



Australian
National
University

RSAA Culture Survey 2022

Data collected: August 2022

General Report

24 October 2022



Contents

Part 1: Background	1
Purpose	1
Methodology	1
Composition of the Respondents	2
Analysis of the Data	2
Part 2: Executive Summary	3
Snapshot of the Key Themes	3
Key Feedback Insights.....	4
Part 3: Detailed Summary.....	5
The Feedback Items Prioritised	5
Differences Between Respondent Groups	6
Summary of the Gender Demographic.....	6
Information-Gathering Questions	9
Part 4: Summary of Written Comments	12
Appendix 1: Statistical Analysis	18
Appendix 2: Survey Questions.....	27



Part 1: Background

Purpose

The purpose of the RSAA culture survey is to provide the School with an understanding of the key factors required for its people to contribute at their best and be part of a positive, forward-moving institution. The feedback provides insights about how RSAA is successfully engaging with its members as well as how it could further improve.

Methodology

Confidentiality and Anonymity

Leaderskill Group, an external survey provider, was contracted to implement the survey in order to maintain independence throughout the survey process and confidentiality of all responses. Leaderskill's 360 Facilitated® survey platform was used to fulfil the requirements of conducting a confidential and easy-to-use survey and to collect the data securely and anonymously.

Where the results of subgroups of respondents were analysed (*e.g.* by Member Role within the School or Gender), only the data of subgroups with four or more respondents were reported so that individuals could not be identified. In addition, to maintain the minimum numbers, subgroups were not cross-referenced for analysis, *i.e.* Member Roles were not analysed by Gender.

Communication with Respondents

The survey was open for approx. 5 weeks from 29 June 2022. The original stated completion date was 22 July, but this was then extended to 1 August to allow additional respondents to complete questionnaires.

Information emails were sent from RSAA to encourage respondents to access the online questionnaire. The initial email explained the purpose of the survey and the timeline, and a clear statement about the confidentiality of the feedback. Regular updates also reported on the progress of the survey and encouraged respondents who had not yet completed to take part. After each update email, additional respondents logged in to complete.

The final participation rate was 67% for the whole of RSAA respondents combined.

This can be considered a high level of engagement with the members across the School. Completion rates of climate surveys of over 50% are usually considered very good.



Areas of Feedback

The scope of the survey focused on key areas of organisational behaviours and policies that have been shown to promote an enabling organisational culture. It also asked questions to gain an understanding of members' current personal experience of being in the School.

The RSAA Culture Survey Areas of Feedback:

1) Enabling Culture

1. Direction and Sustainability
2. Leadership
3. Wellbeing and Safety
4. Fairness and Respect
5. Diversity and Inclusion
6. Supportive Policies
7. Access
8. Communication with my Manager
9. Appreciation and Reward
10. Strengths
11. Development
12. Personal Productivity
13. Teamwork

2) Personal Experience

1. Personal Satisfaction
2. Personal Motivation

The Survey Scale

All the survey questions for the areas of feedback were based on good organisational practices. They were assessed by respondents on an industry-standard climate survey Likert 'agree/disagree' scale:

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree.

Member Roles, Demographic Data and Information-Gathering Questions

The survey respondents were divided into six categories to be able to understand how different groups within the School experience its culture. The categories were:

- Faculty
- Non-faculty
- Students
- Technical
- Professional
- Emeritus/Adjunct

In addition, Gender was included as a demographic to help identify the priorities and needs of specific genders. To maintain anonymity, the analyses of Member Roles and Gender were kept separate (not cross referenced). These data are shown in the **Snapshot of the Gender Demographic** section of the Detailed Summary, below.

As well as the main survey questions, respondents were asked information-gathering questions about their experiences of being members of the School through COVID and about their awareness and experiences around areas of interest relating to RSAA policies, procedures and the IDEA Committee. These data are shown in the **Information-Gathering Questions** section of the Detailed Summary, below.



Composition of the Respondents

A total of 107 respondents submitted feedback:

- 17 Faculty
- 22 Non-faculty
- 31 Students
- 20 Technical
- 13 Professional
- 4 Emeritus/Adjunct

Analysis of the Data

The survey questions were grouped under the main Areas of Feedback and referenced using a decimal numbering system under each grouping (1.1.1, 1.1.2, 1.1.3, etc.).

The items are comprised of good organisational practices relevant to the RSAA context. As such, one of the key aims of RSAA is for these practices to be delivered at a high level to all members of the School. The desired result from a culture survey is therefore that respondents provide as many “agree” responses as possible (higher average scores).

The 15 Areas of Feedback (13 x Enabling Culture and 2 x Personal Experience areas) were also prioritised based on the average scores for the questions in each area.

Statistical Analysis

Analysis was applied to the survey questions for each respondent group and female/male gender groups to assess significance. For some of the survey questions, the mean varied above or below the overall mean by more than the two Standard Deviations used to establish significance. Other survey questions came close to two SDs from the mean but didn't achieve statistical significance. This information is provided in Appendix 1.

In working with the feedback, it is important to note that even where the survey questions didn't reach two SDs from the overall mean, there are trends in the data which provide useful indicators to focus the priorities for developing the culture of the school.



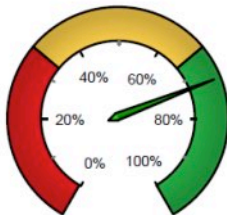
Part 2: Executive Summary

Snapshot of the Key Themes

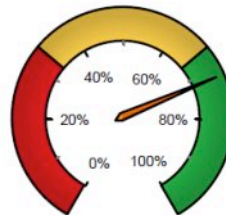
High-Level Summary

The Overall Summary and average scores for the Enabling Culture and Personal Experience were positive with an average score of 3.92 ('Agree'), shown as a percentage in the graphs below. Personal Experience scored slightly higher than the Enabling Culture.

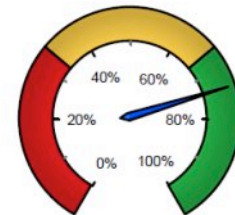
Overall Summary (73%)



Enabling Culture (72%)



Personal Experience (74%)



The Areas of Feedback Prioritised

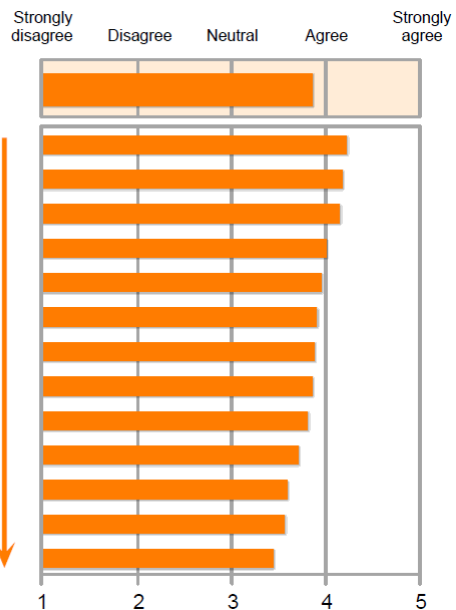
The scores for each question were aggregated to form the averages for the Areas of Feedback. Teamwork, Diversity and Inclusion and Communication with my Manager/Supervisor were the highest scoring areas in Enabling Culture; Leadership, Development and Appreciation and Reward scored the lowest. In Personal Experience, Personal Motivation scored higher than Personal Satisfaction.

