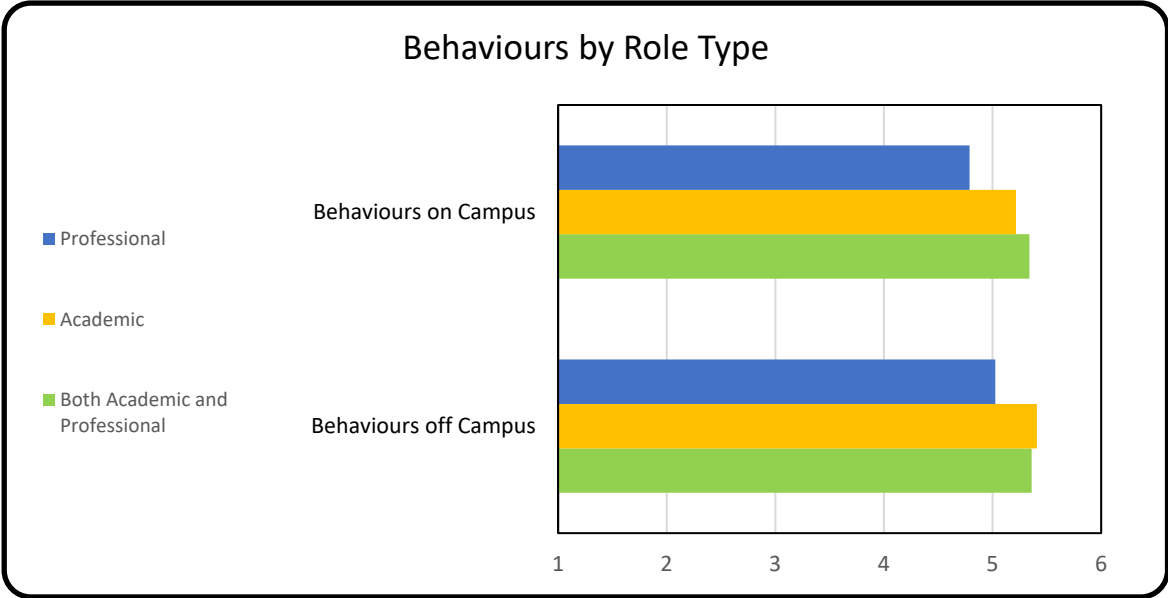Key Themes

- Management of external partnerships incl suppliers
- Caring for staff wellbeing and relationships
- General commitment to sustainability
- Reconsider/Reduce impact of new buildings
- Energy saving measures incl. solar power
- Measures to reduce travel impact
- Better education and engagement

Written Comments – Key Themes

"Please name one sustainability behaviour/activity/practice that you think the University DOES WELL"

(Chart shows approximate proportion of comments falling under key themes. See appendix document "All written comments" for full comments)
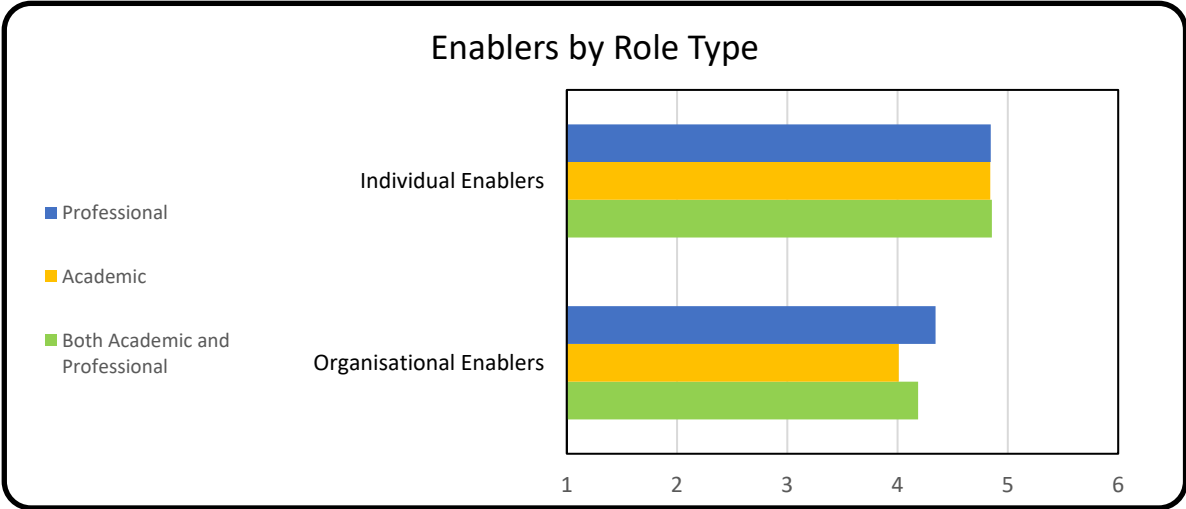

Key Themes

- Travel initiatives incl EVs
- Resource reduction incl. Warp-It
- Building design
- Carbon emission reduction and divestment
- Communicating and engaging for sustainability
- Waste practices incl recycling

Written Comments – Key Themes

"Please name one sustainability behaviour/activity/practice that you think the University COULD DO BETTER"

(Chart shows approximate proportion of comments falling under key themes. See appendix document "All written comments" for full comments)

Key Themes

- Reduce resource use & impact
- Improved education and communication
- Not sure
- Improved energy practices
- Building design esp energy efficiency
- Improved waste facilities & practices
- Reduce transport impact

Appendix

Results by Employee Group

Grouped results not provided for Aboriginal and Torres Strait Islander due to low group size (n=8).

