UNIVERSITY *of* TASMANIA

AWAKE

Sustainability **C**ulture **I**ndicator

SCI Report for University of Tasmania

May 2016

www.awake.com.au

Contents

Executive Summary

513 employees of University of Tasmania 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 University of Tasmania, it is possible to better prioritise and target activities to embed sustainability in the culture.

Results

Overall, there was a strong sense of the importance of sustainability, and a high level of personal responsibility towards it. Respondents feel positive about sustainability, and are regularly engaged in pro-environmental behaviours at home and at work.

Another positive result was that 73% of people Agree or Agree Strongly that they derive satisfaction from their job, while 64 percent agree to some extent that they feel valued as an employee.

In terms of the support mechanisms for employees to engage in sustainability, the University scored somewhat below the average results of other organisations who have completed the SCI survey.

University of Tasmania is seen as needing a stronger and better-communicated strategic commitment to sustainability. There was a call for bold statements such as divestment from fossil fuels and commitment to being carbon neutral. Leadership was seen as reasonably supportive of sustainability, but not necessarily walking the talk or empowering employees to make sustainable choices.

Respondents feel like much more could be done to promote sustainability, through raising awareness, better educating people on sustainable choices, and aligning policies and processes with sustainability goals. One example is travel choices, where many people feel they have limited choice but to drive to and between campuses. There was a call for more facilities, programs and incentives to support different travel choices.

Additionally, people feel that more paperless processes and encouragement of off-campus working and learning options would help them reduce their environmental footprint and that of the university.

Overall, innovation for sustainability was a key theme which people appear to feel University of Tasmania is lagging behind in. This relates to working practices, alignment of systems and processes, and the provision of infrastructure and facilities.

Executive Summary

People practices are another area which could be aligned better with sustainability goals. The written comments suggested that there is an appetite for further sustainability training. One of the lower results related to the extent to which people feel they can control the environmental outcomes of their actions, something which could be addressed through working with people to identify how their individual actions make a difference. Integrating sustainability into performance review and development plans can help with this goal-setting and sense that people can make a contribution.

In summary, University of Tasmania appears to have a strong base of individual commitment to sustainability and a mandate for taking significant action. In order to capitalise on this goodwill, further embedding sustainability will require aligning processes and people practices with sustainability goals, and ensuring employees have the facilities and equipment required to support sustainable choices.
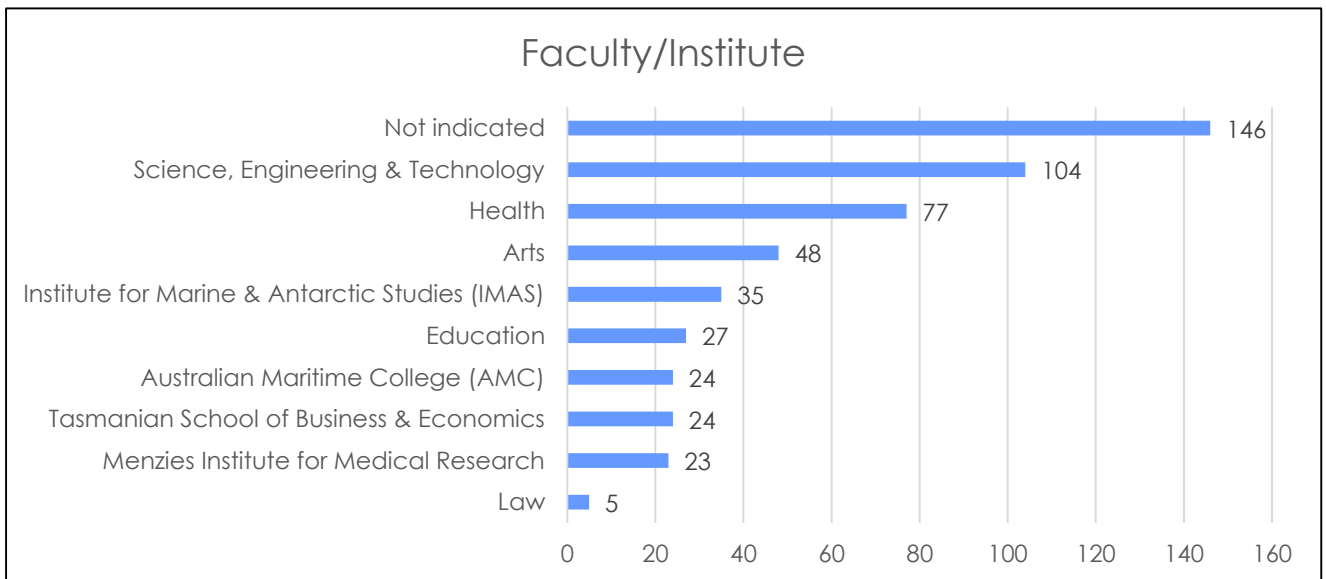
Key Points

Areas of strength

- Strong belief in, and responsibility for, sustainability among respondents
- Support for strong action on sustainability, such as fossil fuel divestment and carbon neutrality
- High reported frequency of sustainability-related behaviours
- Good belief that individuals can make a difference in sustainability outcomes
- More people agree than disagree that they feel valued as an employee and that they derive satisfaction from their work

Areas for development

- Stronger communication of strategic sustainability commitments
- Targeted and effective activities to promote sustainability and engage the university population
- Improving the building infrastructure and equipment to support sustainability goals
- Programs and facilities to reduce travel impact
- Modernise policies and processes to reduce printing and paper use
- Working with employees to identify how each person can contribute to the sustainability goals of the University

Who Completed The Survey?

Total = 513

Division

Division	Count
Students & Education	193
Research	148
Chief Operating Officer	81
Not indicated	55
Vice-Chancellor	24
Provost	12

Faculty/Institute

Faculty/Institute	Count
Not indicated	146
Science, Engineering & Technology	104
Health	77
Arts	48
Institute for Marine & Antarctic Studies (IMAS)	35
Education	27
Australian Maritime College (AMC)	24
Tasmanian School of Business & Economics	24
Menzies Institute for Medical Research	23
Law	5

Who Completed The Survey?

Total = 513

Role Type

Category	Value
Professional	266
Academic	214
Both Academic and Professional	30
Not indicated	3

Contract Type

Category	Value
Tenured/Permanent	284
Fixed term contract	143
Casual	79
Not indicated	7

Who Completed The Survey?

Total = 513

Campus

Campus	Count
Sandy Bay	256
Newnham	103
Hobart CBD	90
Other	30
Cradle Coast	18
Inveresk	9
Sydney	6
Not indicated	1

Length of Employment

Length of Employment	Count
More than 10 years	133
5-10 years	152
1-5 years	161
Less than 1 year	65
Not indicated	2

Who Completed The Survey?

Total = 513

Gender

Gender	Count
Female	296
Male	200
Prefer not to specify	14
Not indicated	3

Age Range

Age Range	Count
75 years or over	4
65-74 years	12
55-64 years	80
45-54 years	142
35-44 years	142
25-34 years	106
18-24 years	13
Prefer not to specify	10
Not indicated	4

Snapshot of Individual and Organisational Enablers

Mean Scores for Enablers

Individual Enablers
- Beliefs about sustainability
- Responsibility for sustainability
- Sustainability knowledge
- Perceived control
- Perceived support

Organisational Enablers
- Strategic commitment
- Sustainability Leadership
- Activities to embed sustainability
- Innovation
- Job responsibilities
- Rewards & Recognition
- Processes
- Facilities

Scale: 1 2 3 4 5 6

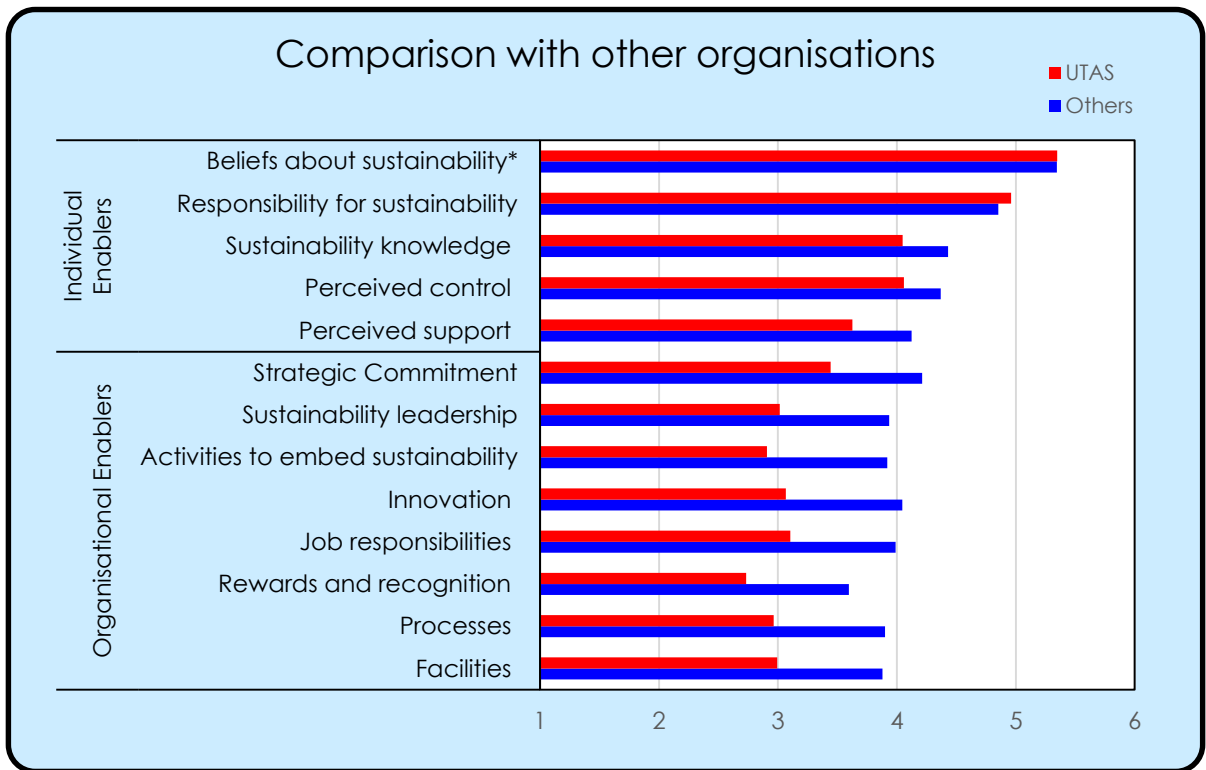| Potentially significant barrier to a culture of sustainability	Much room for improvement	Good, but fine tuning needed	Supports a strong culture of sustainability

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 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 29-41.

Comparison With Other Organisations

Comparison with other organisations

Legend: ■ UTAS ■ Others

Individual Enablers
- Beliefs about sustainability*
- Responsibility for sustainability
- Sustainability knowledge
- Perceived control
- Perceived support

Organisational Enablers
- Strategic Commitment
- Sustainability leadership
- Activities to embed sustainability
- Innovation
- Job responsibilities
- Rewards and recognition
- Processes
- Facilities

(x-axis scale: 1 2 3 4 5 6)

The chart above 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.

*The "Beliefs about sustainability" score is the mean of the three items which comprise the usual SCI scale for this enabler, in order for a meaningful comparison. It differs from the scale presented on the previous page, which included additional items exclusive to the University.

About these results

These results show that University of Tasmania scored somewhat below the average of the comparison group on all but two of the enablers. Scores for the organisational enablers in particular were well below the norm.

This suggests that, while the individual commitment and attitudes toward sustainability are on a par with other organisations, respondents perceive that the support mechanisms provided by the University are lower than that perceived by respondents in other organisations.

Top and Bottom Items – Individual Enablers

Top 5 Items: Individual Enablers

	Mean
People should do as much as they possibly can to preserve the environment for future generations	5.49
Having green spaces close to me is important	5.48
I strongly believe that all universities have a responsibility to make sustainability a priority in their decision making, planning and actions	5.32
This University has a responsibility to be a leader in sustainability	5.24
Issues relating to sustainability are deeply important to me	5.17

Bottom 5 Items : Individual Enablers

	Mean
I know what I need to do in my job to operate in a sustainable way	3.94
I clearly understand sustainability issues relevant to our University	3.81
I feel supported by my immediate manager to adopt sustainability behaviours	3.74
I feel well supported by my peers to make sustainability a priority at work	3.51
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

Top and Bottom Items – Organisational Enablers

Top 5 Items: Organisational Enablers
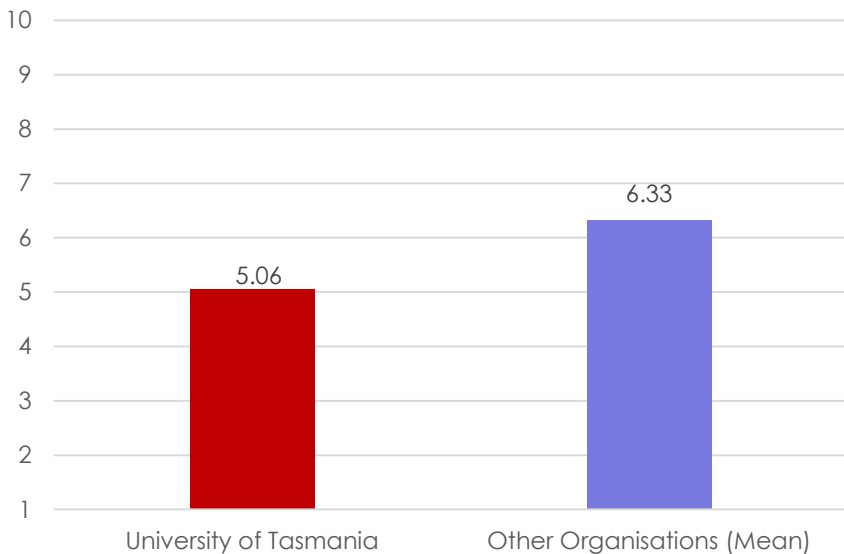
	Mean
Our sustainability goals are consistent with other goals of the University	3.81
The University has a clearly defined commitment to sustainability	3.60
I feel clear about the degree to which sustainability relates to my job	3.33
There is consistent support from senior leadership for the University's sustainability commitments	3.23
Fresh ideas to make our operations more sustainable are encouraged and supported	3.23

Bottom 6 Items : Organisational Enablers

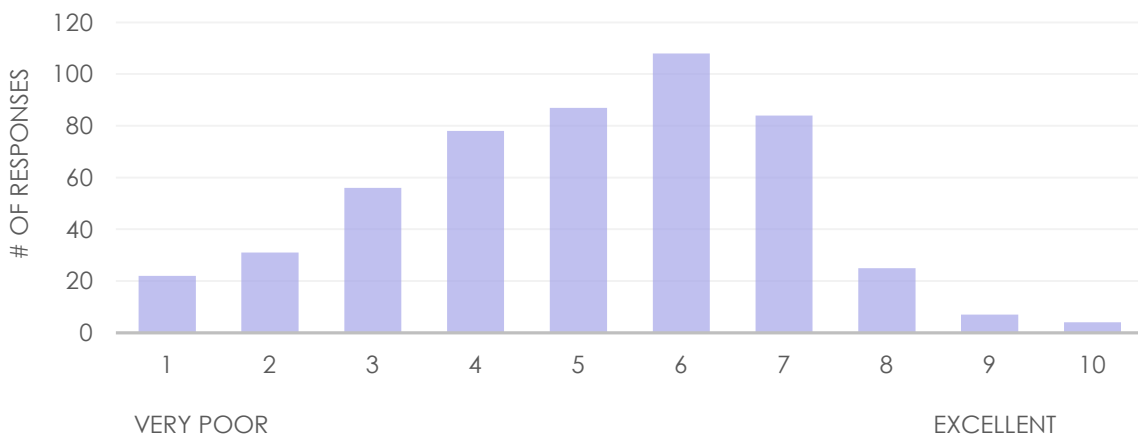|	Mean
The University is very innovative in its approach to making its operations more sustainable	2.89
People at this University have clearly understood job responsibilities with regard to sustainability	2.89
Leaders of the University "walk the talk" when it comes to sustainability	2.89
People at the University get fair recognition for the effort they make to reduce their environmental impact	2.80
I believe my personal sustainability-related behaviours have improved through the University's education and influence	2.69
I feel like we are rewarded at the University for our efforts to adopt sustainable practices	2.66