Engagement Enabling Factors

1. Enabling Culture

3.86

- 1.13 Teamwork 4.21
- 1.5 Diversity and Inclusion 4.18
- 1.8 Communication with my Manager/Supervisor 4.13
- 1.7 Access 4.01
- 1.10 Strengths 3.96
- 1.6 Supportive Policies 3.89
- 1.12 Personal Productivity 3.87
- 1.3 Wellbeing and Safety 3.85
- 1.1 Direction and Sustainability 3.80
- 1.4 Fairness and Respect 3.70
- 1.9 Appreciation and Reward 3.60
- 1.11 Development 3.56
- 1.2 Leadership 3.44

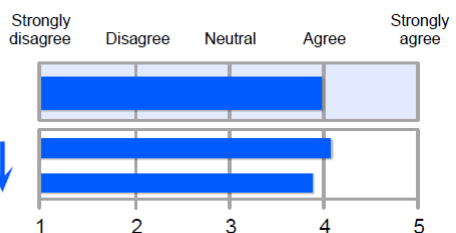


Engaged State

2. Personal Experience

3.98

- 2.2 Personal Motivation 4.08
- 2.1 Personal Satisfaction 3.88





Key Feedback Insights

Overall Trends in the Feedback

The overall average of the numerical questions that used the Agree/Disagree scale was 3.92 (“Agree”). There was variation within this (see highlights below), but it suggests an overall positive engagement with the culture of RSAA. The written comments provided additional context, with expressions of both positive experiences in RSAA and also concerns about aspects of the culture.

In terms of further developing the culture of the School, a key approach would be to build on its identified strengths such as awareness-building initiatives and training, supportive policies, flexible working environments, communication from leadership and direction from the different committees.

Specific areas of focus for development that have been highlighted are: finding ways to enable more direct connection between members and build community, collaborative forums to work through specific issues, consistent handling of problematic behaviours of individuals, ensuring that all levels of the School are supported in developing interpersonal skills and consistent standards of behaviour.

Trends in the Detailed Results

Combined Feedback

Questions with highest numbers of Agree/Disagree responses		
All respondents	Agree:	1.3.2 My work environment is physically safe 2.2.2 I believe that the work I do has a purpose
	Disagree:	1.2.3 Organisational change is handled well at RSAA 1.9.3 I have a path for career progression and advancement

Respondent Categories

Questions with highest numbers of Agree/Disagree responses		
Faculty	Agree:	Multiple items, especially in 1.5 Diversity and Inclusion.
	Disagree:	1.12.3 I am given enough time to do my job well
Non-faculty	Agree:	1.3.2 My work environment is physically safe
	Disagree:	1.11.2 My professional development is regularly reviewed
Students	Agree:	1.3.2 My work environment is physically safe
	Disagree:	1.2.3 Organisational change is handled well at RSAA
Technical	Agree:	1.12.2 I have enough say in how I direct my work on a day-to-day basis
	Disagree:	1.9.3 I have a path for career progression and advancement
Professional	Agree:	1.5.4 RSAA management promotes flexible working arrangements that allow me to balance work, personal life and family commitments
	Disagree:	1.3.4 There is a sense of trust and community in the school and with my colleagues
Emeritus/ Adjunct	Agree:	Multiple items, especially in 1.12 Personal Productivity, 1.13 Teamwork, 2.1 Personal Satisfaction and 2.2 Personal Motivation
	Disagree:	Multiple items in 1.2 Leadership.

Demographics

Questions with highest numbers of Agree/Disagree responses		
Female	Agree:	1.3.2 My work environment is physically safe
	Disagree:	1.4.3 Bullying, abusive and inappropriate behaviours are managed effectively
Male	Agree:	1.3.2 My work environment is physically safe
	Disagree:	1.11.2 My professional development is regularly reviewed



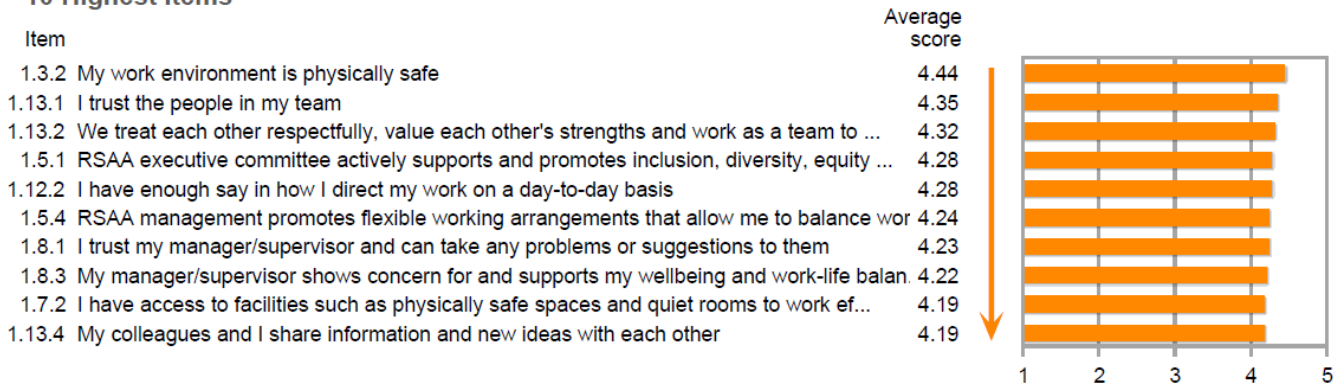
Part 3: Detailed Summary

The Feedback Items Prioritised

Enabling Culture 10 Highest Scoring Items

The highest scores in relation to Enabling Culture were around 1.3 Wellbeing and Safety and 1.13 Teamwork.

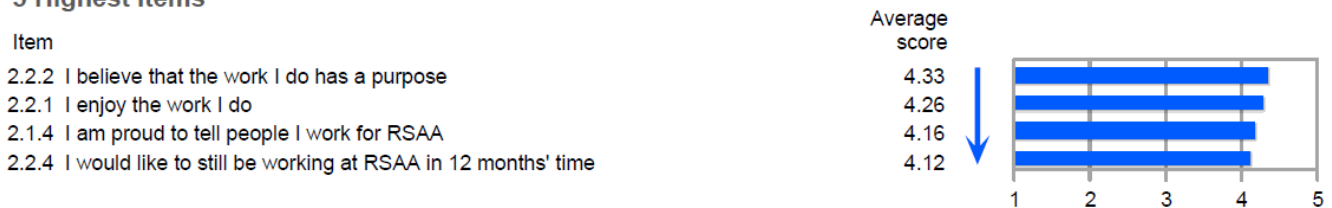
10 Highest Items



Personal Experience 5 Highest Scoring Items

The highest scores in relation to Personal Experience were around 2.2 Personal Motivation.

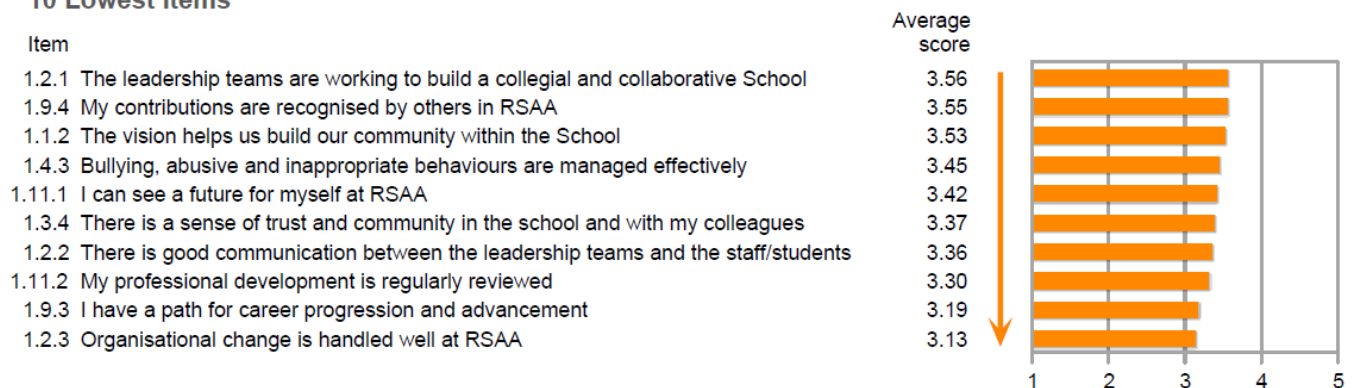
5 Highest Items



Enabling Culture 10 Lowest Scoring Items Overall

The lowest scores in relation to Enabling Culture were around 1.2 Leadership, 1.9 Appreciation and Reward and 1.11 Development.