Results by Role Type
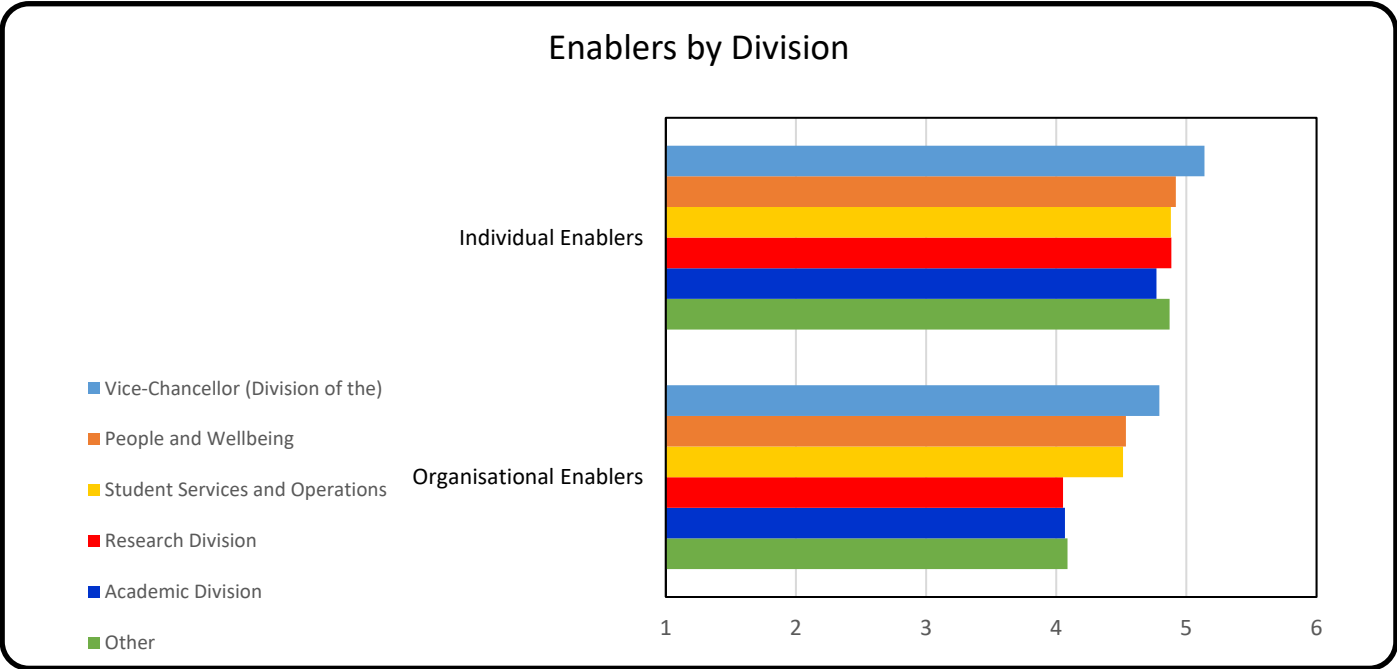
Chart shows total responses by Role Type

Number of Responses by Role Type

Pie chart showing: Both Academic and Professional, 21; Academic, 180; Professional, 389