Overall Sustainability Effort

"The University's current level of effort with regard to sustainability is..."
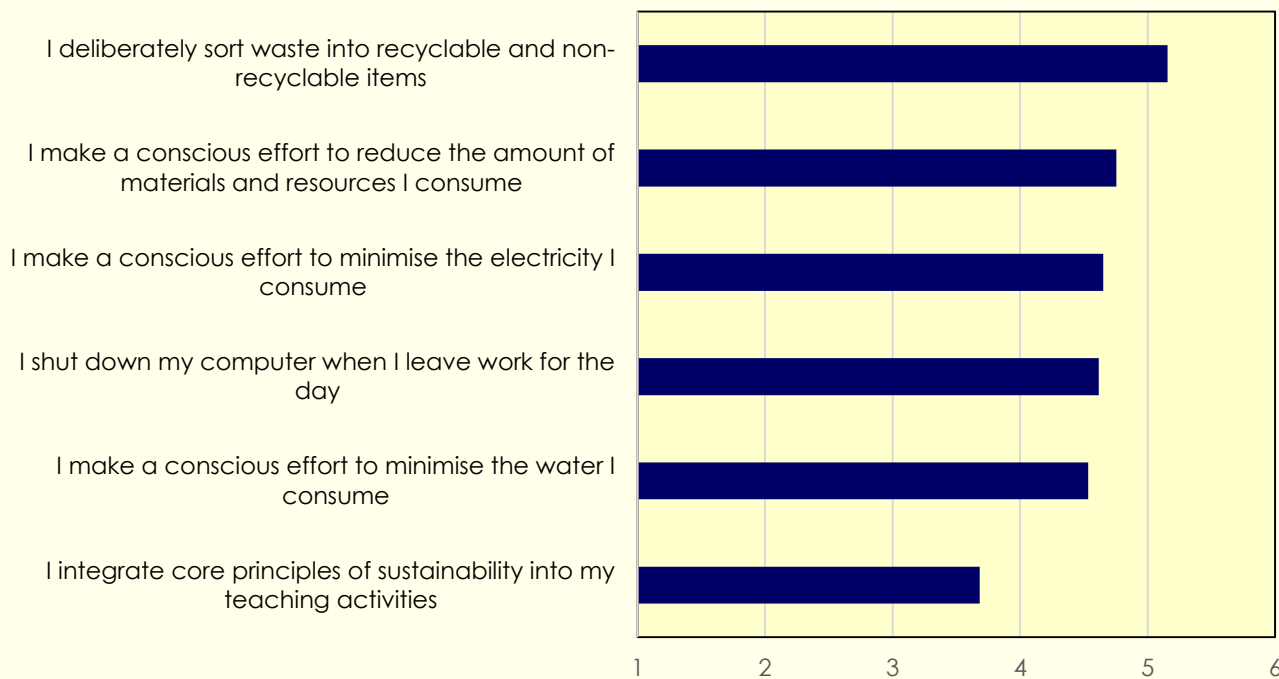

Overall, University of Tasmania's effort with regard to sustainability is rated 5.06 out of 10, below the mean for other organisations.

55% of people rated the effort as 5 or below out of 10.

The University's current level of effort with regard to sustainability is...
(mean score = 5.06)

VERY POOR   EXCELLENT

Behaviours At Work

Behaviours At Work

Behaviour	Value
I deliberately sort waste into recyclable and non-recyclable items	~5.2
I make a conscious effort to reduce the amount of materials and resources I consume	~4.7
I make a conscious effort to minimise the electricity I consume	~4.6
I shut down my computer when I leave work for the day	~4.6
I make a conscious effort to minimise the water I consume	~4.5
I integrate core principles of sustainability into my teaching activities	~3.7

(Scale axis: 1 2 3 4 5 6)

About these results

Overall, respondents perceive that they are doing a good job on most behaviours around waste and resource conservation.
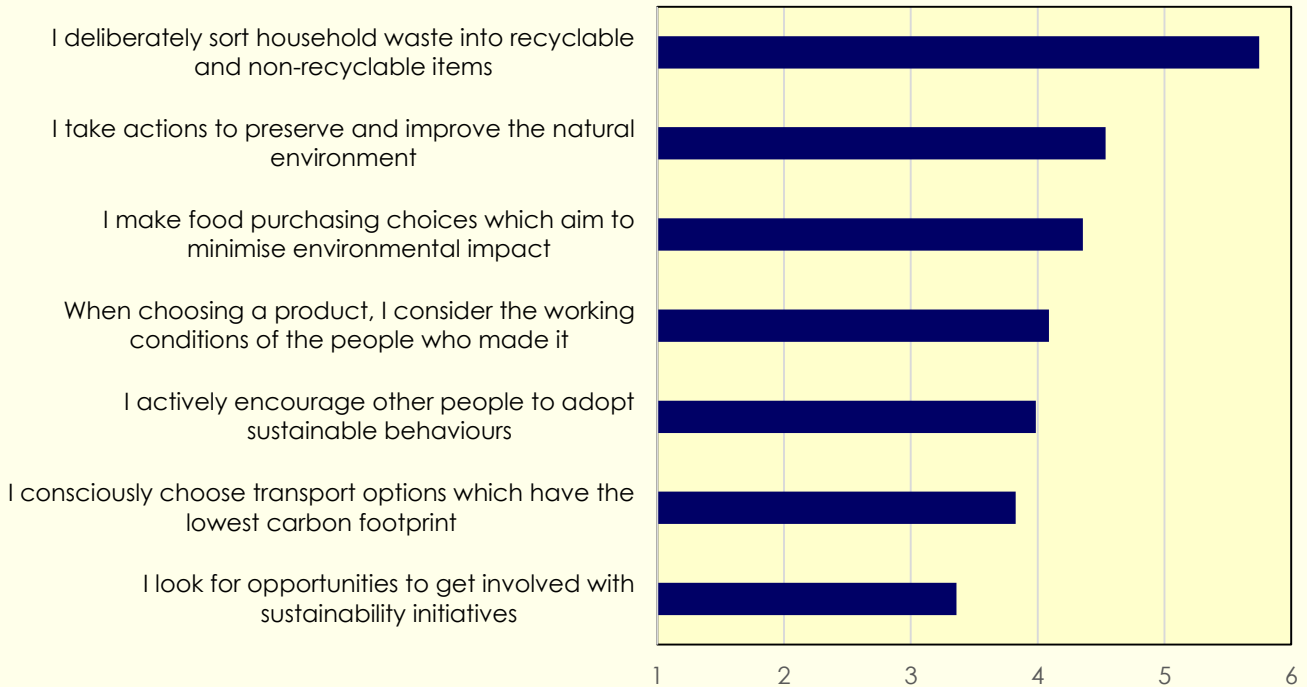
There is less frequent effort to integrate sustainability into teaching practices.

Scale

1 = Never

2 = Rarely

3 = Occasionally

4 = Often

5 = Very Often

6 = Always

Behaviours Outside Work

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

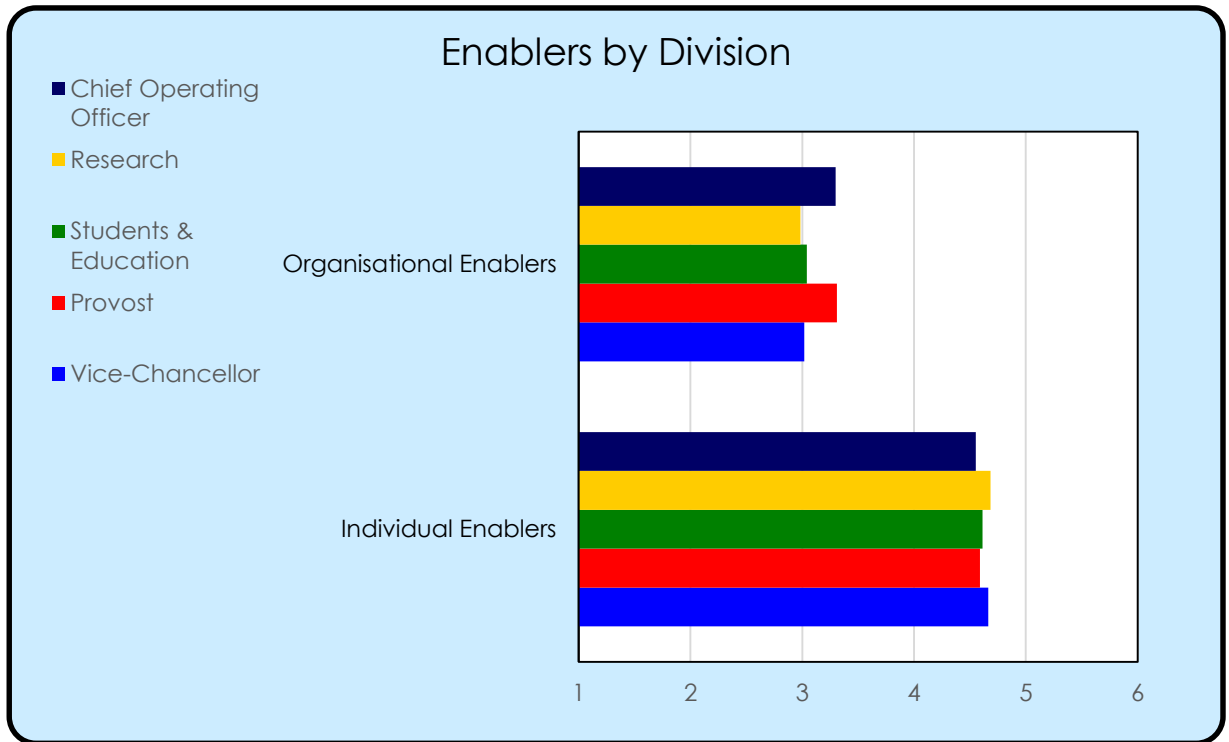1   2   3   4   5   6

About these results

Outside work, people report very high frequency of recycling behaviour. Other sustainable choices are performed with moderate regularity.

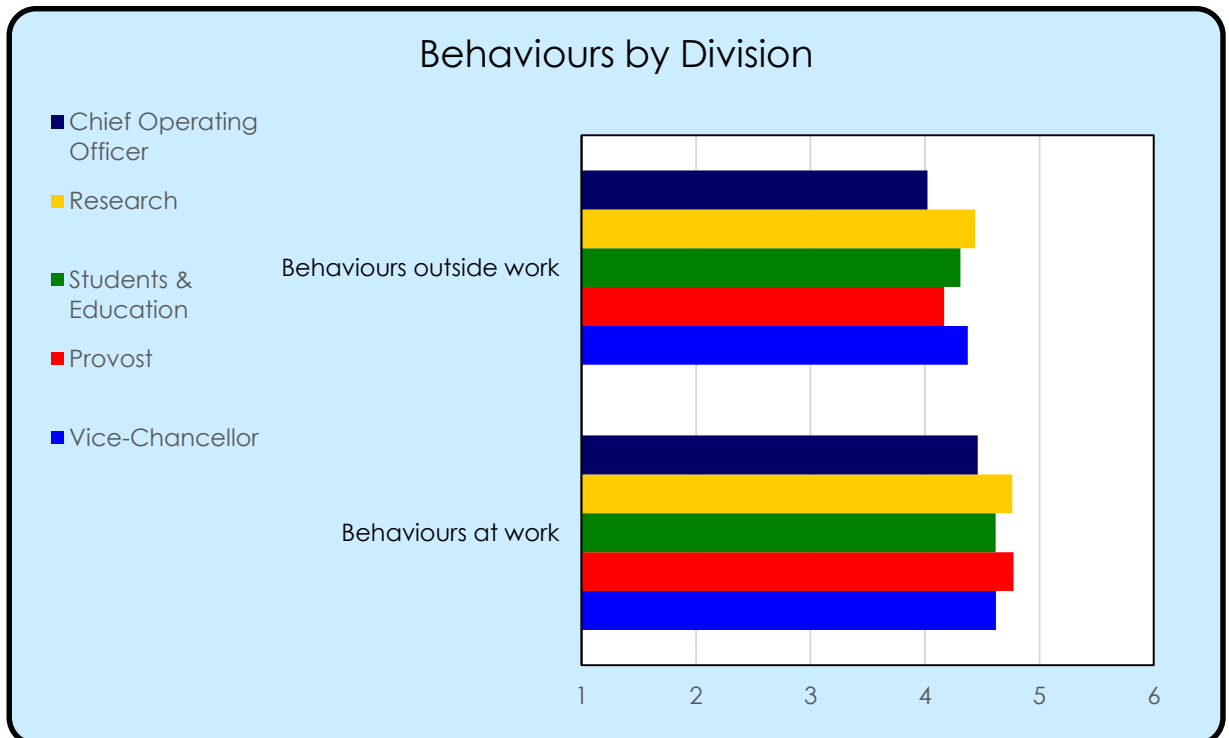**Scale**

1 = Never

2 = Rarely

3 = Occasionally

4 = Often

5 = Very Often

6 = Always

Results by Division

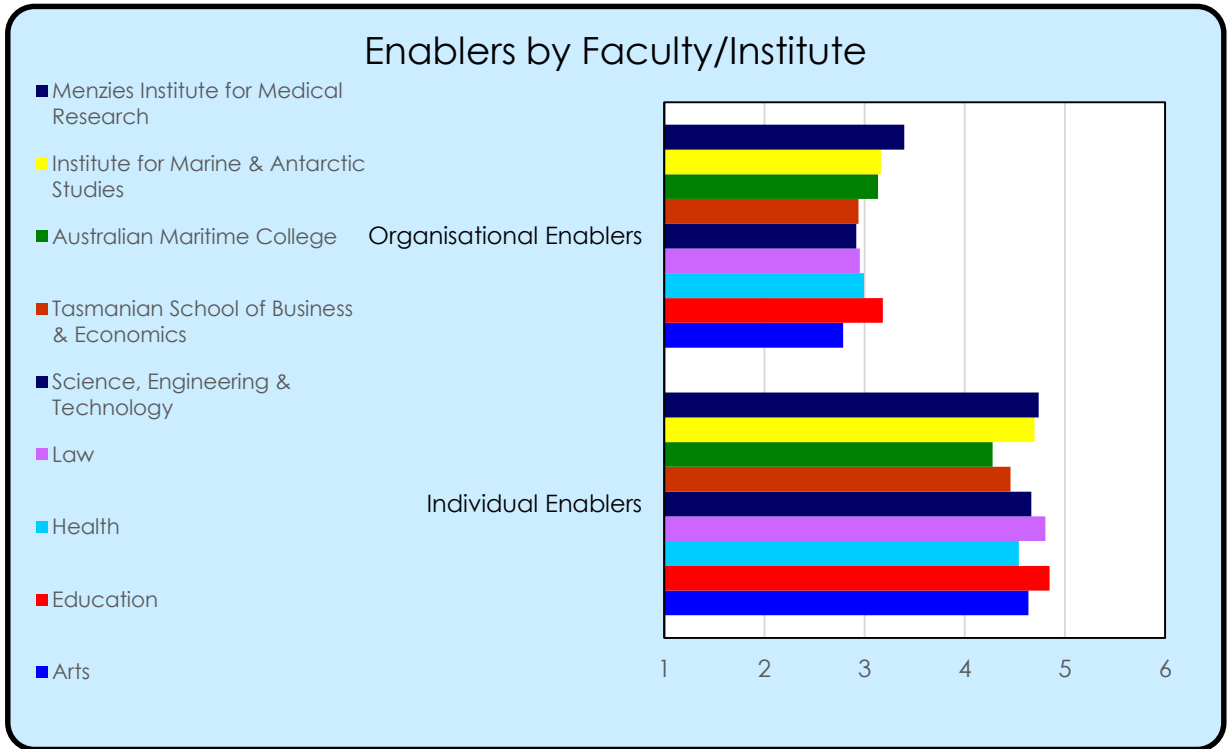The chart below compares mean scores by Division for a composite of all the enablers.