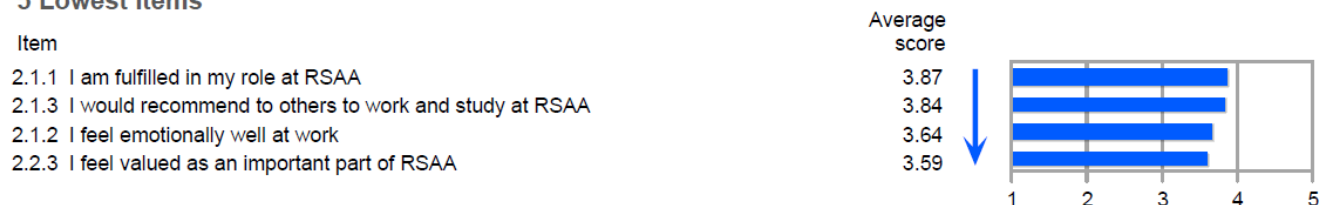
10 Lowest Items



Personal Experience 5 Lowest Scoring Items Overall

The lowest scores in relation to Personal Experience were around 2.1 Personal Satisfaction.

5 Lowest Items

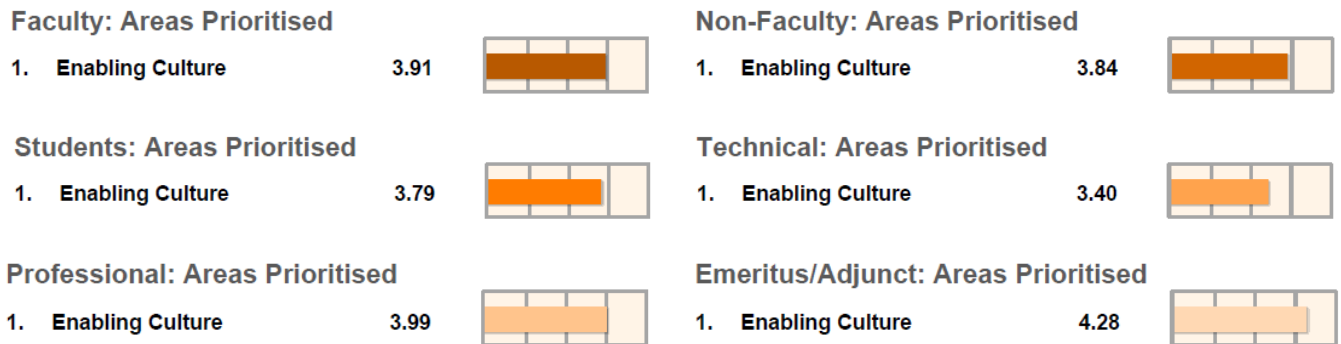




Differences Between Respondent Groups

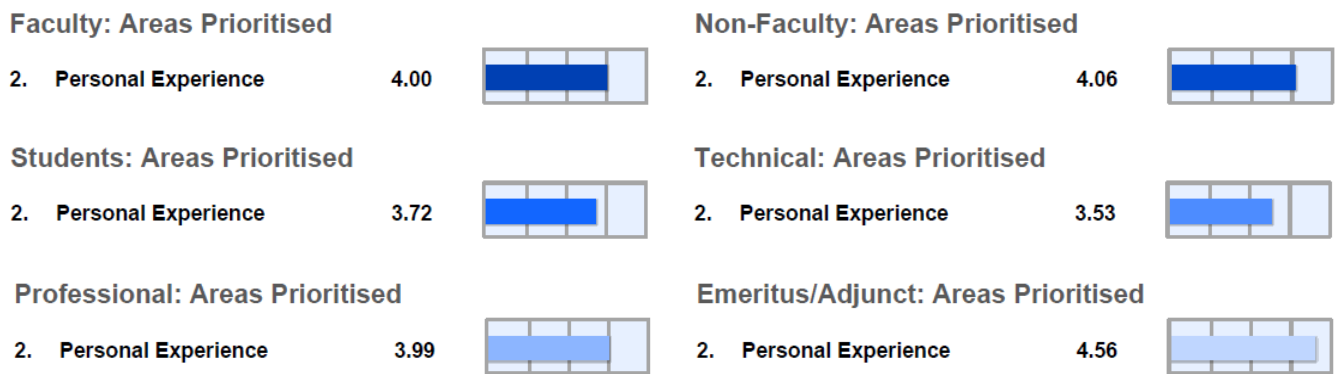
Enabling Culture

The greatest variation in overall scores between respondent groups came from Emeritus/Adjunct (highest scores) and Technical (lowest scores). The scores from other respondents were fairly similar.



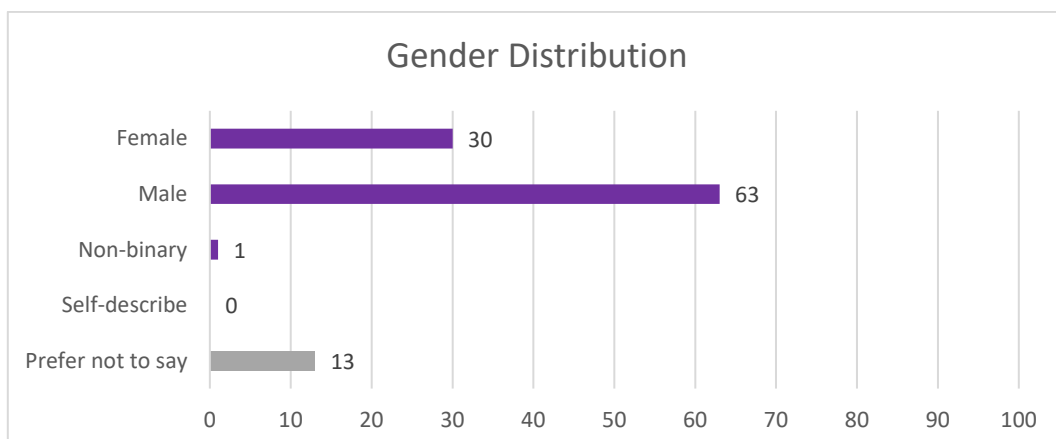
Personal Experience

The spread of Personal Experience scores was similar to Enabling Culture (Emeritus/Adjunct higher, Technical lower), except that the students' scores separated a bit lower from Faculty, Non-Faculty and Professional.



Summary of the Gender Demographic

The “Male” demographic made up the majority of responses in the survey, follow by half the number who selected “Female”. “Prefer not to say” was treated as an “opt out” for the demographic. “Non-binary” received less than the minimum number of responses to be analysed separately.