Results by Role Type

Enablers by Role Type

Professional
Academic
Both Academic and Professional

Individual Enablers
Organisational Enablers

Behaviours by Role Type

Professional
Academic
Both Academic and Professional

Behaviours on Campus
Behaviours off Campus

Results by Division

Chart shows total responses by Division

Number of Responses by Division

Results by Role Type

Enablers by Division

Behaviours by Division
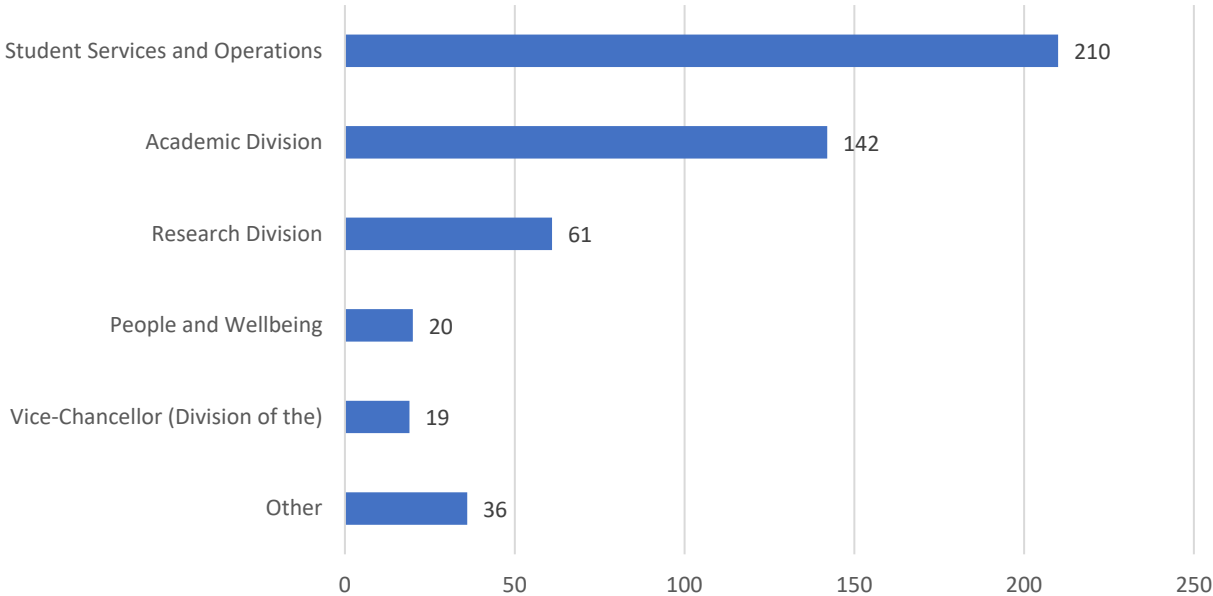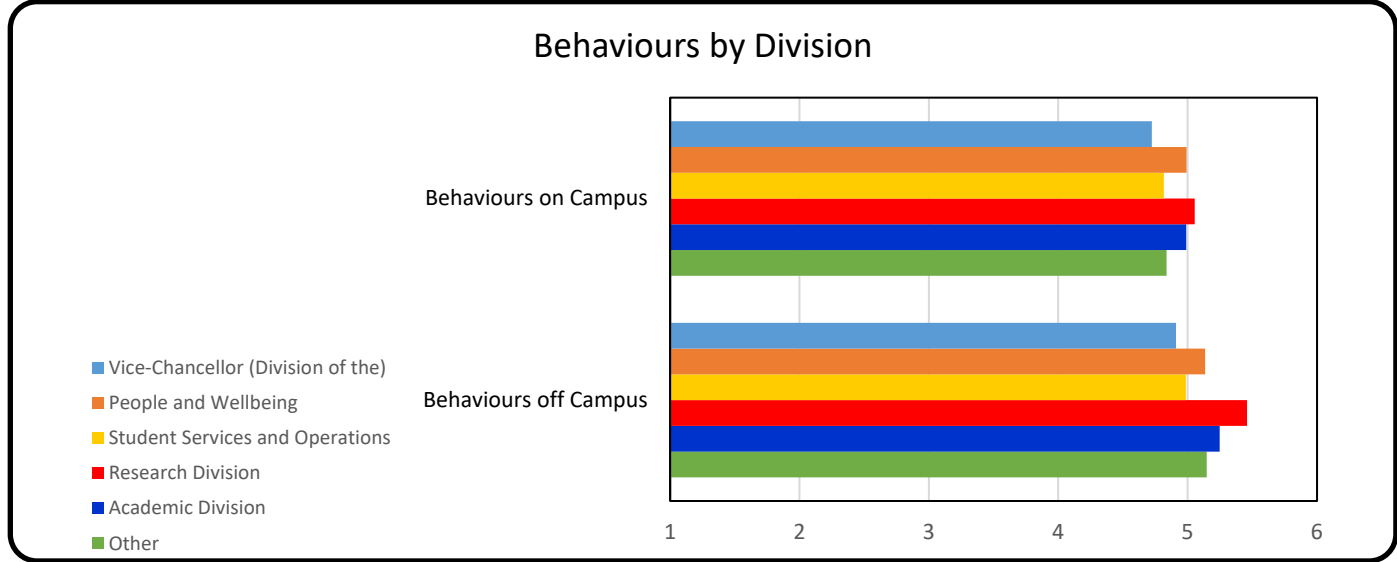
Results by College

Chart shows total responses by College

Number of Responses by College

College	Responses
College of Sciences and Engineering	114
College of Health and Medicine	101
College of Business and Economics	51
College of Arts, Law and Education	46
Other	69

Results by College

Enablers by College

- College of Health and Medicine
- College of Sciences and Engineering
- College of Business and Economics (including University College)
- College of Arts, Law and Education
- Other

Individual Enablers
Organisational Enablers

Behaviours by College

- College of Health and Medicine
- College of Sciences and Engineering
- College of Business and Economics (including University College)
- College of Arts, Law and Education
- Other