Enablers by Division

Legend:
- Chief Operating Officer (dark blue)
- Research (yellow)
- Students & Education (green)
- Provost (red)
- Vice-Chancellor (blue)

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

Behaviours by Division

Legend:
- Chief Operating Officer (dark blue)
- Research (yellow)
- Students & Education (green)
- Provost (red)
- Vice-Chancellor (blue)

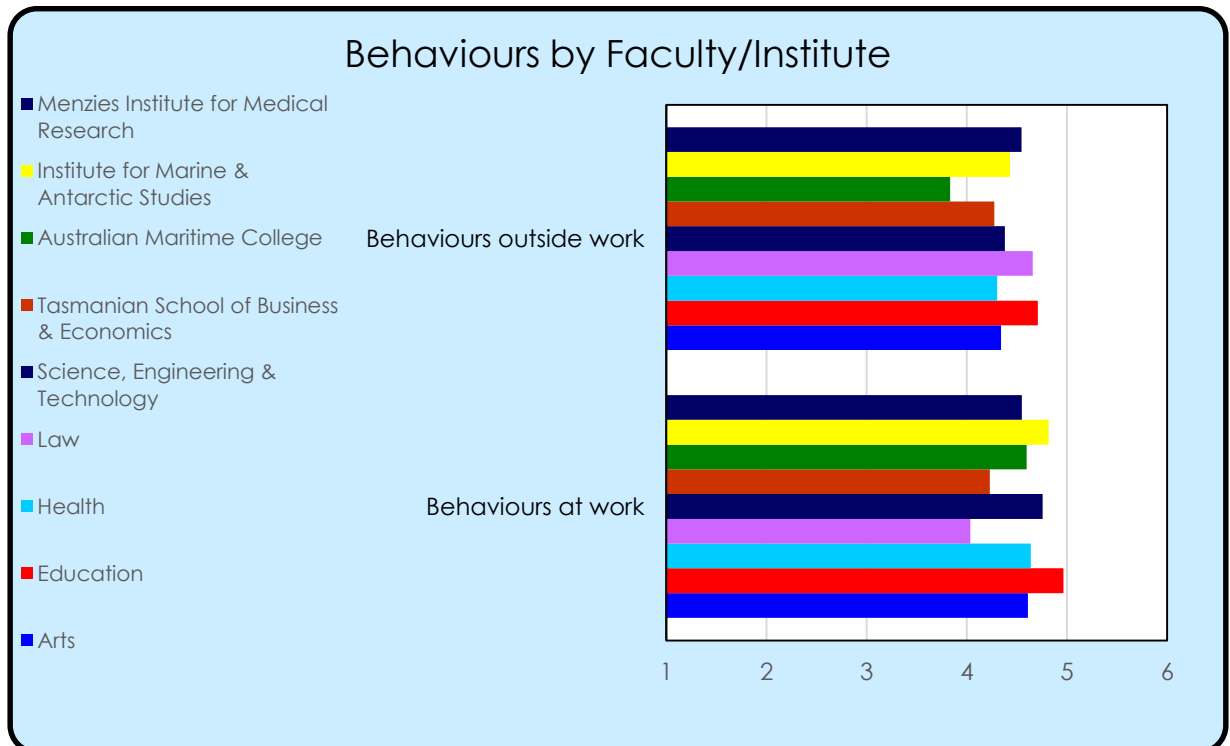# Results by Faculty/Institute

The chart below compares mean scores by Faculty/Institute for a composite of all the enablers.

Enablers by Faculty/Institute
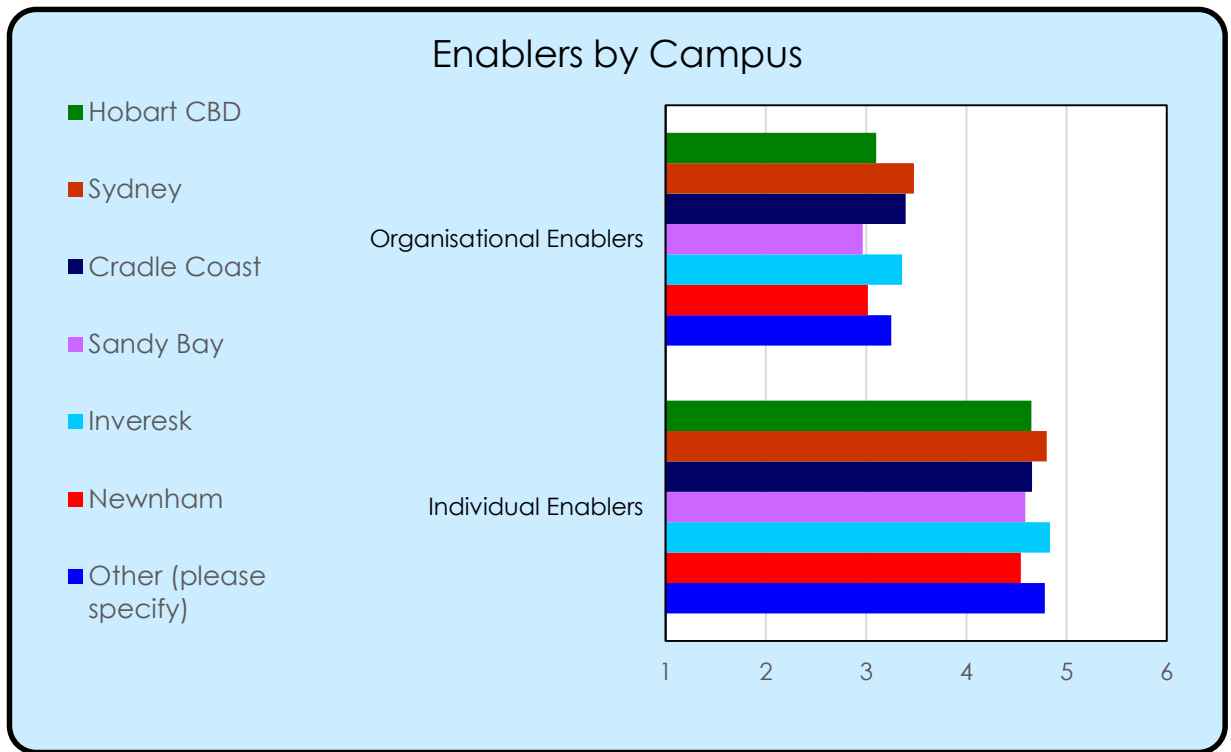
- Menzies Institute for Medical Research
- Institute for Marine & Antarctic Studies
- Australian Maritime College
- Tasmanian School of Business & Economics
- Science, Engineering & Technology
- Law
- Health
- Education
- Arts

The chart below compares mean scores by Faculty/Institute for a composite of all the behaviours.

Behaviours by Faculty/Institute

- Menzies Institute for Medical Research
- Institute for Marine & Antarctic Studies
- Australian Maritime College
- Tasmanian School of Business & Economics
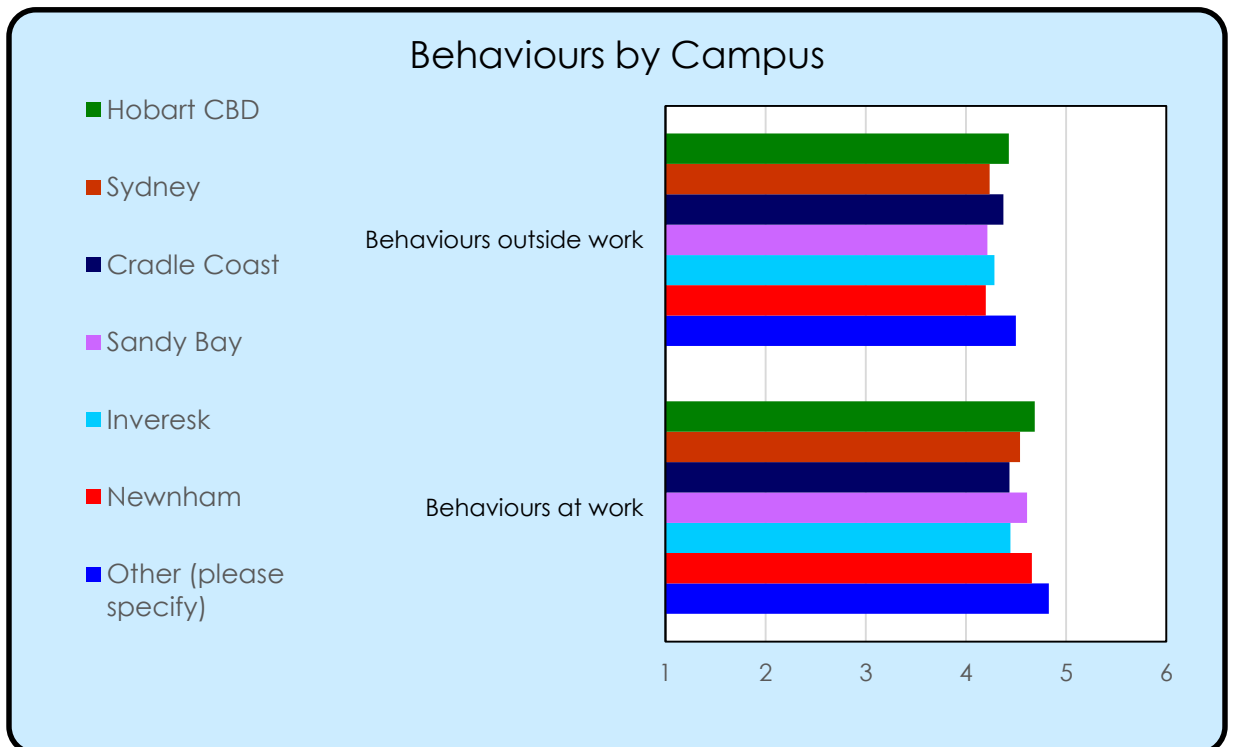- Science, Engineering & Technology
- Law
- Health
- Education
- Arts

Results by Campus

The chart below compares mean scores by Campus for a composite of all the enablers.

Enablers by Campus

Legend:
- Hobart CBD
- Sydney
- Cradle Coast
- Sandy Bay
- Inveresk
- Newnham
- Other (please specify)

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

Behaviours by Campus

Legend:
- Hobart CBD
- Sydney
- Cradle Coast
- Sandy Bay
- Inveresk
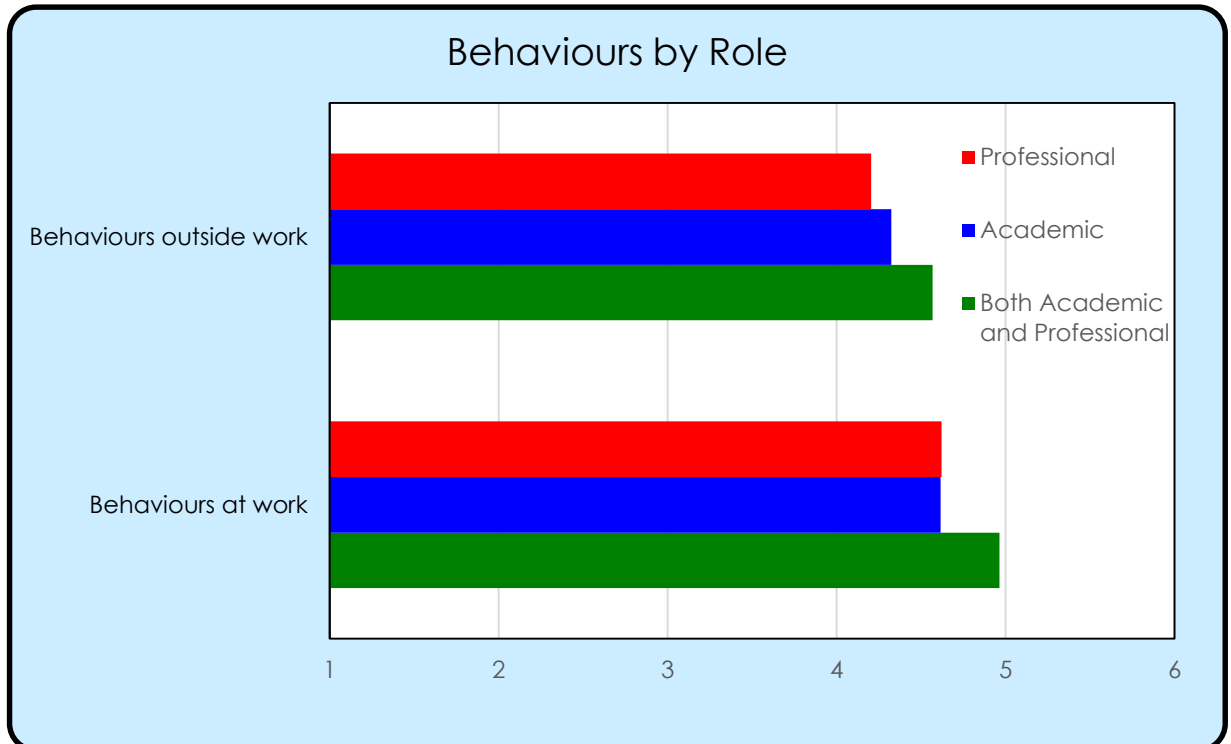- Newnham
- Other (please specify)