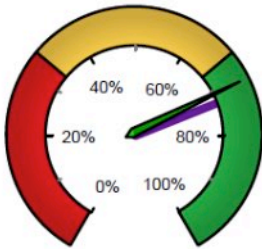




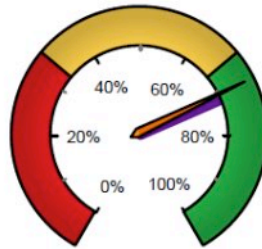
Demographic: Female

The overall scores for the Female demographic were slightly lower scores than the survey norms. However, some areas scored higher than the norms: Teamwork, Communication with my Manager/Supervisor, Strengths, Personal Productivity, Appreciation and Reward. The lowest scoring areas that varied the most from the norms were Fairness and Respect, Access, Direction and Sustainability, Personal Motivation, Wellbeing and Safety.

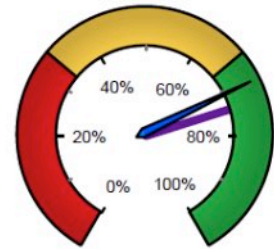
Overall Summary (71%)



Enabling Culture (71%)

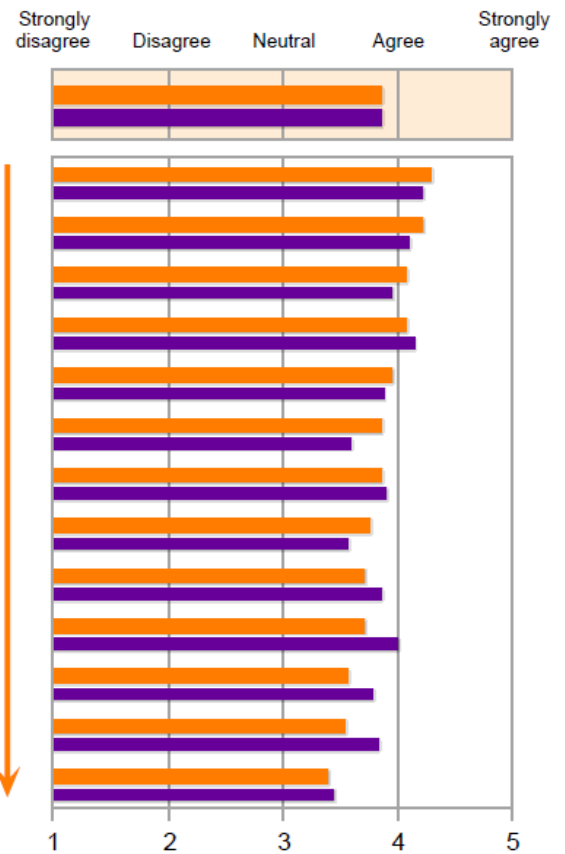


Personal Experience (71%)



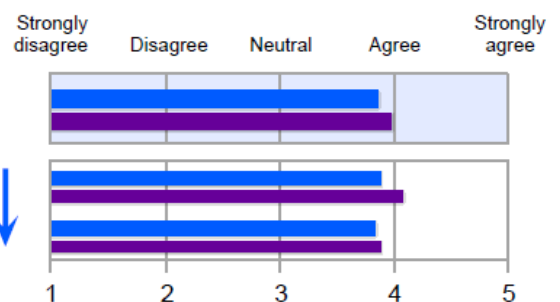
Engagement Enabling Factors

1. Enabling Culture	3.85
1.13 Teamwork	4.30
1.8 Communication with my Manager/Supervisor	4.21
1.10 Strengths	4.07
1.5 Diversity and Inclusion	4.06
1.12 Personal Productivity	3.95
1.9 Appreciation and Reward	3.86
1.6 Supportive Policies	3.85
1.11 Development	3.76
1.3 Wellbeing and Safety	3.72
1.7 Access	3.71
1.1 Direction and Sustainability	3.57
1.4 Fairness and Respect	3.55
1.2 Leadership	3.39



Engaged State

2. Personal Experience	3.85
2.2 Personal Motivation	3.87
2.1 Personal Satisfaction	3.84

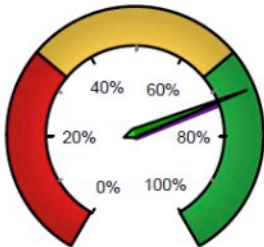




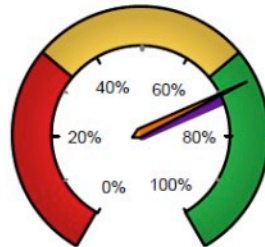
Demographic: Male

The overall scores for the Male demographic were very close to the survey norms. The areas that scored higher than the norms were Leadership, Fairness and Respect, Wellbeing and Safety, Personal Motivation, Supportive Policies, and Diversity and Inclusion. The lowest scoring areas that varied the most from the norms were Personal Productivity, Communication with my Manager/Supervisor, Teamwork, Development, Appreciation and Reward.

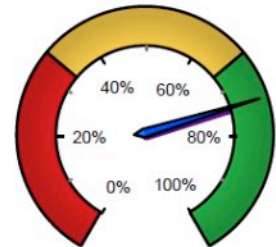
Overall Summary (73%)



Enabling Culture (71%)

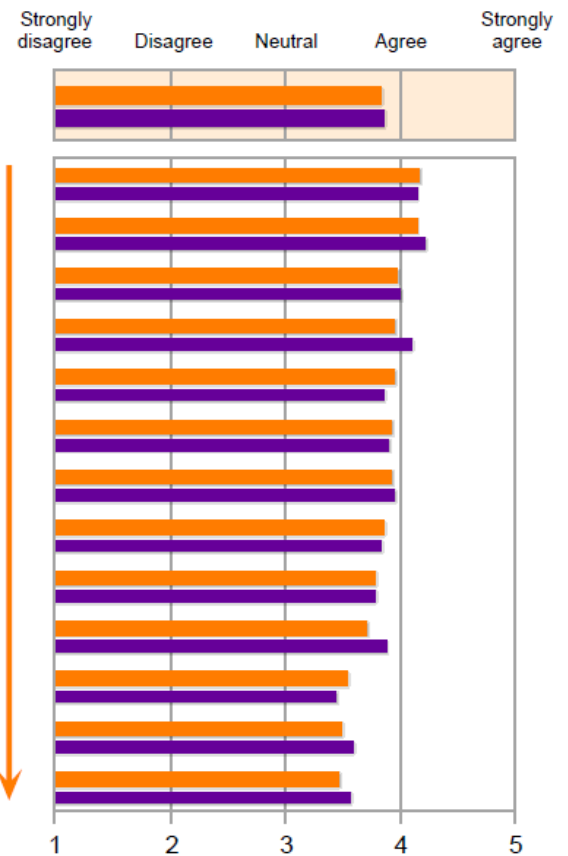


Personal Experience (74%)



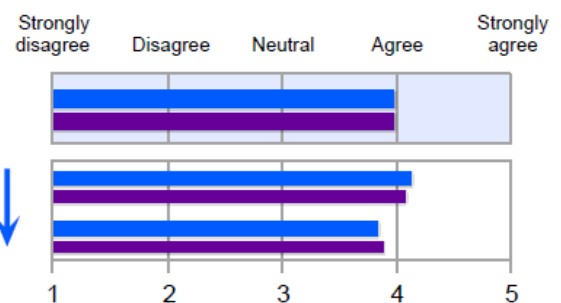
Engagement Enabling Factors

Factor	Score
1. Enabling Culture	3.84
1.5 Diversity and Inclusion	4.17
1.13 Teamwork	4.15
1.7 Access	3.98
1.8 Communication with my Manager/Supervisor	3.96
1.3 Wellbeing and Safety	3.94
1.6 Supportive Policies	3.92
1.10 Strengths	3.92
1.4 Fairness and Respect	3.86
1.1 Direction and Sustainability	3.79
1.12 Personal Productivity	3.72
1.2 Leadership	3.54
1.9 Appreciation and Reward	3.48
1.11 Development	3.46