Behaviours on Campus
Behaviours off Campus

Results by Employment Type

Chart shows total responses by Employment Type
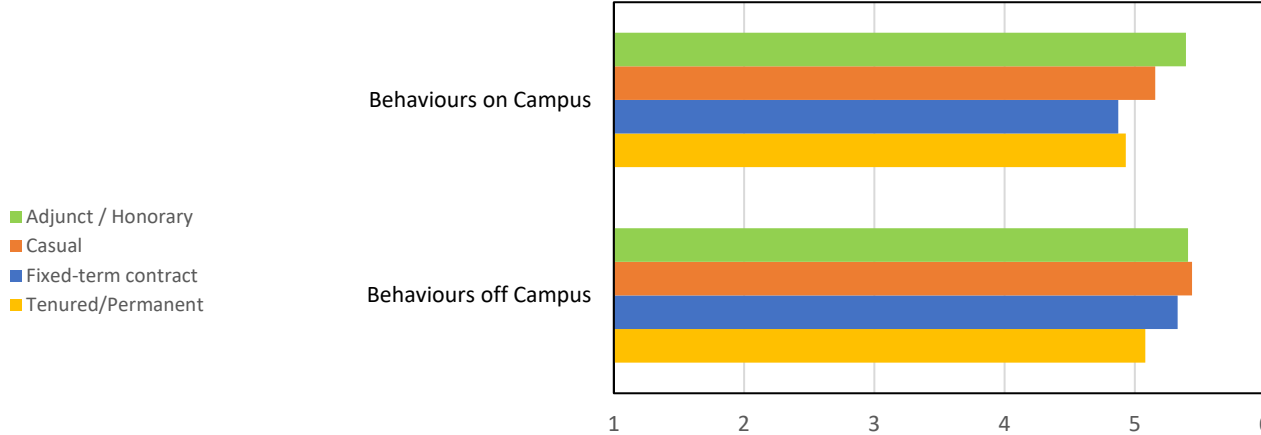
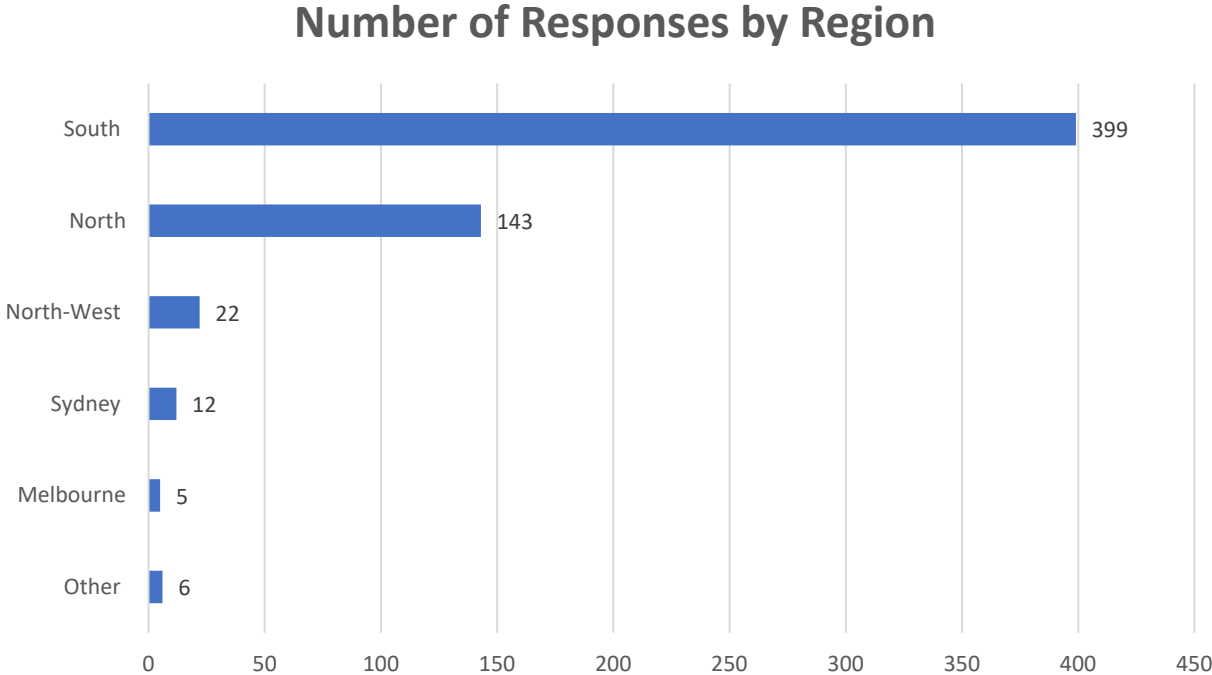**Number of Responses by Employment Type**

Employment Type	Responses
Tenured/Permanent	423
Fixed-term contract	123
Casual	28
Adjunct / Honorary	14
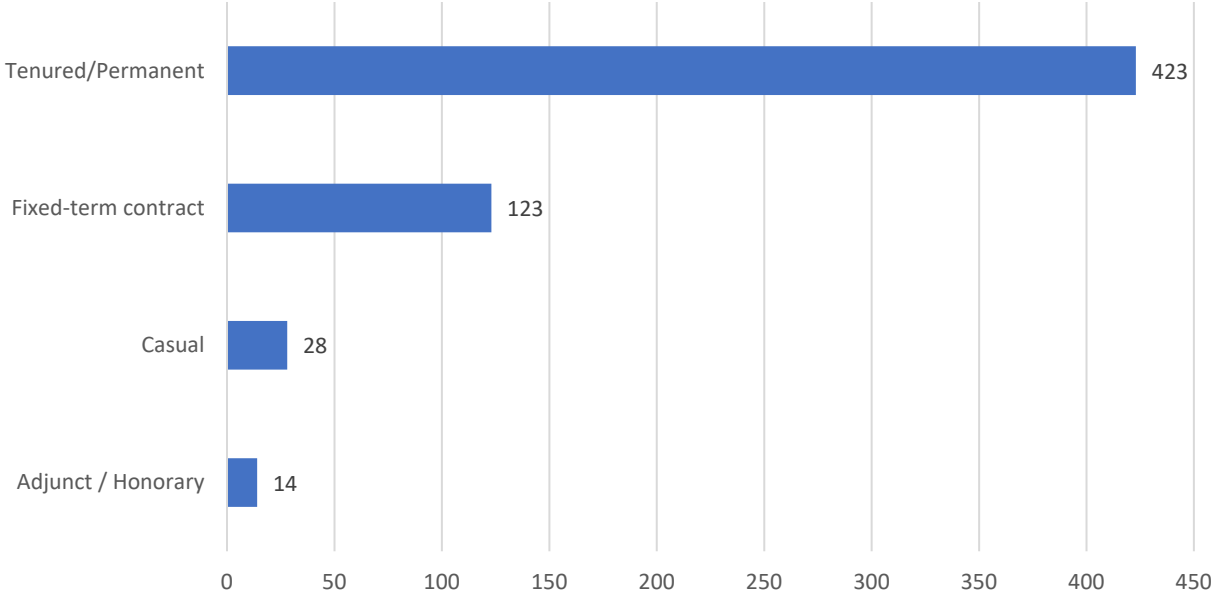
Results by Employment Type