Results by Role
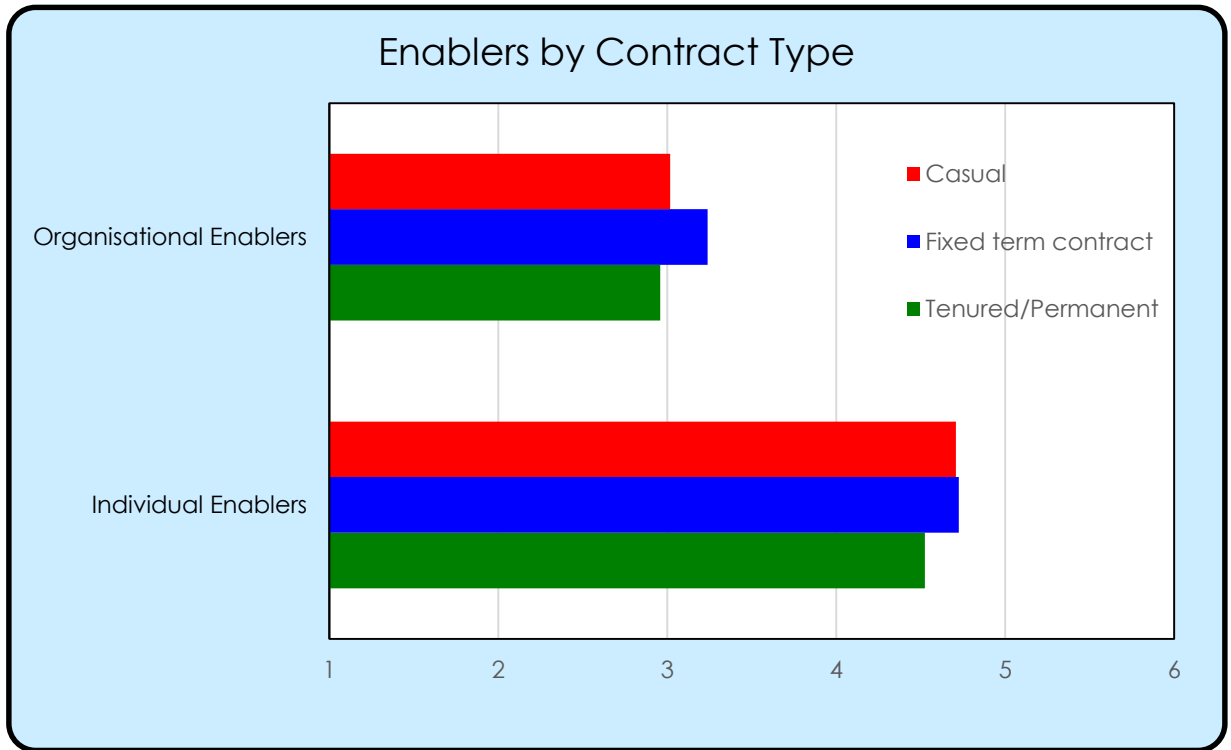
The chart below compares mean scores by Role for a composite of all the enablers.
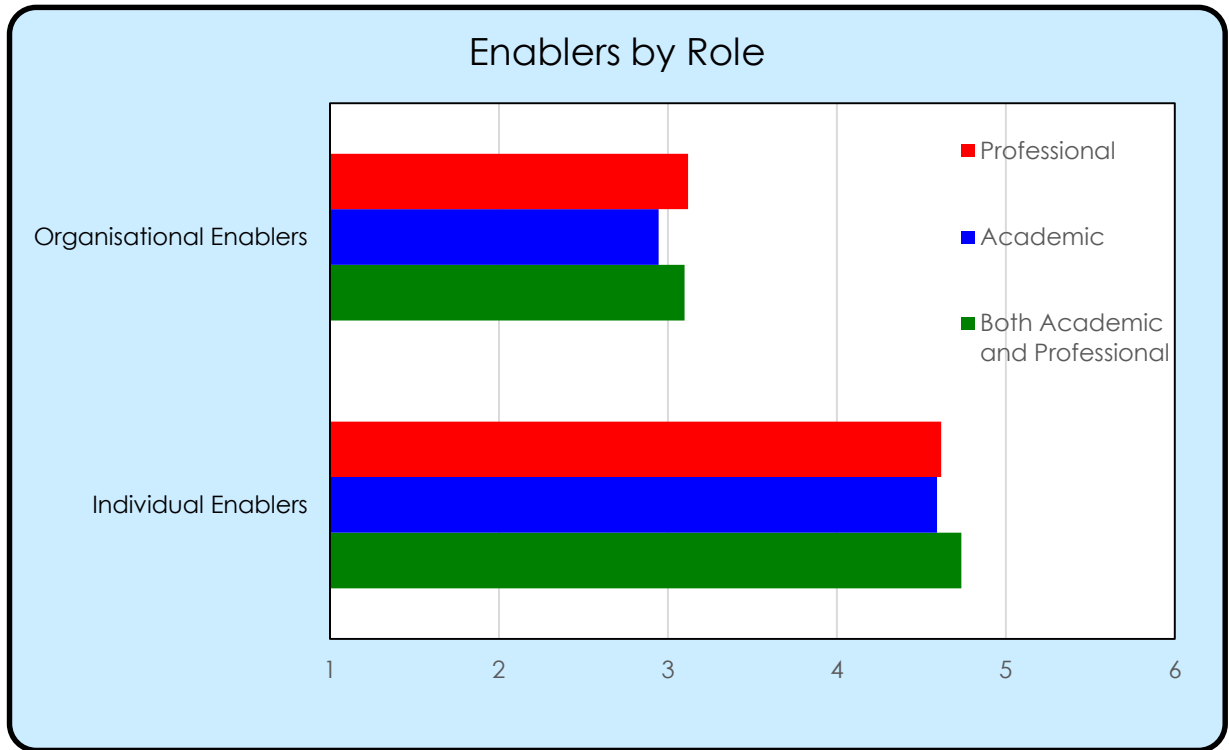
Enablers by Role

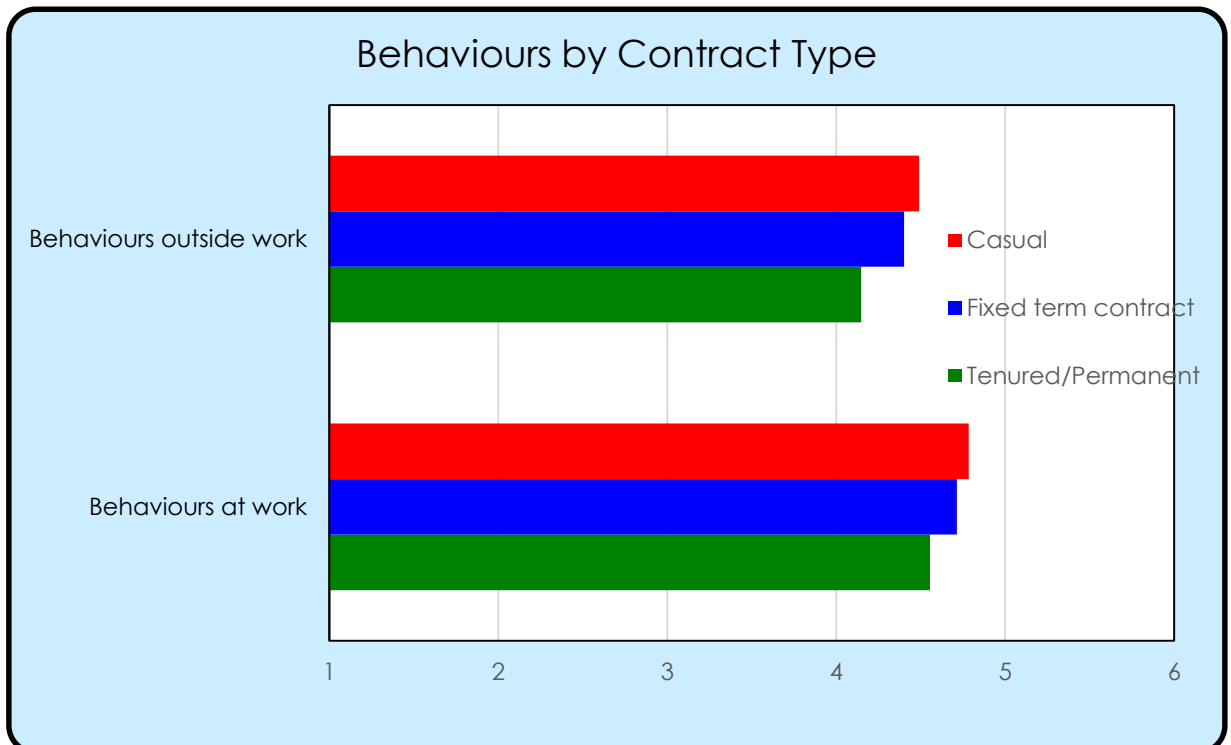The chart below compares mean scores by Role for a composite of all the behaviours.

Behaviours by Role

Results by Contract Type

The chart below compares mean scores by Contract Type for a composite of all the enablers.

Enablers by Contract Type

The chart below compares mean scores by Contract Type for a composite of all the behaviours.
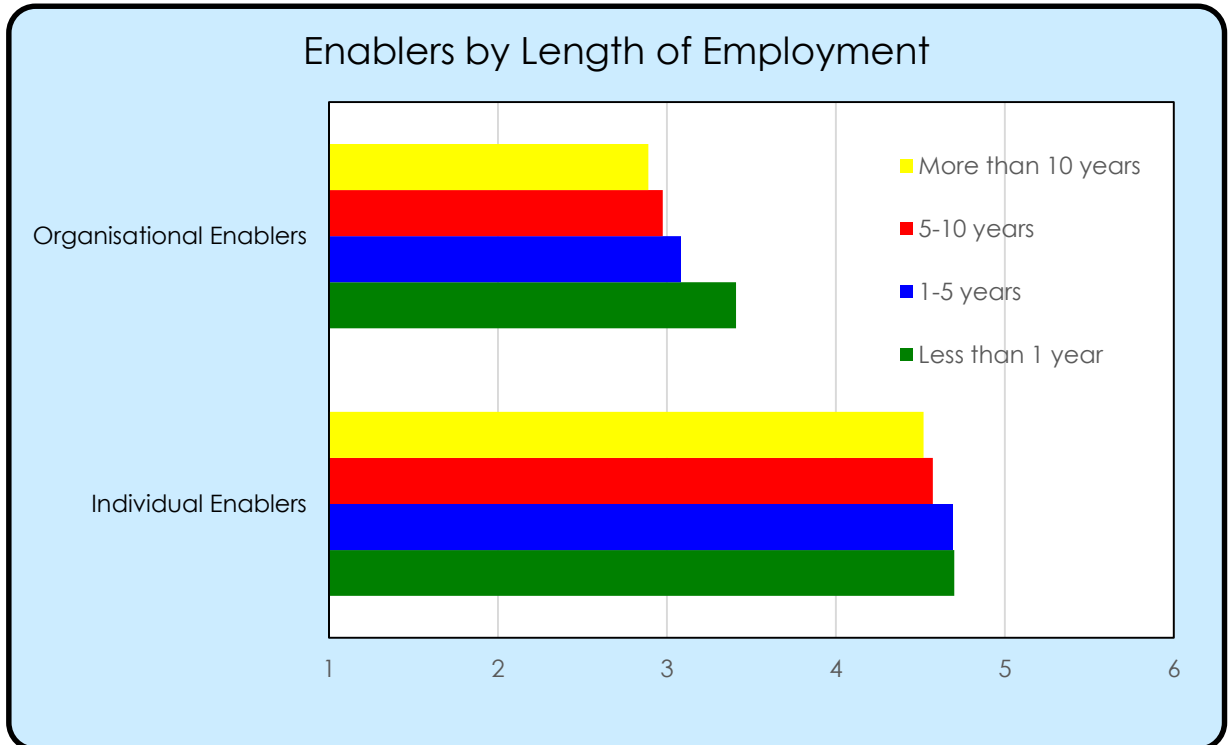
Behaviours by Contract Type

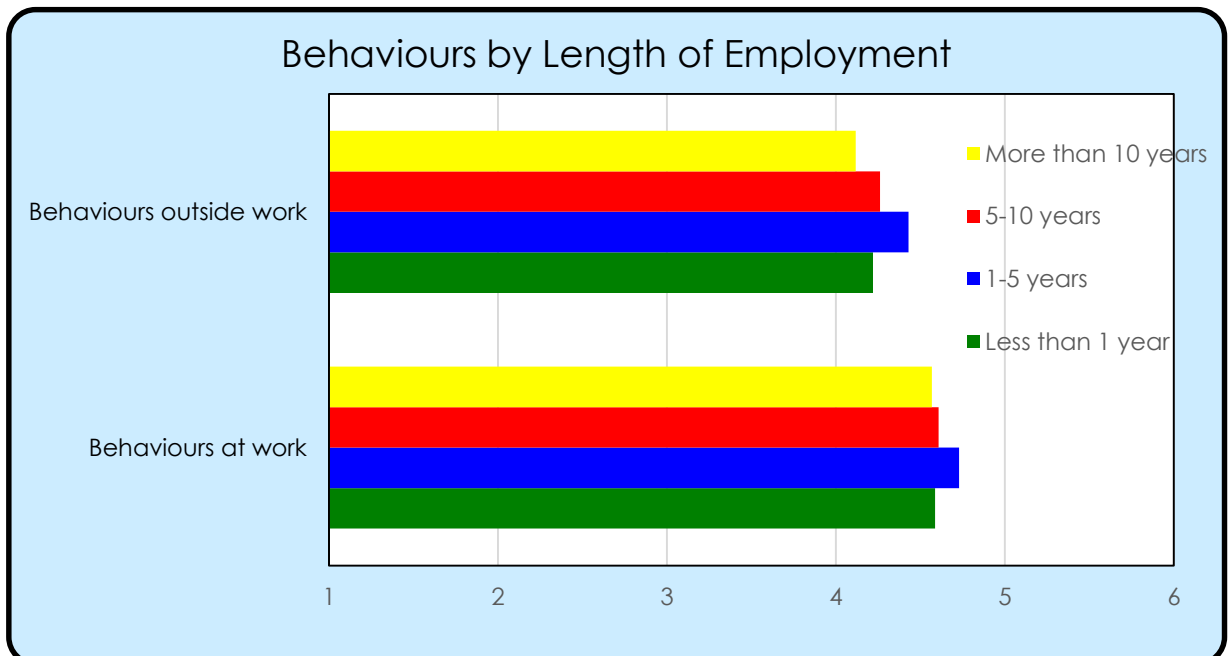# Results by Length of Employment

The chart below compares mean scores by Length of Employment for a composite of all the enablers.