Engaged State

Factor	Score
2. Personal Experience	3.97
2.2 Personal Motivation	4.12
2.1 Personal Satisfaction	3.83





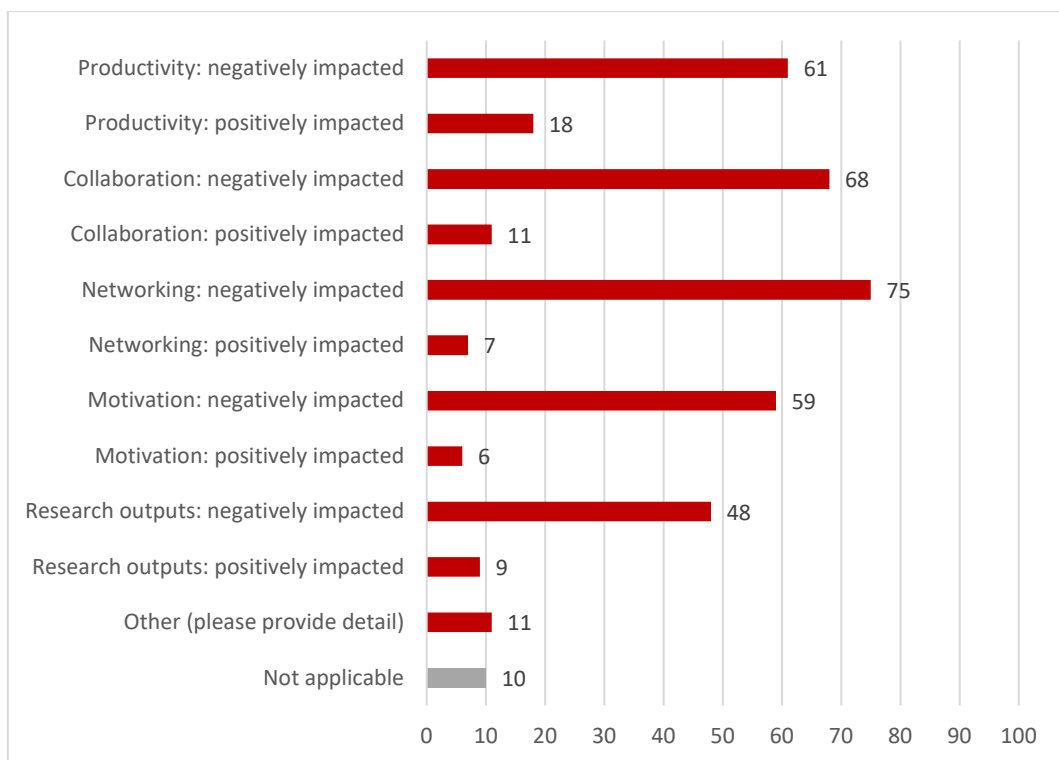
Information-Gathering Questions

As would be expected, participants generally indicated that COVID had a negative effect on members' productivity, collaboration, networking, motivation and research outputs. However, this wasn't the case for everyone, and it might be useful to explore the benefits that some people gained to see if these could be incorporated for interested individuals during more 'normal' times.

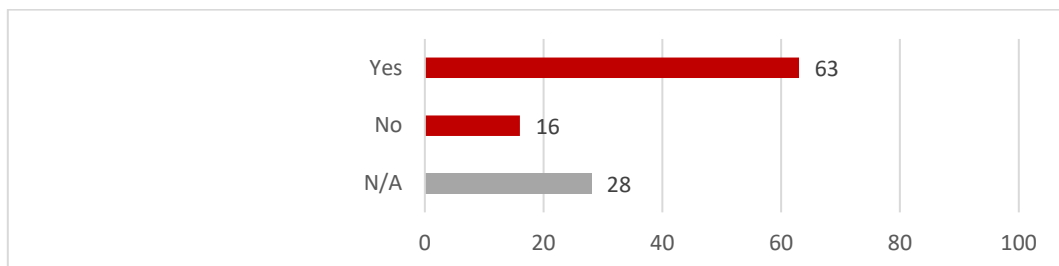
In addition, the majority of participants responded that the School provided them with the support they needed through COVID. There were some participants who indicated that they didn't receive the level of support they needed. It might be useful for the School to understand this further.

COVID

3.1 COVID has affected my work in RSAA in the following ways:



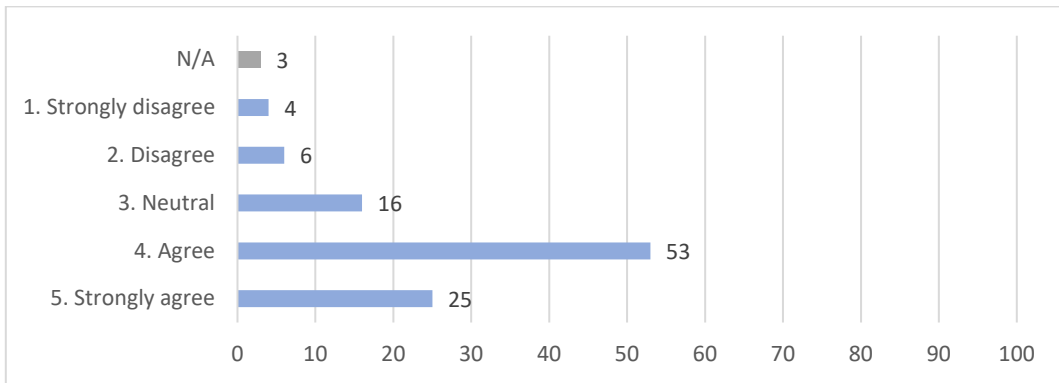
3.2 I have received the support I have needed from RSAA during COVID:



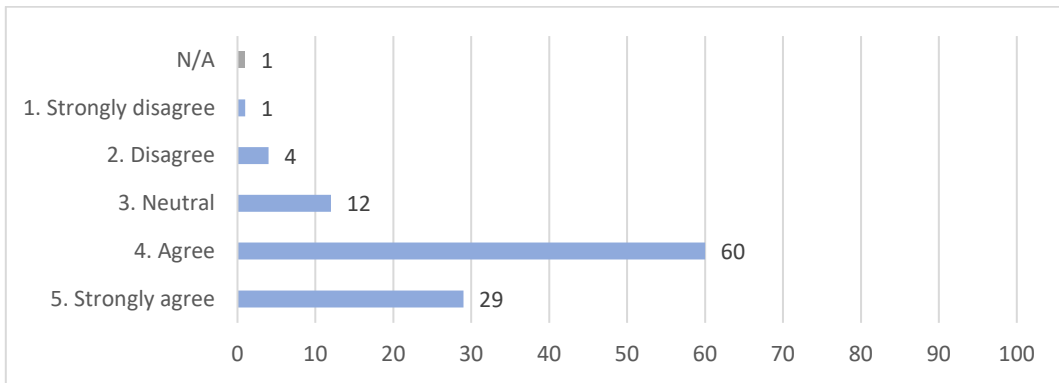


Additional Information

Info 1: I am aware of RSAA's Sustainability Commitment

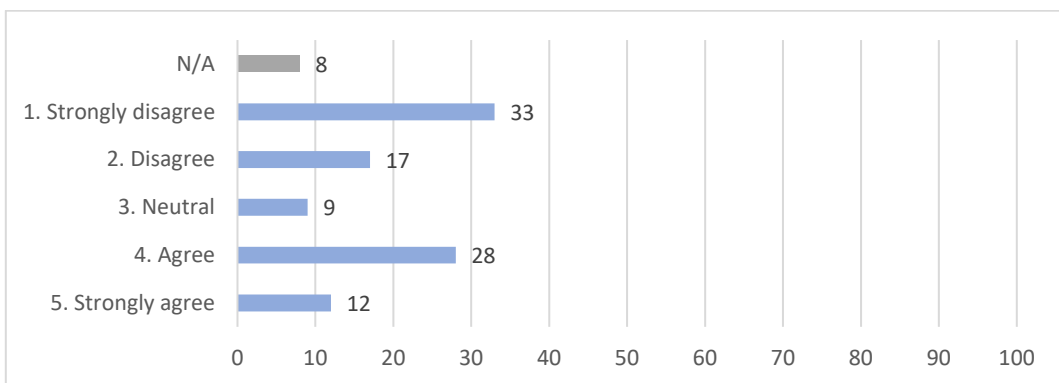


Info 2: I know how to report bullying, abusive or inappropriate behaviours



Info 3: I have experienced bullying, abusive or inappropriate behaviours within RSAA and/or by the RSAA members