Enablers by Employment Type

- Adjunct / Honorary
- Casual
- Fixed-term contract
- Tenured/Permanent

Individual Enablers

Organisational Enablers
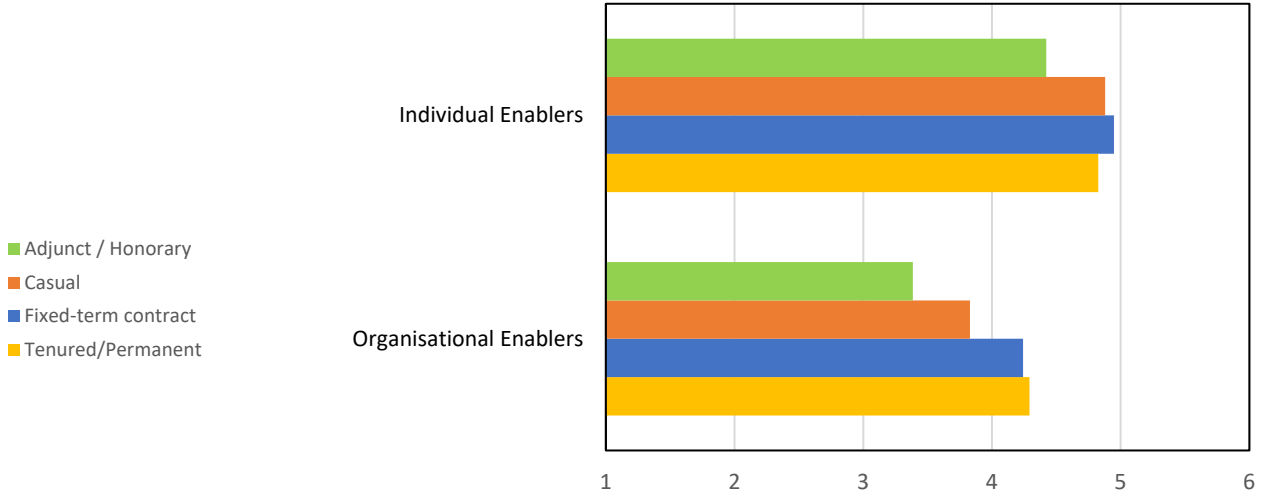
Behaviours by Employment Type

- Adjunct / Honorary
- Casual
- Fixed-term contract
- Tenured/Permanent

Behaviours on Campus

Behaviours off Campus

Results by Region

Chart shows total responses by Region

Number of Responses by Region

Results by Region

Enablers by Region

- North-West
- North
- South
- Melbourne
- Sydney
- Other

Individual Enablers

Organisational Enablers

Behaviours by Region

- North-West
- North
- South
- Melbourne
- Sydney
- Other

Behaviours on Campus

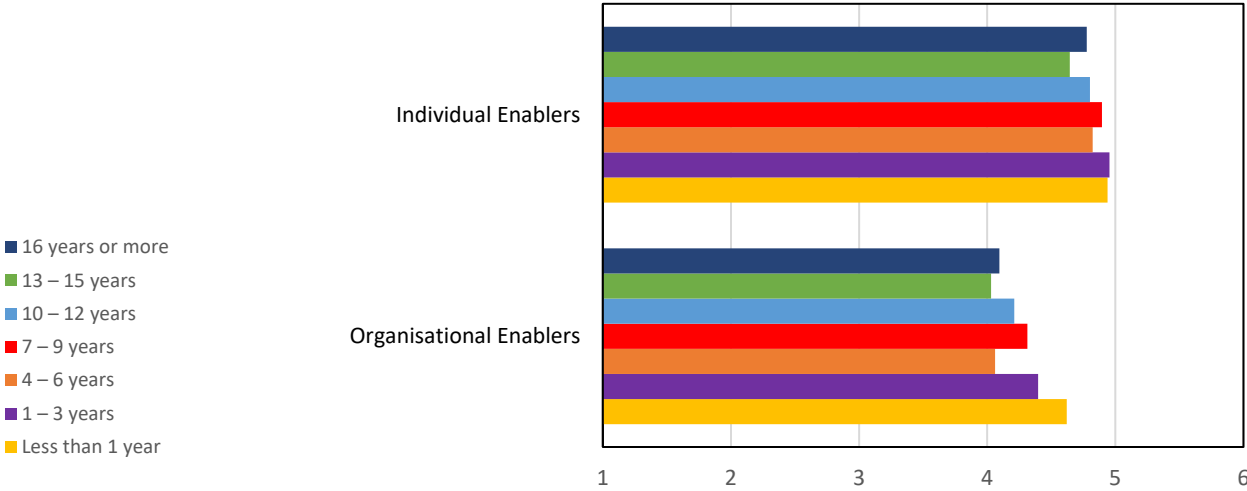Behaviours off Campus
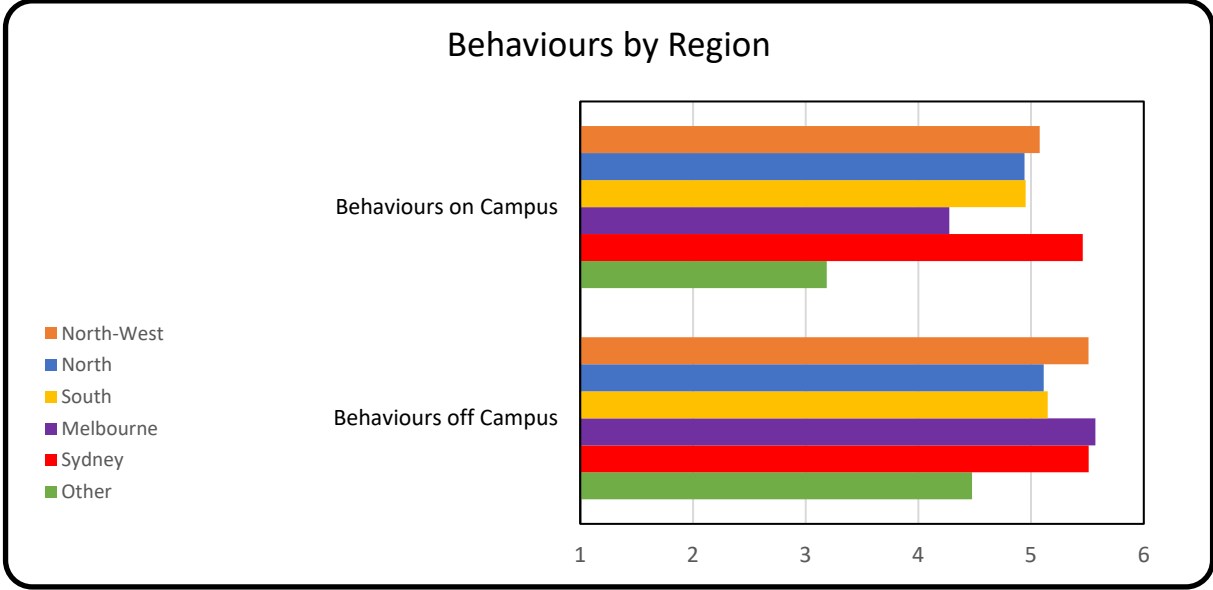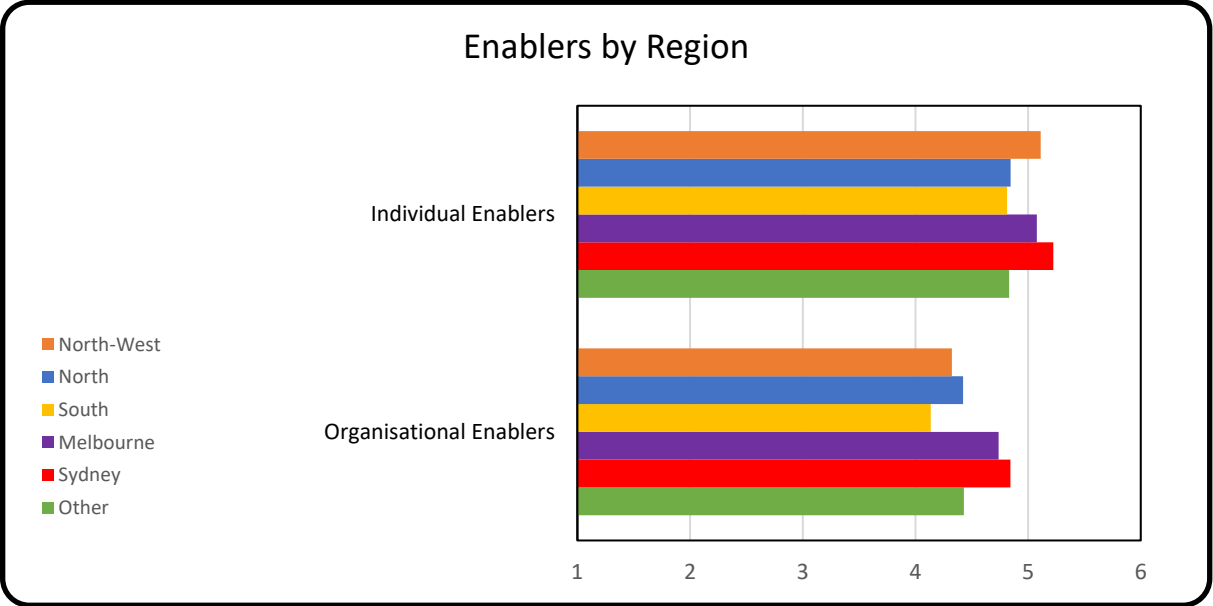
Results by Length of Service