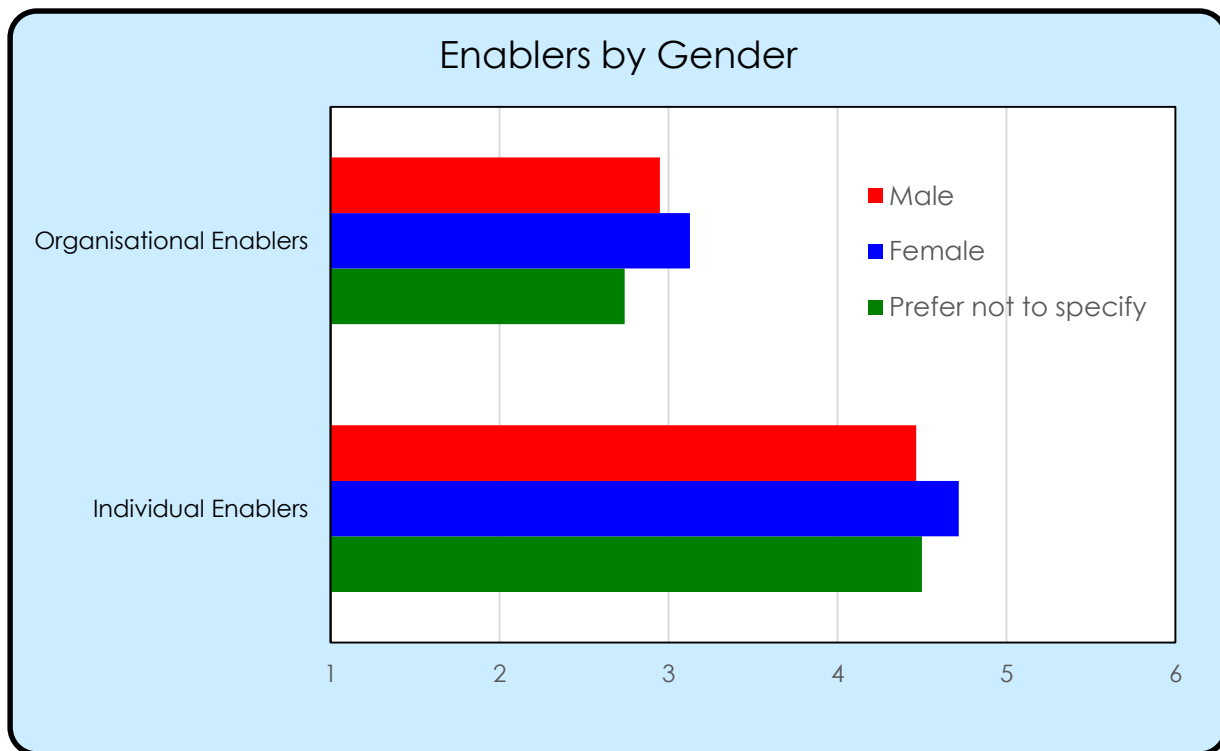## Enablers by Length of Employment

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

Behaviours by Length of Employment

Results by Gender

The chart below compares mean scores by Gender for a composite of all the enablers.

Enablers by Gender

Legend: ■ Male ■ Female ■ Prefer not to specify

Categories: Organisational Enablers, Individual Enablers (x-axis: 1 to 6)

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

Behaviours by Gender

Legend: ■ Male ■ Female ■ Prefer not to specify

Categories: Behaviours outside work, Behaviours at work (x-axis: 1 to 6)

Results by Age Range

Enablers by Age Range

Legend:
- 75 years or over
- 65-74 years
- 55-64 years
- 45-54 years
- 35-44 years
- 25-34 years

Categories: Organisational Enablers, Individual Enablers

Scale: 1 to 6
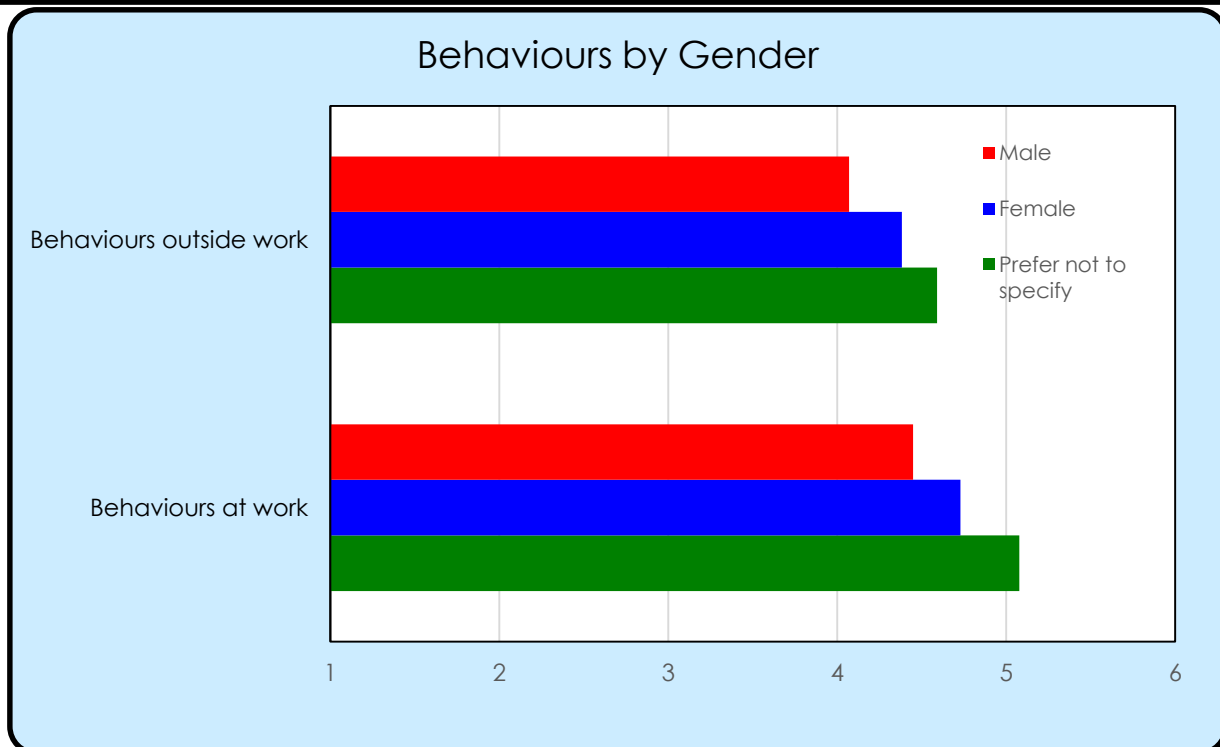
The chart below compares mean scores by Age Range for a composite of all the behaviours.

Behaviours by Age Range

Legend:
- 75 years or over
- 65-74 years
- 55-64 years
- 45-54 years
- 35-44 years
- 25-34 years

Categories: Behaviours outside work, Behaviours at work

Scale: 1 to 6

Staff-Student Comparison

The chart below compares mean scores for students (completed in a separate survey) with those of staff.

Enabler Items - Staff vs Students

■ Staff
■ Students

Item	
The physical environment in this University makes it easy to choose sustainable…	
The University is very innovative in its approach to making its operations more…	
I believe my personal sustainability-related behaviours have improved through the…	
The facilities in the University are well-equipped to support sustainable behaviours	
I feel like we are rewarded here for our efforts to adopt to sustainable practices	
The University's commitment to sustainability has been clearly communicated	
The University has a clearly defined commitment to sustainability	
I clearly understand sustainability issues relevant to our University	
I feel like I am well informed and educated about sustainability issues in general	

(axis: 1 2 3 4 5 6)

The University's current level of effort with regard to sustainability is....

Excellent — 10 9 8 7 6 5 4 3 2 1 — Poor

Staff: **5.06**
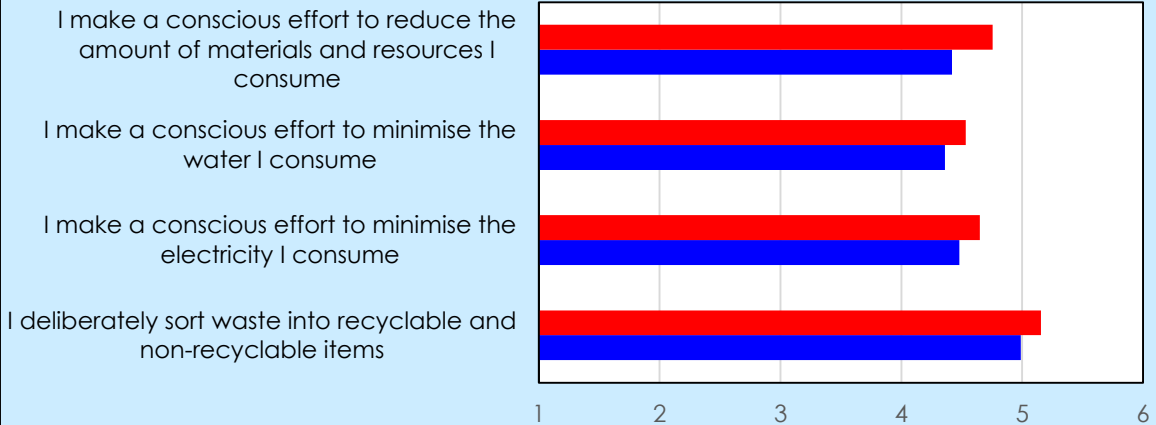Students: **6.08**

Staff-Student Comparison

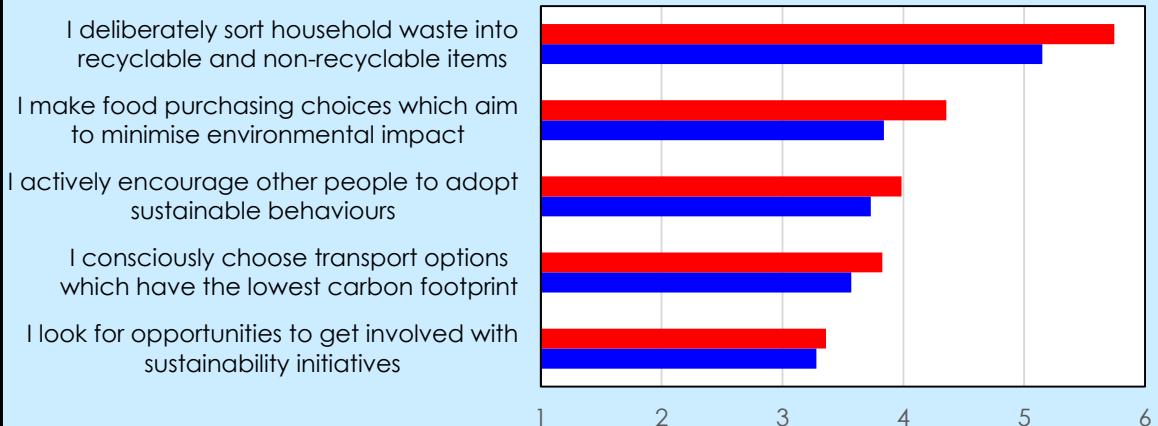The chart below compares mean scores for students (completed in a separate survey) with those of staff.

Behaviours at Work/Study - Students vs Staff

Legend:
- Staff
- Students

Categories:
- 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
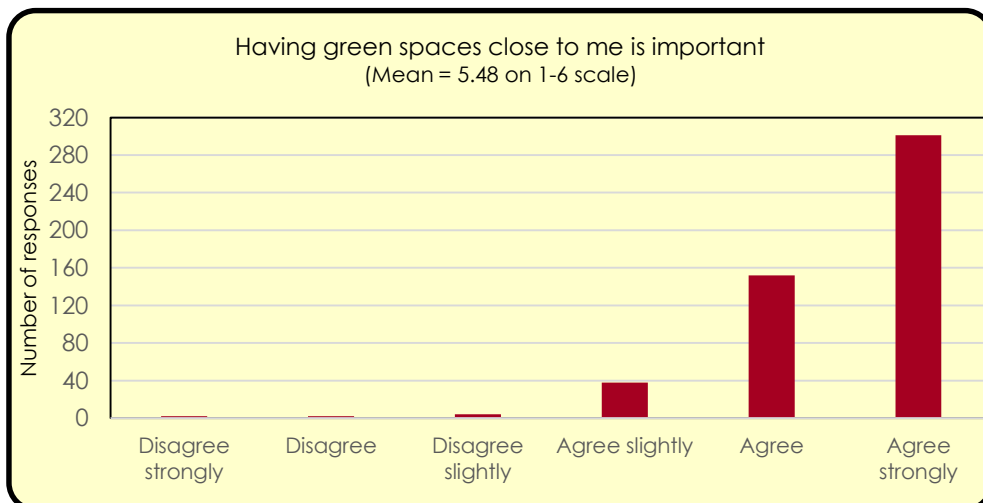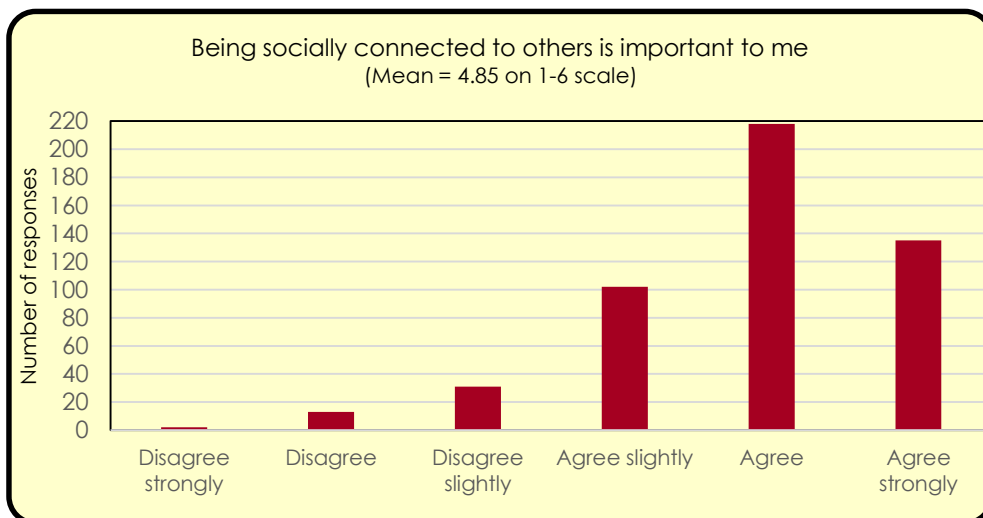- I deliberately sort waste into recyclable and non-recyclable items
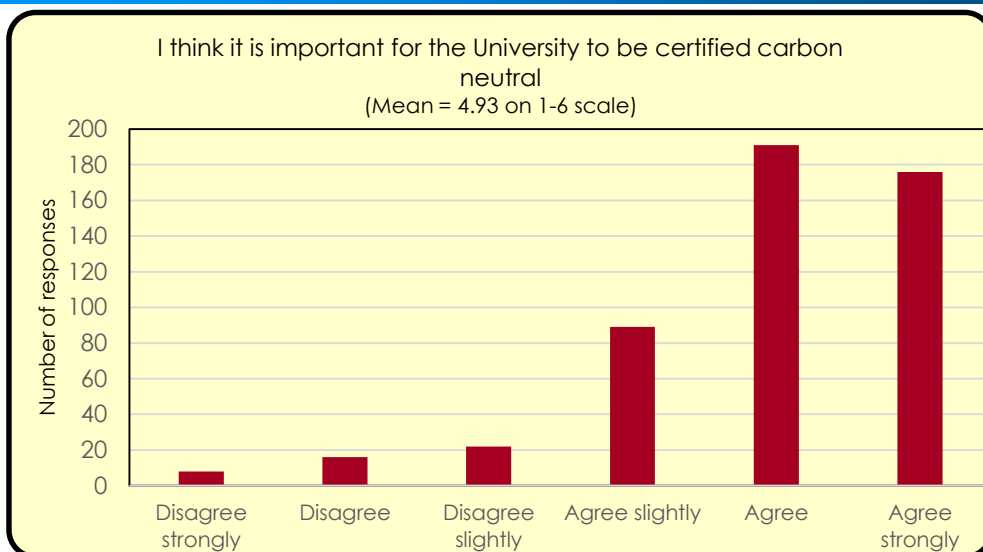
(Scale: 1 to 6)

Behaviours Outside Work/Study - Students vs Staff

Legend:
- Staff
- Students

Categories:
- I deliberately sort household waste into recyclable and non-recyclable items
- I make food purchasing choices which aim to minimise environmental impact
- 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

(Scale: 1 to 6)

Additional Items – Sustainability Importance

I think it is important for the University to be certified carbon neutral
(Mean = 4.93 on 1-6 scale)

Being socially connected to others is important to me
(Mean = 4.85 on 1-6 scale)