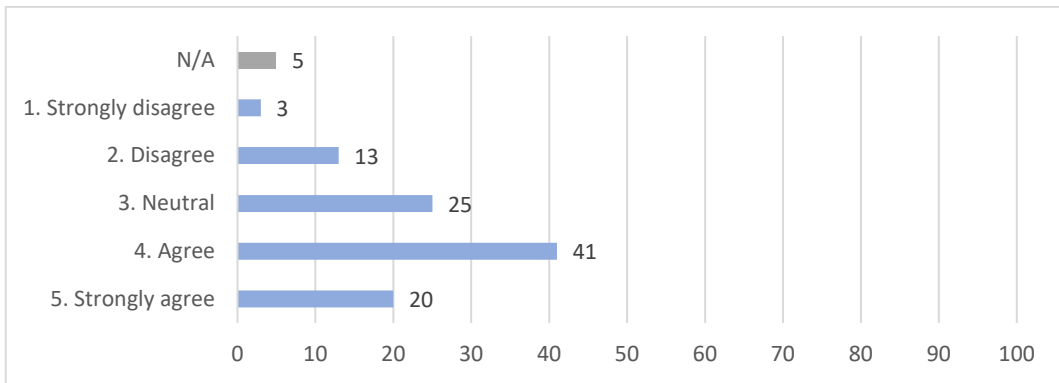
With 40% “Agree” or “Strongly agree” responses, this indicates an area for additional development within the School.



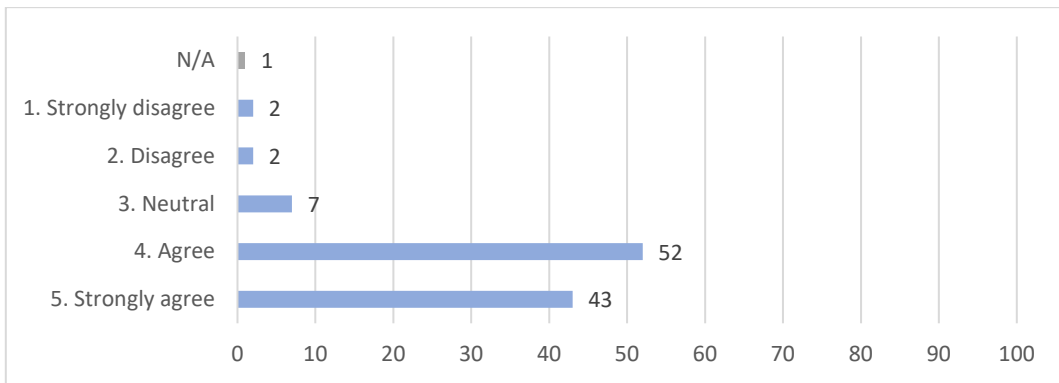


Info 4: I am aware of the consequences a member of RSAA would face if they breached the Code of Conduct

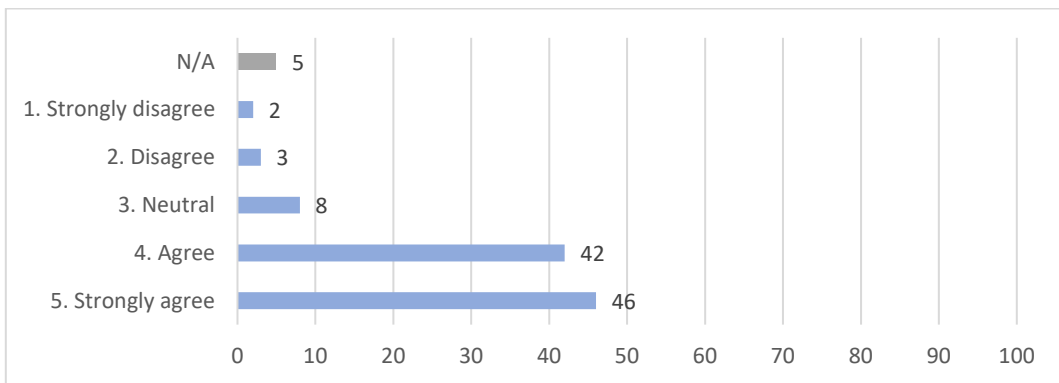
With 41% responses either “Neutral”, “Disagree” or “Strongly disagree”, this is an area where additional awareness building could be beneficial to support the culture of the School.



Info 5: I am aware of the IDEA Committee and its work



Info 6: My manager/supervisor acts in accordance the RSAA Values Statement and Behaviour Guidelines





Part 4: Summary of Written Comments

Summary of Respondent Comments

18 pages of written comments were submitted from Faculty, Non-faculty, Students, Technical Staff, Professional Staff and Emeritus/Adjunct Staff in response to the survey. This provided substantial information to understand the deeper context of the survey data.

The comments included a mix of positive feedback as well as concerns about the culture. The more positive comments were about the helpful, supportive people, location and facilities, and work environment. People enjoy the interesting research and thought that the School's policies were good overall. Concerns that were raised mentioned bullying and poor behaviour from senior staff and that there was a need to focus on cultural change and to build better relationships between the faculty and professional staff.

The following summary picks up common themes from the comments. We recommend reviewing the comments in detail in each group as there are comments specific to each of them.

The comments can be organised and summarised into the following four categories:

1. **COVID.** These include responses to how COVID affected respondents' work and the support they received.
2. **Culture.** These comments focus on whether the culture in the environment is:
 - a. Inclusive
 - b. Diverse
 - c. Equitable
 - d. Communication
 - e. Accessible.
3. **Environmental.** These are respondents comments about the work/academic environment and include:
 - a. Funding/finances
 - b. Collaboration
 - c. Communication
 - d. Social/academic interaction.
4. **Leadership.** These comments focus on leadership and include:
 - a. Change management
 - b. Communication
 - c. Attitude
 - d. Staff.

The key messages from and about these comments are summarised below under the headings:

- What could RSAA **KEEP** doing (drawn from the questions "What does RSAA already do well to enable an inclusive, diverse, equitable and accessible culture?", "What do you enjoy about working at RSAA" and "What should RSAA CONTINUE doing because it supports our success?")
- What could RSAA **STOP** doing or do less of (drawn from the questions "What could RSAA do to improve our culture?", "What would make your experience here better?" and "What should RSAA STOP doing because it can limit us?")
- What could RSAA **START** doing or do more of (drawn from the questions "What could RSAA do to improve our culture?", "What would make your experience here better?" and "What should RSAA START doing to improve our effectiveness?")
- Comments from "Other comments about the culture of RSAA" and "Other comments about being a part of RSAA" were summarised under the above headings as appropriate.