Chart shows total responses by Length of Service

Number of Responses by Length of Service
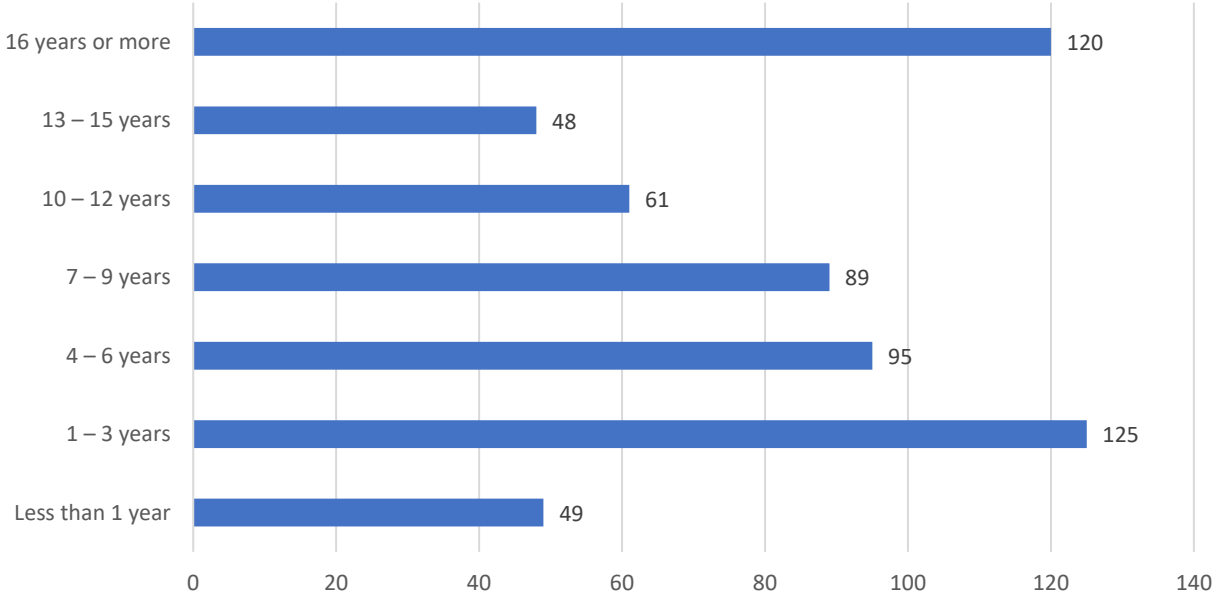