Having green spaces close to me is important
(Mean = 5.48 on 1-6 scale)

Additional Items – Job Wellbeing

I get satisfaction out of my job
(Mean = 4.75 on 1-6 scale)

I consider myself to be a part of some social group at my workplace
(Mean = 4.19 on 1-6 scale)

I feel valued as an employee
(Mean = 3.73 on 1-6 scale)
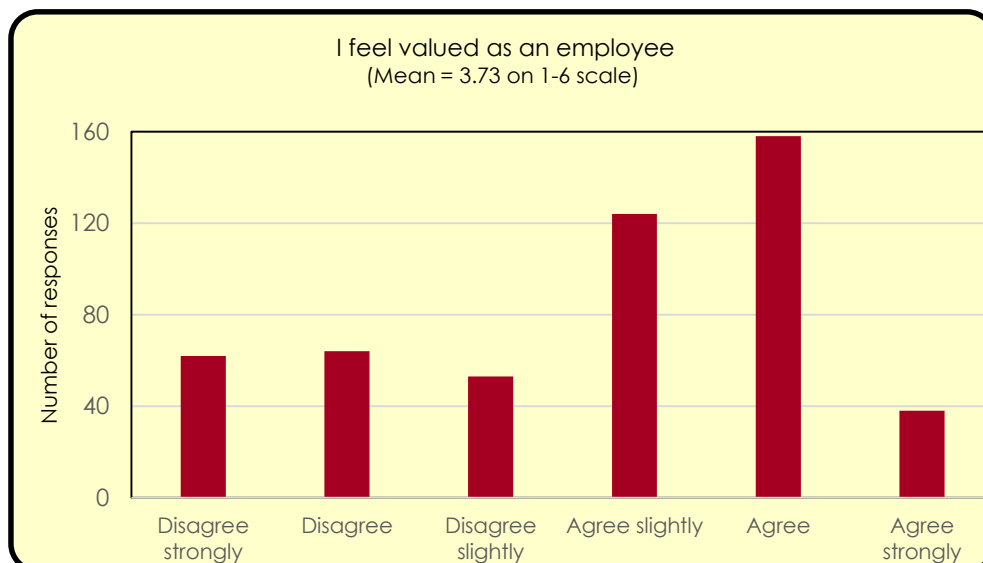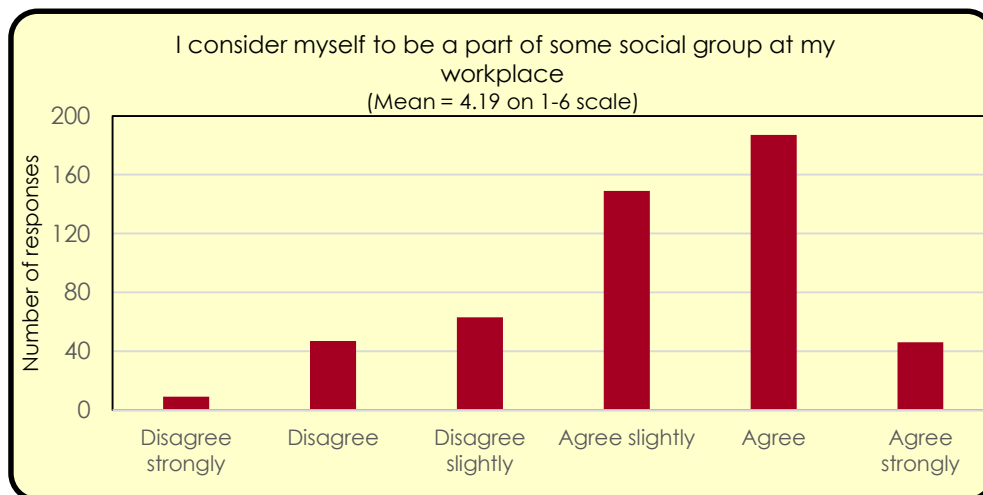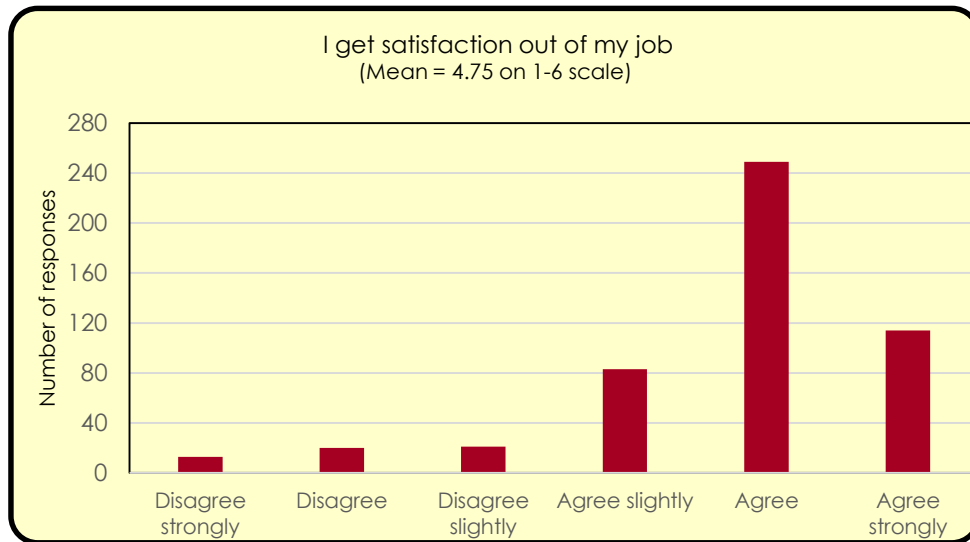
Correlations Between Enablers and Behaviour

Enabler	Behaviours at work	Behaviours outside work
Responsibility for sustainability	.557**	.774**
Beliefs about sustainability	.425**	.619**
Sustainability knowledge	.417**	.378**
Perceived control	.255**	.256**
Job responsibilities	.193**	.108*
Activities to embed sustainability	.104*	0.03
Strategic commitment	0.06	0.01
Rewards & Recognition	0.06	0.01
Perceived support	0.06	0.05
Leadership	0.03	-0.04
Innovation	0.03	-0.03
Facilities	0.02	-0.06
Processes	0.01	-0.06

** statistically significant (p<.01)   * statistically significant (p<.05)

About these results

The table above shows the relationship between behaviours and enablers. Enablers with a high correlation are strongly related to behaviours.

The results show that the respondents mostly likely to engage in sustainable behaviours are those who feel strong beliefs and responsibility to do so, and who believe they have the required knowledge. They also feel that their actions can make a difference.

Additionally, at-work behaviours are more common among those who feel that it is part of their job responsibilities, and that there are effective activities to support them.

While correlations do not indicate causation, the results do suggest that education and awareness-raising and demonstrating how people can make a difference should assist in further embedding sustainability in the culture of the University.

Individual Enabler: Beliefs About Sustainability

Beliefs About Sustainability: Items

| Item	Score
I STRONGLY BELIEVE THAT ALL UNIVERSITIES HAVE A RESPONSIBILITY TO MAKE SUSTAINABILITY A PRIORITY IN THEIR DECISION MAKING, PLANNING AND ACTIONS	5.32
THIS UNIVERSITY HAS A RESPONSIBILITY TO BE A LEADER IN SUSTAINABILITY	5.24
PEOPLE SHOULD DO AS MUCH AS THEY POSSIBLY CAN TO PRESERVE THE ENVIRONMENT FOR FUTURE GENERATIONS	5.49
I BELIEVE THAT SUSTAINABILITY IS RELEVANT ACROSS ALL AREAS OF THE CURRICULUM	4.88
I THINK IT IS IMPORTANT FOR THE UNIVERSITY TO BE CERTIFIED CARBON NEUTRAL (I.E. NO NET RELEASE OF CARBON DIOXIDE INTO THE ATMOSPHERE)	4.93

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 = 5.17)
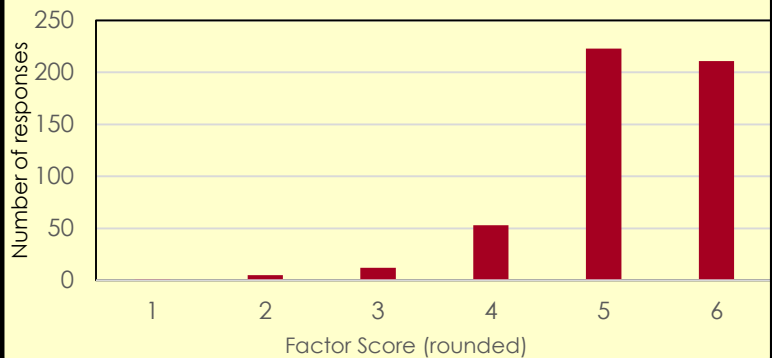
Importance Of This Factor

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 individual beliefs at University of Tasmania are aligned with the importance of sustainability, which provides a good mandate and base of support for the organisation to demonstrate leadership in the area.

Individual Enabler: Responsibility for Sustainability

Responsibility for Sustainability:Items

| Item	Score
ISSUES RELATING TO SUSTAINABILITY ARE DEEPLY IMPORTANT TO ME	5.17
I CONSIDER SUSTAINABILITY TO BE CLOSE TO MY PERSONAL VALUES	5.09
I AM WILLING TO MAKE SUSTAINABLE CHOICES A PRIORITY EVEN WHEN THEY ARE NOT AS CONVENIENT AS ALTERNATIVES (EG. SHOPPING, TRANSPORT)	4.69
IN MY PERSONAL LIFE, I AM WILLING TO PAY MORE FOR PRODUCTS AND SERVICES WHICH I CONSIDER HAVE A LOWER ENVIRONMENTAL IMPACT	4.95
I THINK A LOT ABOUT THE ENVIRONMENTAL IMPLICATIONS OF MY ACTIONS	4.72
IT IS VERY IMPORTANT TO ME THAT I WORK IN A WAY WHICH MINIMISES ENVIRONMENTAL IMPACT	5.13

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
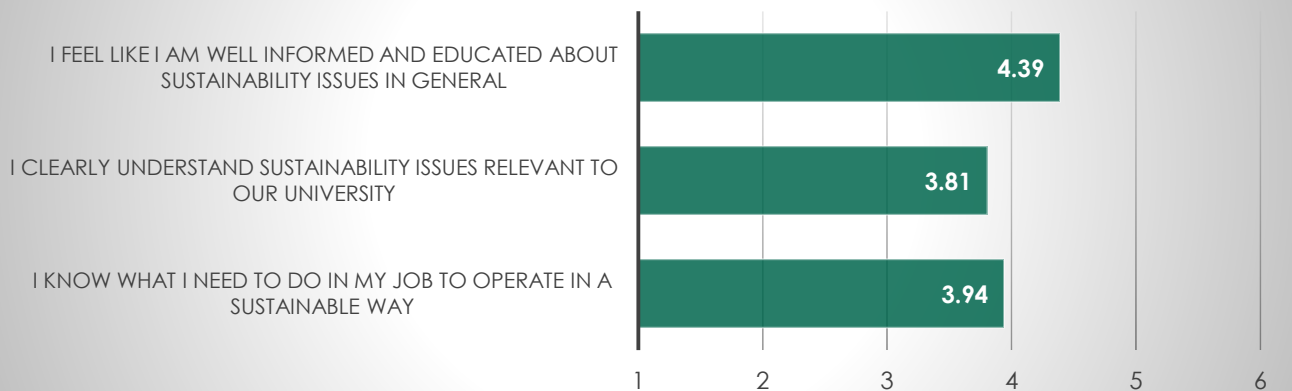(Rounded: Mean = 4.96)
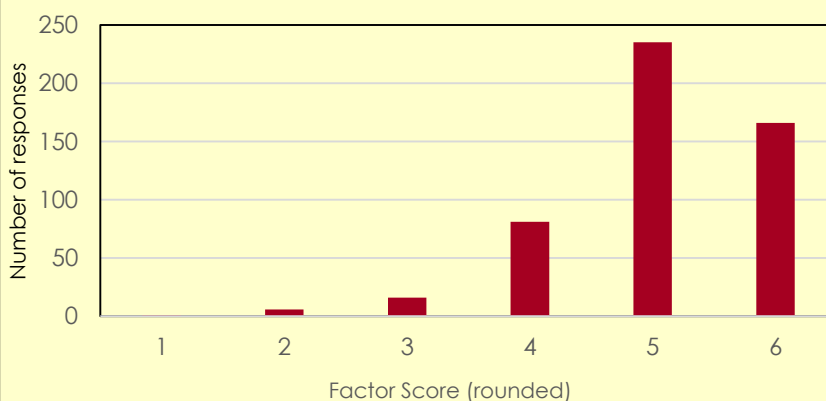
Importance Of This Factor

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

As with the Beliefs enabler, this result shows that individual commitment and responsibility for sustainability is strong among the respondents. In fact this was the only enabler for which the University scored higher than the comparison average. This suggests that getting people to care should not be a major barrier to embedding sustainability.

Individual Enabler: Sustainability Knowledge

Sustainability Knowledge: Items

| Item	Score
I FEEL LIKE I AM WELL INFORMED AND EDUCATED ABOUT SUSTAINABILITY ISSUES IN GENERAL	4.39
I CLEARLY UNDERSTAND SUSTAINABILITY ISSUES RELEVANT TO OUR UNIVERSITY	3.81
I KNOW WHAT I NEED TO DO IN MY JOB TO OPERATE IN A SUSTAINABLE WAY	3.94

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
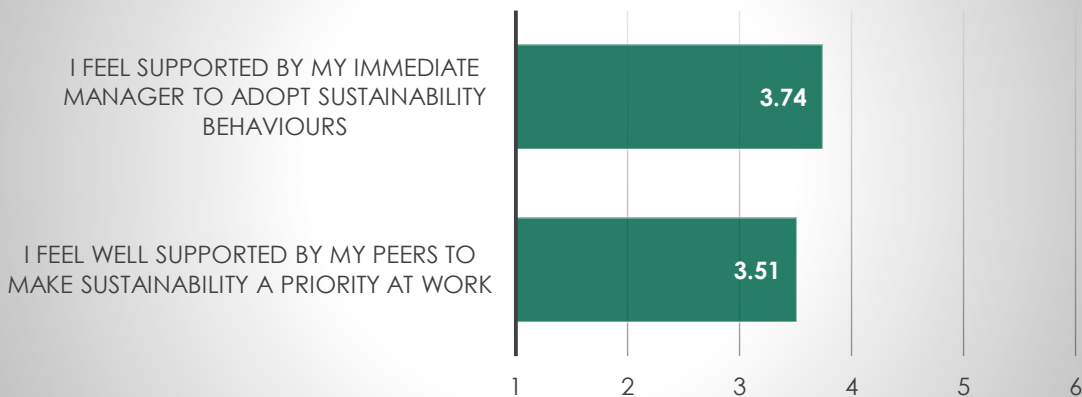(Rounded: Mean = 4.05)
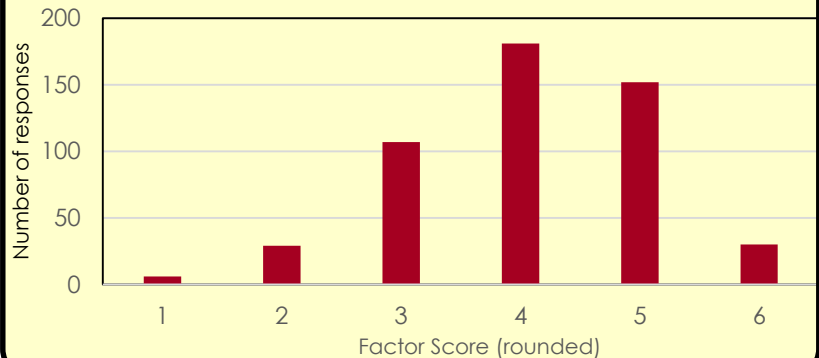
Importance Of This Factor

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

People feel they know a reasonable amount about sustainability in general, but not necessarily how it relates to the University or their job. As an enabler which correlates highly with behaviours (see p28), increasing sustainability literacy could be an important lever in supporting action.