COVID-19 Effects

Keep

- Understanding the impacts of COVID.
- **Faculty:**
 - i. Managing COVID well.
- **Technical:**
 - i. Adapting well because of COVID.

Stop/Do Less

- Fragmentation because of COVID.

Start/Do more

- **Faculty:**
 - i. Rebuild small group cultures.
- **Professional:**
 - i. Mt Stromlo is not the place it used to be due to COVID.
- **Non-faculty:**
 - i. Returning to the pre-Covid sanity.
- **Technical:**
 - i. More support from managers for some roles to continue working on site.
- **Students:**
 - i. Rebuild the sense of community.
 - ii. Social gatherings after COVID.

Culture

Keep

- Good policies.
- Supporting the IDEA committee.
- Improving the culture.
- Surveys and training.
- **Faculty:**
 - i. Global perspective.
- **Emeritus/Adjunct:**
 - i. Providing excellent resources.
 - ii. Encouraging people in diverse fields of research.
- **Students:**
 - i. Providing good access to information and discussions.
 - ii. IDEA values and progressive change.
- **Technical:**
 - i. Better workplace culture than private industry.
 - ii. Discussing workplace culture.



Stop/Do less

- **Faculty:**
 - i. Being so aggressive in bringing about cultural change.
- **Technical:**
 - i. The divide between the academic and professional staff.
 - ii. Focusing on metrics and awards and be considerably more pragmatic.
- **Students:**
 - i. Not allowing a safe way to share negative information without being destroyed.
 - ii. Asking overburdened school members to do the cultural heavy lifting, while anyone who is not really affected by cultural issues does not engage or engages minimally.

Start/Do more

- Communication from the Director and management.
- Caring about the wellbeing of staff.
- Taking action on reports of bullying.
- To make it comfortable to report bullying and poor behaviour, and speak more openly about these behaviours.
- Activities to promote social cohesion and sense of community.
- Adhering to policies and values.
- Changing the lack of any sense of collegiality.
- To promote more commitment and visible engagement by the senior faculty members.
- Do more to prevent bullying, harassment, abusive behaviours and discrimination, not just discouraged it.
- Doing something that makes it easy to call out inappropriate behaviour/comments without fear of backlash.
- **Faculty:**
 - i. Not only acknowledging but also rewarding people who engage meaningfully with IDEA.
 - ii. Interaction between staff and students.
 - iii. Consistent policies.
 - iv. People back in the office full time.
- **Non-faculty:**
 - i. Taking action to improve culture.
 - ii. Senior staff taking cultural workshops seriously.
 - iii. To promote a culture of clear feedback and backlash against behaviour that is poor but is not quite at the level of outright bullying.
 - iv. Make minority members feel welcomed.
- **Students:**
 - i. Encourage general involvement from everyone.
 - ii. Hiring more people from diverse backgrounds (not just women).
 - iii. Being more welcoming.
 - iv. Improving disability access.
- **Technical:**
 - i. Supporting the most vulnerable.



Environmental

Keep

- Flexibility.
- Good working environment.
- Feeling valued.
- Exciting research and interesting projects.
- Amazing people - both researchers and non-academic staff.
- Supportive environment.
- Work life balance.
- Sense of community.
- Location.
- Facilities.
- **Students:**
 - i. Collective passion for astronomy.
 - ii. Offering free parking.
 - iii. Transparent hiring practices, where students can play an active part.
- **Technical:**
 - i. Being on cutting edge of scientific innovation & research.
 - ii. Being collaborative.
- **Non-faculty:**
 - i. Encouraging cooperation between different research groups.

Stop/Do Less

- Nothing specific.

Start/Do More

- Support.
- Social gatherings to build a better sense of community.
- Communication-related activities.
- Building a sense of community in the school.
- Providing more/better resources and equipment.
- **Faculty:**
 - i. Getting everyone back in the office and get people talking to each other (about science) again.
 - ii. Better integration of the multiple research groups.
- **Non-faculty:**
 - i. Better gender ratio at all levels.
 - ii. Good people should be rewarded.
 - iii. Move location to more accessible places.
- **Students:**
 - i. Encouraging academic faculty members to attend colloquia, including student thesis presentations.
- **Technical:**
 - i. Giving staff time to innovate.
 - ii. Allowing time to complete work without having to worry about costing constraints.



- iii. Better funding at all levels that would reduce stress on bringing in external funding all the time.
- iv. Paying salaries that are competitive with the industry/commercial sector.
- v. Building bridges between academic and professional staff.

Leadership

Keep

- Improving hiring and staff promotion of diversity.
- The Thesis Oversight Committee as it is important to gauge the climate of the PhD student program.
- **Emeritus/Adjunct:**
 - i. Allowing the Director to improve the overall culture.
- **Faculty:**
 - i. Supporting junior researchers to build their own research field/career.
- **Students:**
 - i. The Cultural Action Plan.
- **Non-faculty:**
 - i. Director's newsletter.

Stop/Do Less

- **Technical:**
 - i. Focusing on identifying differences.
 - ii. Having double standards for senior staff vs. junior staff.
 - iii. Cutting corners based on finances.
 - iv. Tolerating/accepting ANU policy limitations that adversely impact IDEA and cultural development principles.
 - v. Hiring highly qualified staff into low-level roles at remote sites.
- **Students:**
 - i. Exploiting students as cheap research labour.
- **Non-faculty:**
 - i. Stop making the same mistakes time and time again when hiring faculty.
 - ii. Staff turnover.
- **Faculty:**
 - i. Micromanagement.
 - ii. Box ticking paperwork mandates from on high that raises the general level of frustration and tension.



Start/Do More

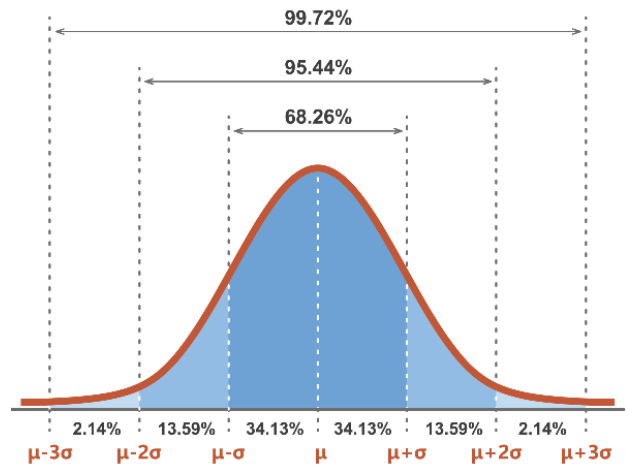
- Encouraging senior staff to care about social activities and how important it is for everyone to feel included and valued.
- To encourage the executive committee and senior management to start caring more about the wellbeing of staff.
- **Students:**
 - i. Being a leadership that understands that people are the most important part of this school and invest in its community.
 - ii. Hiring a professional change management consultant.
- **Emeritus/Adjunct:**
 - i. Handling 'succession planning' much better.
- **Technical:**
 - i. Consulting staff before making major changes.
- **Non-faculty:**
 - i. Requiring supervisors that have repeated issues with student supervision to undergo training or be penalized for such behaviour in some manner.
- **Faculty:**
 - i. Improve communications from the Director.



Appendix 1: Statistical Analysis

Assessing Statistical Significance

The analyses performed on the survey data were based on calculations of Z-Scores to determine statistical significance to a 95%-confidence level (greater than two standard deviations' difference from the mean).