Results by Length of Service
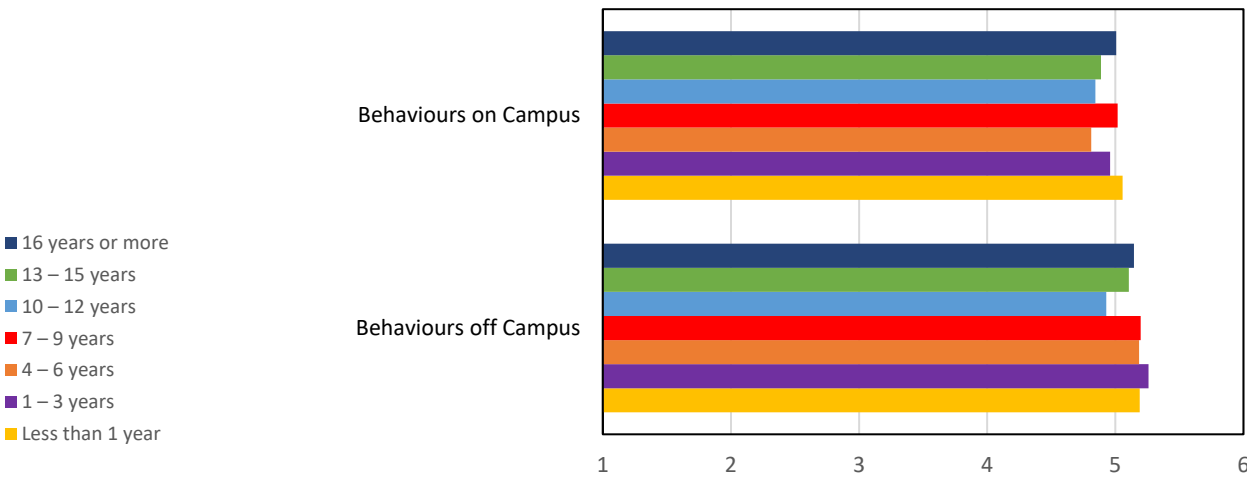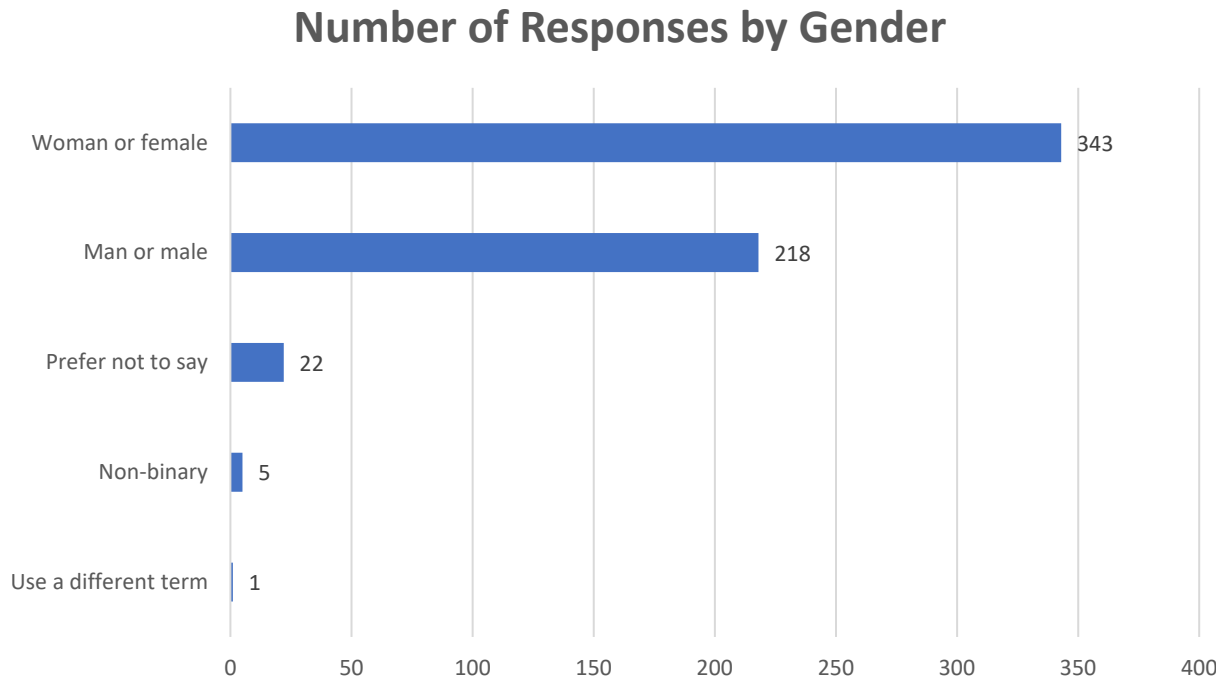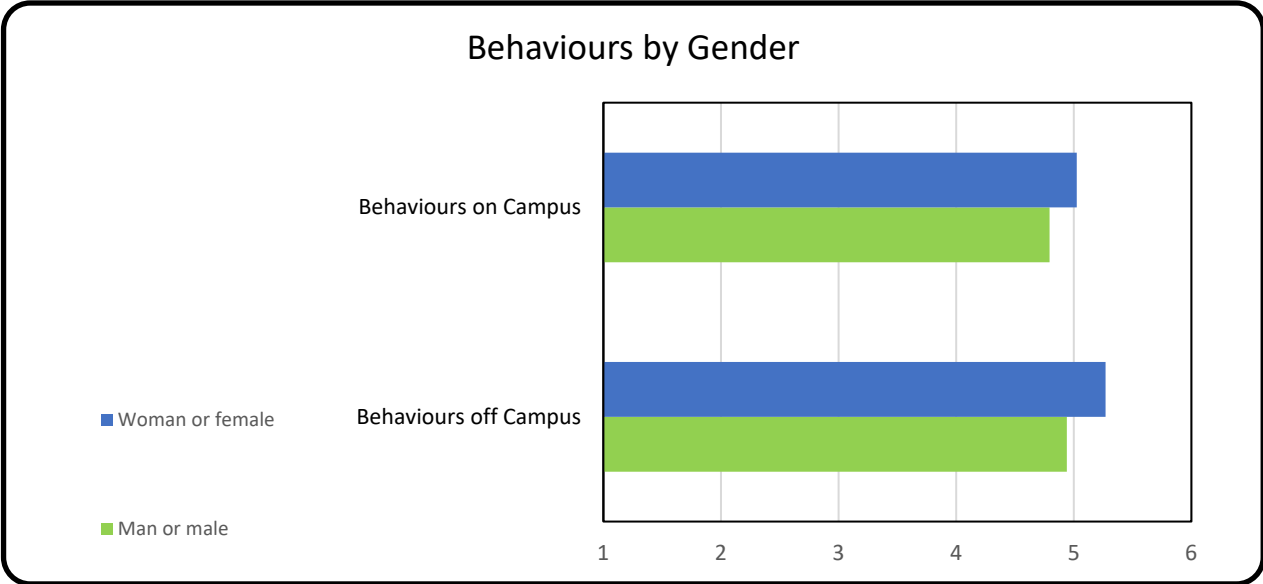