Individual Enabler: Perceived Support

Perceived Support: Items

I FEEL SUPPORTED BY MY IMMEDIATE MANAGER TO ADOPT SUSTAINABILITY BEHAVIOURS — **3.74**

I FEEL WELL SUPPORTED BY MY PEERS TO MAKE SUSTAINABILITY A PRIORITY AT WORK — **3.51**

(Scale: 1 2 3 4 5 6)

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 = 3.63)

Number of responses (y-axis: 0 to 200)
Factor Score (rounded) (x-axis: 1 to 6)
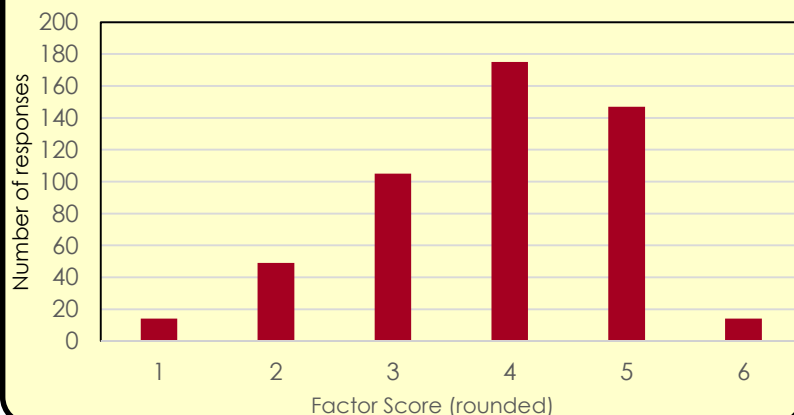
Importance Of This Factor

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

People perceive that there is much room for improvement in the extent to which sustainability is supported by those around them. Continually reinforcing wins and the positive actions of others can help to develop a sense that sustainability is part of the cultural norm in the organisation.

Individual Enabler: Perceived Control

Perceived Control: Items

INDIVIDUAL STAFF CAN MAKE A BIG DIFFERENCE IN THE OVERALL ENVIRONMENTAL IMPACT OF OUR UNIVERSITY — 4.78

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
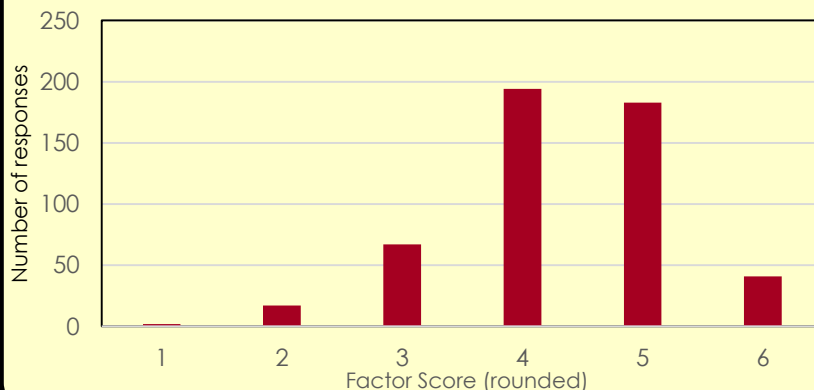
Definition

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
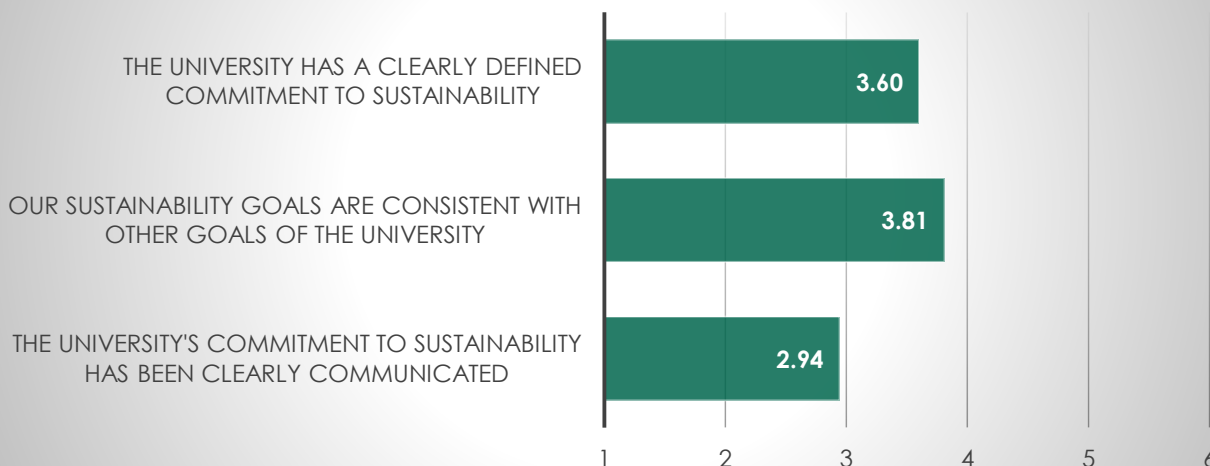(Rounded: Mean = 4.06)

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

While respondents believe that individuals can make a difference, results indicate that many do not currently feel empowered for sustainability. 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

| Item	Score
THE UNIVERSITY HAS A CLEARLY DEFINED COMMITMENT TO SUSTAINABILITY	3.60
OUR SUSTAINABILITY GOALS ARE CONSISTENT WITH OTHER GOALS OF THE UNIVERSITY	3.81
THE UNIVERSITY'S COMMITMENT TO SUSTAINABILITY HAS BEEN CLEARLY COMMUNICATED	2.94

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 = 3.44)

Number of responses vs *Factor Score (rounded)*
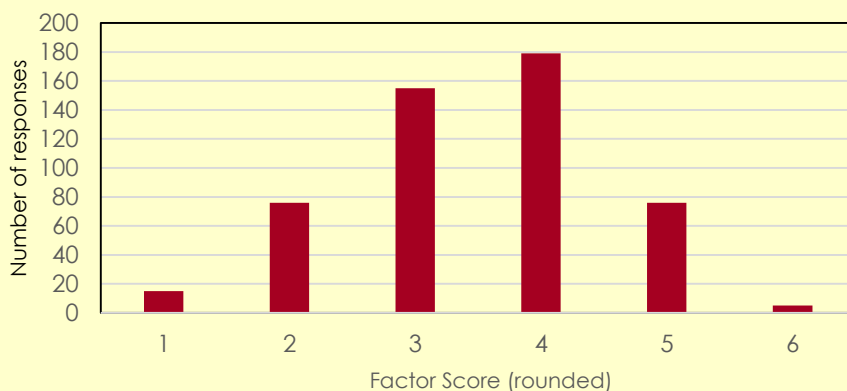
Importance Of This Factor

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

These results suggest that people want the University to communicate its sustainability intentions more clearly. The written comments particularly call for a stronger lead on such initiatives as divesting from fossil fuels.

Organisational Enabler: Sustainability Leadership

Sustainability Leadership: Items

| Item	Score
THERE IS CONSISTENT SUPPORT FROM SENIOR LEADERSHIP FOR THE UNIVERSITY'S SUSTAINABILITY COMMITMENTS	3.23
LEADERS OF THE UNIVERSITY "WALK THE TALK" WHEN IT COMES TO SUSTAINABILITY	2.89
MANAGERS BEHAVE IN A WAY WHICH ENCOURAGES STAFF IN THE UNIVERSITY TO EMBRACE SUSTAINABILITY	2.90

(Horizontal axis: 1 to 6)

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 = 3.02)

Number of responses (vertical axis 0–200) vs Factor Score (rounded) (horizontal axis 1–6)
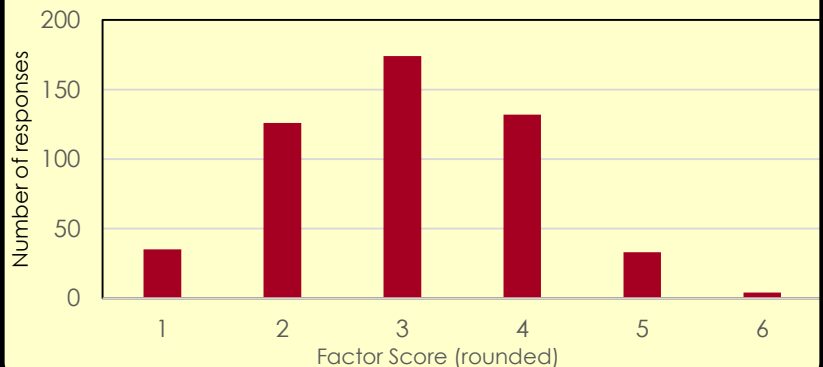
Importance Of This Factor

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.
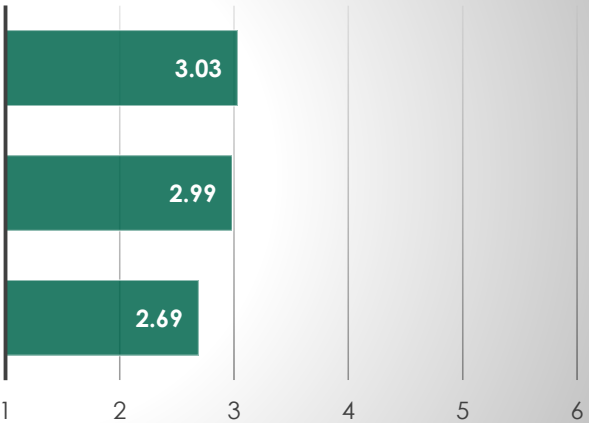
Your Organisation's Results

While people feel that the senior leadership do a reasonable job at supporting sustainability, they also feel that leaders could do more to walk the talk. A stronger, more consistent position on sustainability, backed by visible action, is needed to address this gap.

Organisational Enabler: Activities to Embed Sustainability

Activities to Embed Sustainability:Items

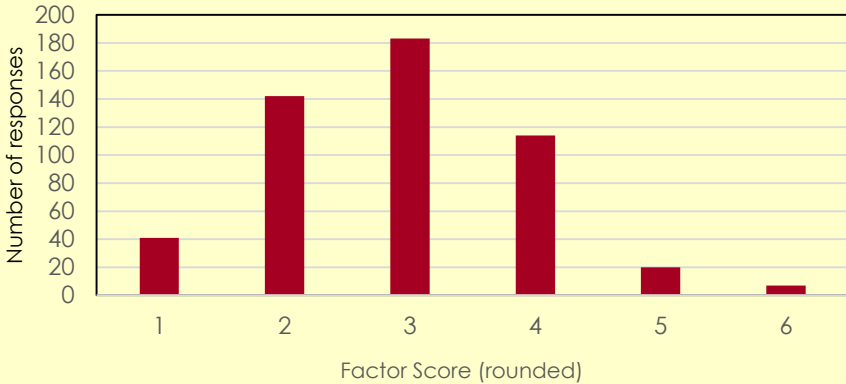| Item	Score
THE UNIVERSITY PUTS IN A LOT OF EFFORT TO EDUCATE AND SUPPORT STAFF WITH REGARD TO WAYS IN WHICH TO ADOPT MORE SUSTAINABLE BEHAVIOURS	3.03
THE EFFORTS TO EDUCATE AND SUPPORT STAFF WITH REGARD TO SUSTAINABILITY HAVE BEEN EFFECTIVE	2.99
I BELIEVE MY PERSONAL SUSTAINABILITY-RELATED BEHAVIOURS HAVE IMPROVED THROUGH THE UNIVERSITY'S EDUCATION AND INFLUENCE	2.69

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 = 2.91)

Number of responses vs Factor Score (rounded)

Factor Score (rounded)	Number of responses
1	~40
2	~141
3	~182
4	~113
5	~20
6	~6

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

Activities to embed sustainability was the enabler which scored farthest below the comparison average. This suggests there is room for improvement in providing targeted activities to promote sustainability in the University, which should in turn influence people's sustainability knowledge.

Organisational Enabler: Innovation

Innovation: Items

FRESH IDEAS TO MAKE OUR OPERATIONS MORE SUSTAINABLE ARE ENCOURAGED AND SUPPORTED **3.23**

THE UNIVERSITY IS VERY INNOVATIVE IN ITS APPROACH TO MAKING ITS OPERATIONS MORE SUSTAINABLE **2.89**

1　2　3　4　5　6

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

Range of Responses: Innovation
(Rounded: Mean = 3.07)

Number of responses

180
160
140
120
100
80
60
40
20
0

1　2　3　4　5　6

Factor Score (rounded)
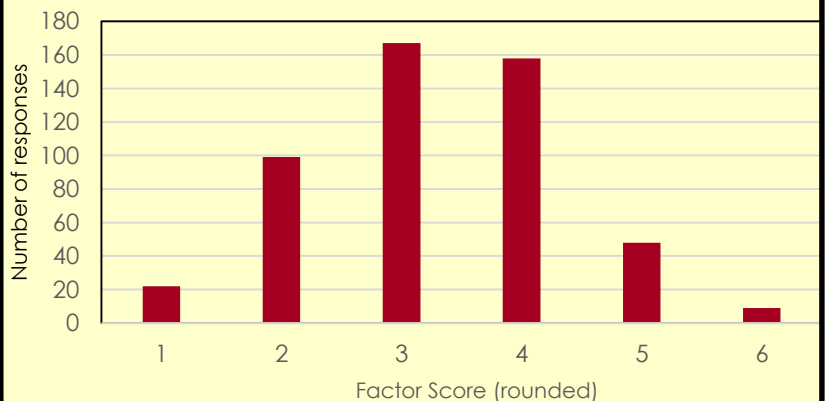
Importance Of This Factor

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

As the enabler which fell second farthest below the average for other organisations, people feel that University of Tasmania could greatly improve in its adoption of new ideas for sustainability. Innovation is often a larger cultural norm which can be further enhanced through a deliberate effort to encourage and develop it. Sustainability is also viewed as a great vehicle for innovation.

Organisational Enabler: Job Responsibilities

Job Responsibilities: Items

I FEEL CLEAR ABOUT THE DEGREE TO WHICH SUSTAINABILITY RELATES TO MY JOB — **3.33**

PEOPLE AT THIS UNIVERSITY HAVE CLEARLY UNDERSTOOD JOB RESPONSIBILITIES WITH REGARD TO SUSTAINABILITY — **2.89**
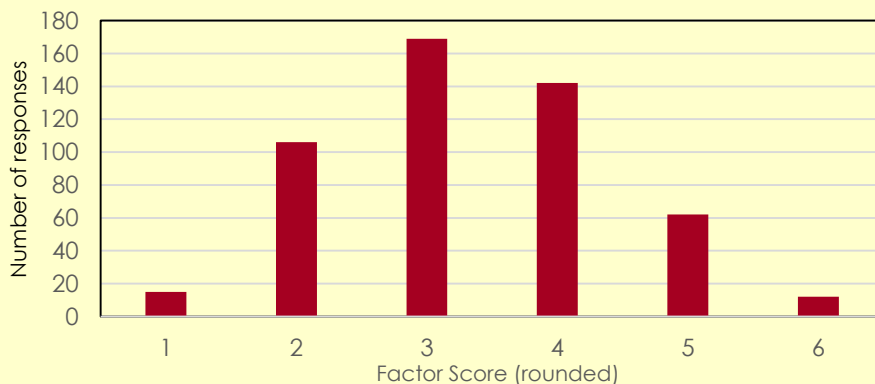
Definition

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

Range of Responses: Job Responsibilities
(Rounded: Mean = 3.10)

Number of responses vs Factor Score (rounded)
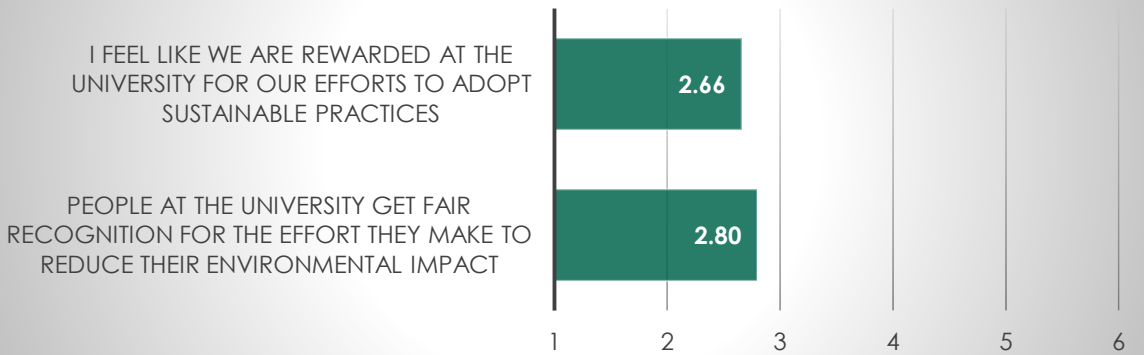
Importance Of This Factor

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 contrast between the results for the two items for this enabler, whereby people feel they are clearer about their own role in sustainability than what other people are. This is not unusual, but an overall low result suggests that there is opportunity to provide further clarity around the role of sustainability in job responsibilities, perhaps 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 and Recognition: Items

I FEEL LIKE WE ARE REWARDED AT THE UNIVERSITY FOR OUR EFFORTS TO ADOPT SUSTAINABLE PRACTICES — **2.66**

PEOPLE AT THE UNIVERSITY GET FAIR RECOGNITION FOR THE EFFORT THEY MAKE TO REDUCE THEIR ENVIRONMENTAL IMPACT — **2.80**
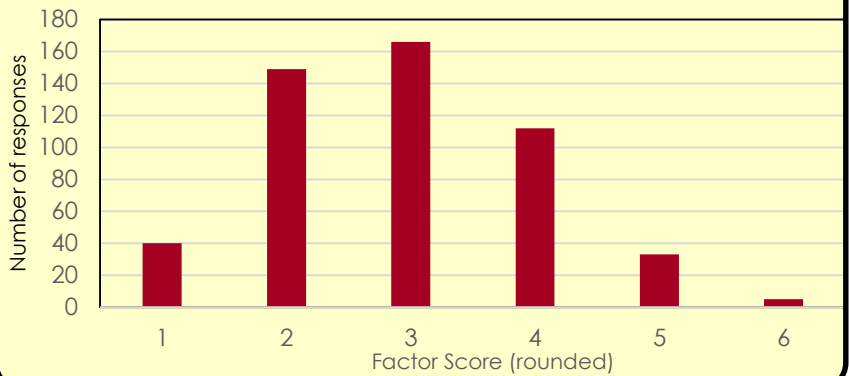
(Scale: 1 2 3 4 5 6)

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 = 2.73)

Number of responses vs Factor Score (rounded)

Factor Score	Number of responses (approx)
1	40
2	148
3	165
4	112
5	33
6	5

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.

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.
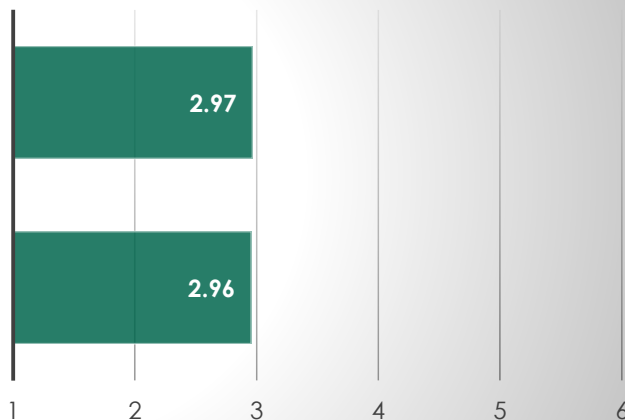
Organisational Enabler: Processes

Processes: Items

PROCESSES ENCOURAGE US TO CONSIDER SUSTAINABILITY IN OUR ACTIONS AND DECISIONS — **2.97**

THE SYSTEMS AND PROCESSES AT THE UNIVERSITY SUPPORT US TO MAKE DECISIONS WHICH ARE CONSISTENT WITH OUR SUSTAINABILITY GOALS — **2.96**
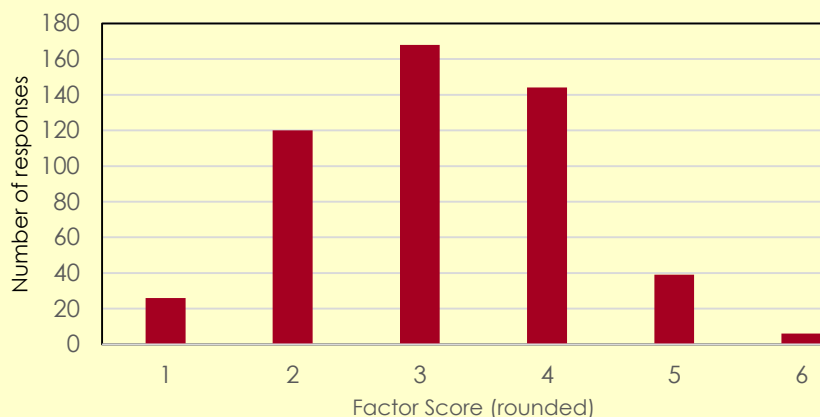
Scale: 1 2 3 4 5 6

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 = 2.96)

Number of responses (y-axis: 0 to 180)
Factor Score (rounded) (x-axis: 1 to 6)

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 University of Tasmania were seen as needing improvement in order to support sustainable decision-making and action. Written responses suggested that people see room for improvement in aligning a number of systems with sustainability goals, especially with regard to reducing paper and supporting off-campus learning and working. As with facilities, processes are a tangible enabler which can be influenced with a strong commitment and attention.

Organisational Enabler: Facilities

Facilities: Items

THE FACILITIES IN THE UNIVERSITY ARE WELL-EQUIPPED TO SUPPORT SUSTAINABLE BEHAVIOURS — 3.02

THE PHYSICAL/BUILT ENVIRONMENT IN THIS UNIVERSITY MAKES IT EASY TO CHOOSE SUSTAINABLE BEHAVIOURS — 2.96
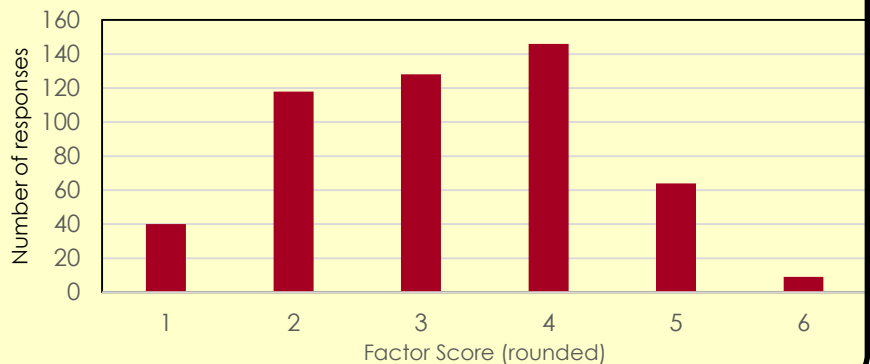
Definition

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

Range of Responses: Facilities
(Rounded: Mean = 2.99)

(Bar chart: Number of responses vs Factor Score (rounded))

Factor Score	Number of responses
1	~40
2	~118
3	~128
4	~145
5	~63
6	~8

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)
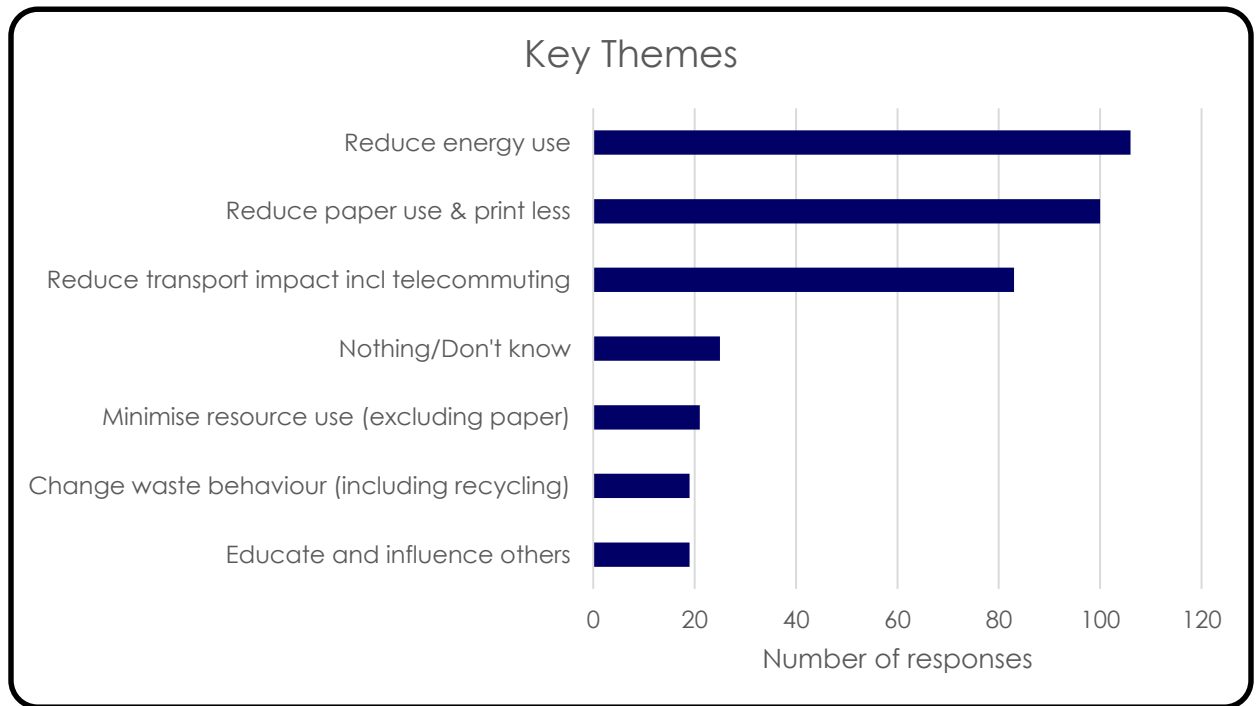
Your Organisation's Results

Facilities were seen as needing considerable improvement to support sustainability, both in their construction and in their use. The written comments included suggestions that the use of buildings could be better optimised, that new construction should adopt sustainability principles, and that features such as solar panels would be desirable.

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)

Key Themes

Theme	Number of responses
Reduce energy use	~106
Reduce paper use & print less	~100
Reduce transport impact incl telecommuting	~83
Nothing/Don't know	~24
Minimise resource use (excluding paper)	~21
Change waste behaviour (including recycling)	~19
Educate and influence others	~19

Number of responses

Written Comments – Key Themes

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

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

Key Themes

Theme	Number of responses
Facilities and equipment	~62
Practicality, necessity for job	~58
Habit/convenience/personal preference	~49
Other people	~29
Policies and procedures	~27
Time & workload	~26
Nothing	~23
Lack of management support	~21
Public infrastructure esp. transport	~20
Budget	~17
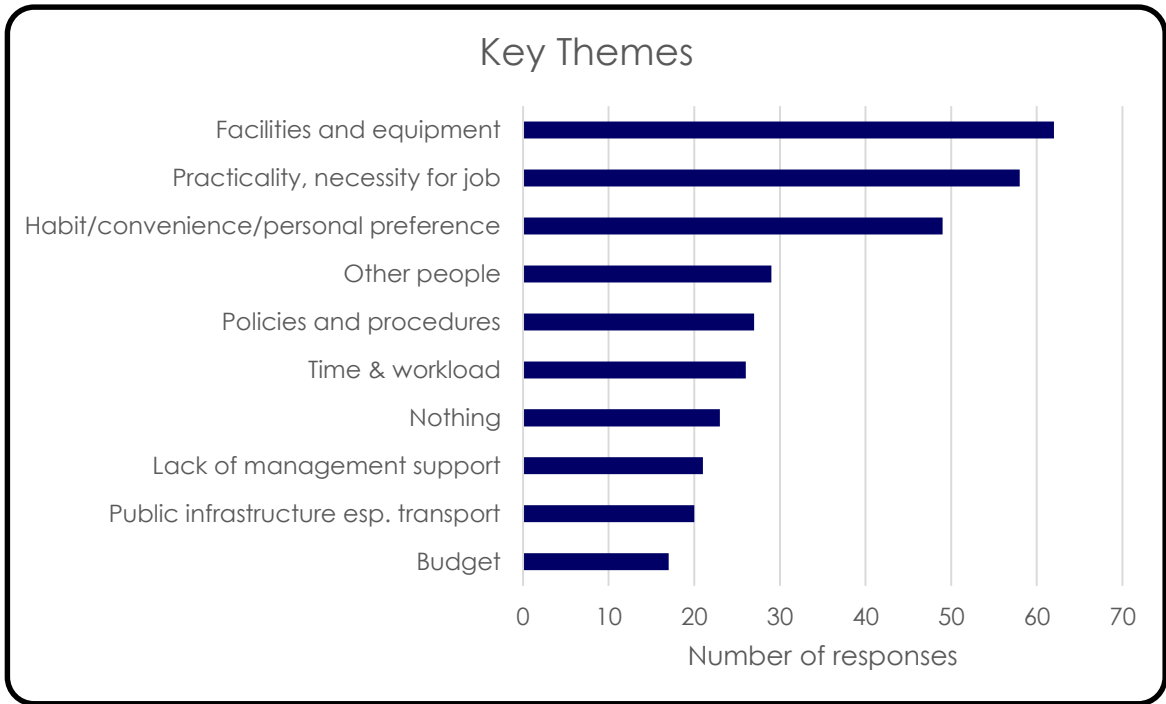
Number of responses

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

Theme	Number of responses
Improve facilities/equipment and their use incl. install solar power	~155
Better education, awareness and communications internally	~95
Overall strategic commitment incl. divesting	~70
Provide incentives and support to reduce travel impact	~63
Better recycling facilities and practices	~38
External influence and leadership	~18
Sustainable purchasing policy	~12