Enablers by Length of Service

- 16 years or more
- 13 – 15 years
- 10 – 12 years
- 7 – 9 years
- 4 – 6 years
- 1 – 3 years
- Less than 1 year

Individual Enablers

Organisational Enablers

Behaviours by Length of Service

- 16 years or more
- 13 – 15 years
- 10 – 12 years
- 7 – 9 years
- 4 – 6 years
- 1 – 3 years
- Less than 1 year

Behaviours on Campus

Behaviours off Campus

Results by Gender

Chart shows total responses by Gender

Number of Responses by Gender

Gender	Responses
Woman or female	343
Man or male	218
Prefer not to say	22
Non-binary	5
Use a different term	1

Results by Gender

Results only displayed for 2 groups due to small sample size

Enablers by Gender

Behaviours by Gender
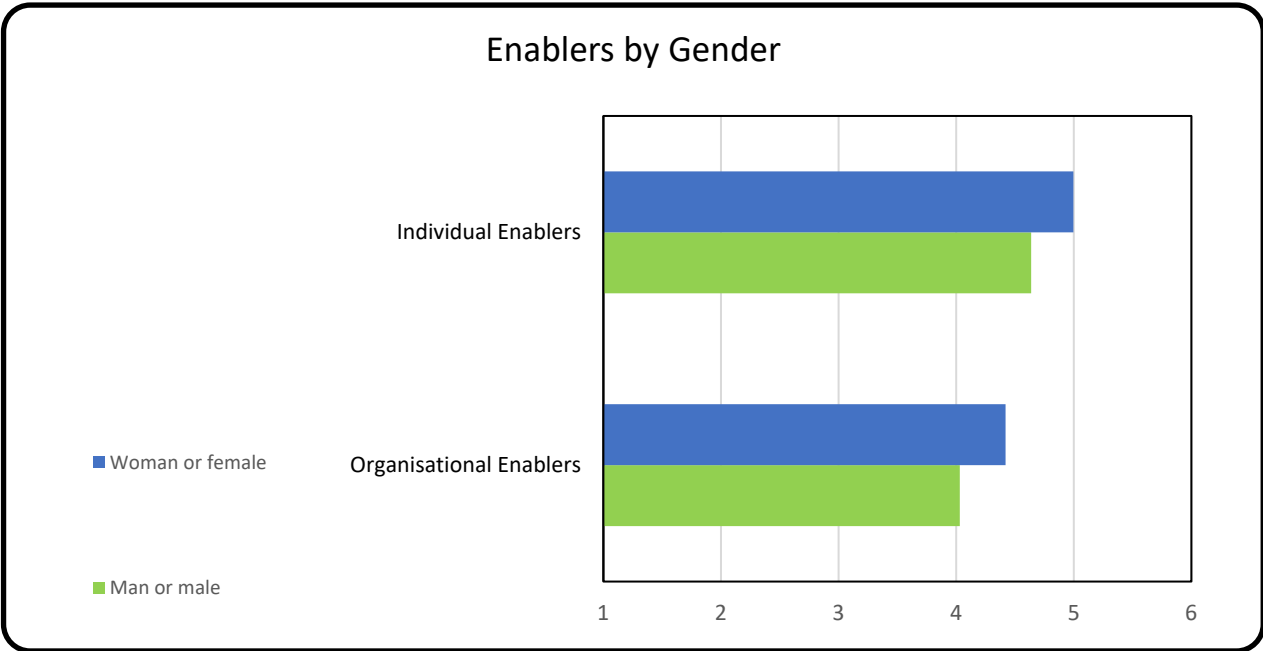
Results by Age Range

Chart shows total responses by Age Range

Number of Responses by Age Range

Results by Age Range

Enablers by Age Range

Individual Enablers

Organisational Enablers

- 75 years or over
- 65-74 years
- 55-64 years
- 45-54 years
- 35-44 years
- 25-34 years
- 18-24 years

Behaviours by Age Range

Behaviours on Campus

Behaviours off Campus

- 75 years or over
- 65-74 years
- 55-64 years
- 45-54 years
- 35-44 years
- 25-34 years
- 18-24 years