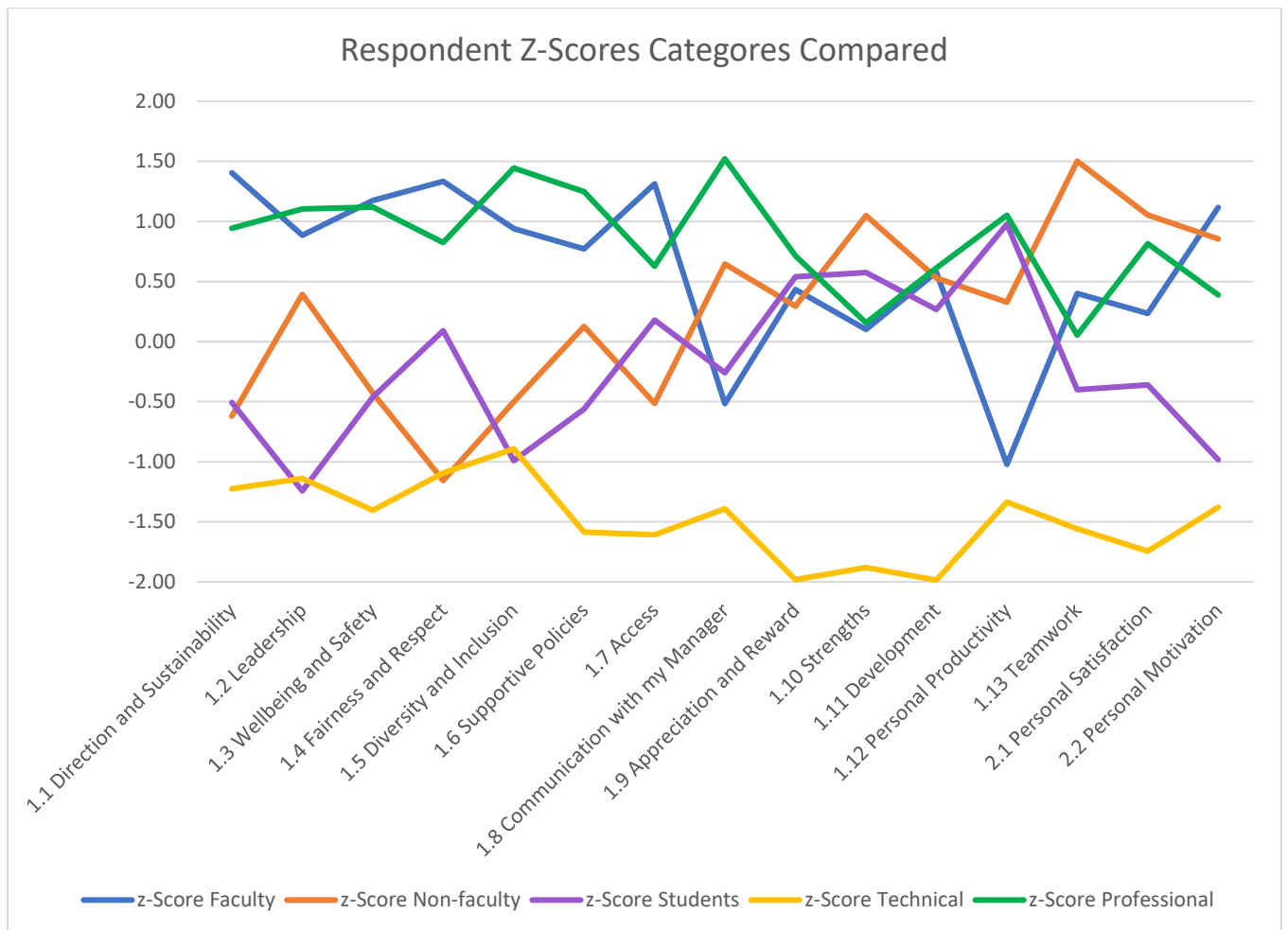
Significance within Respondent Categories

On the following pages, histograms are used for each respondent category to present the mean responses to the survey questions and the variation between scores.

Instances were highlighted where the mean for a particular survey question was two standard deviations higher or lower than the mean of the all questions. Also highlighted were variations amongst the responses that were at least two standard deviations above the mean, reflecting larger inconsistencies/variations in respondents' scoring.

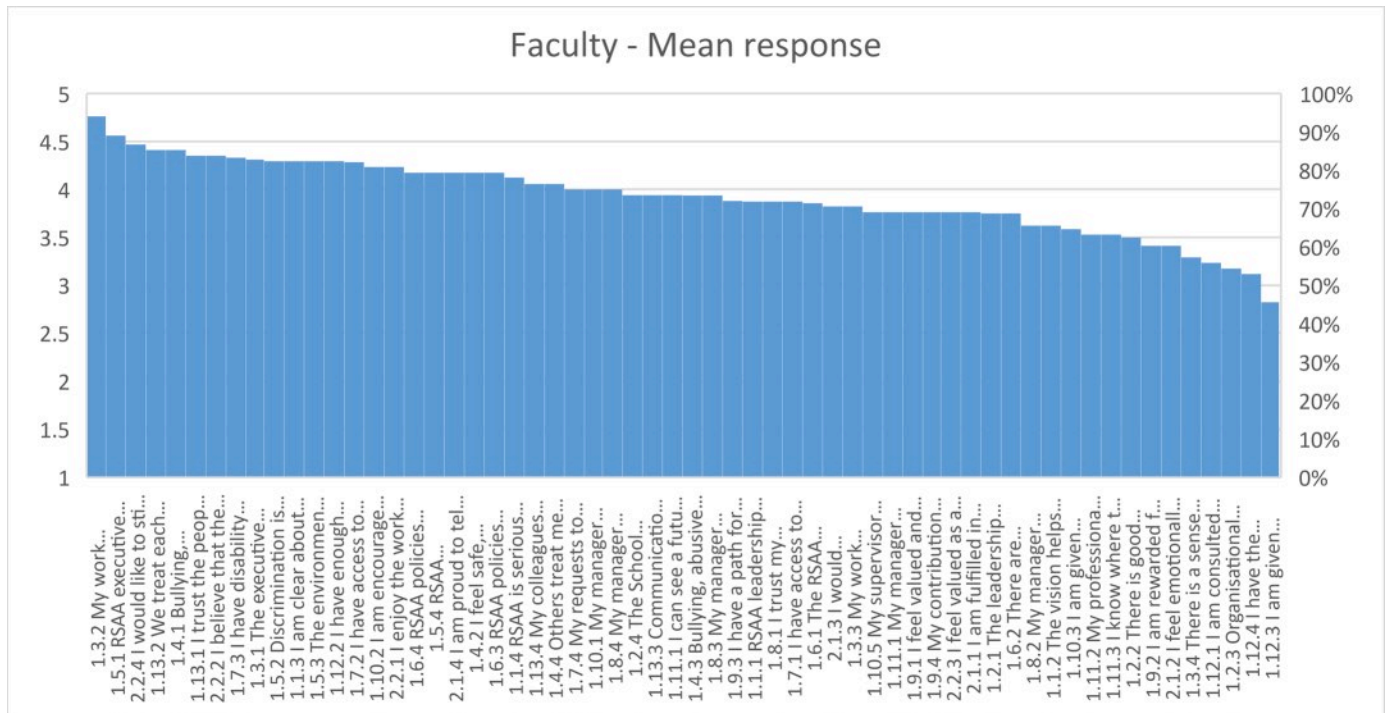
Comparison of the Respondent Categories

The Z-Scores were calculated for the Areas of Feedback across the respondent groups, excluding the Emeritus/ Adjunct group, which had a smaller sample size (n=4) that could potentially skew the data with generally higher-scoring responses overall.



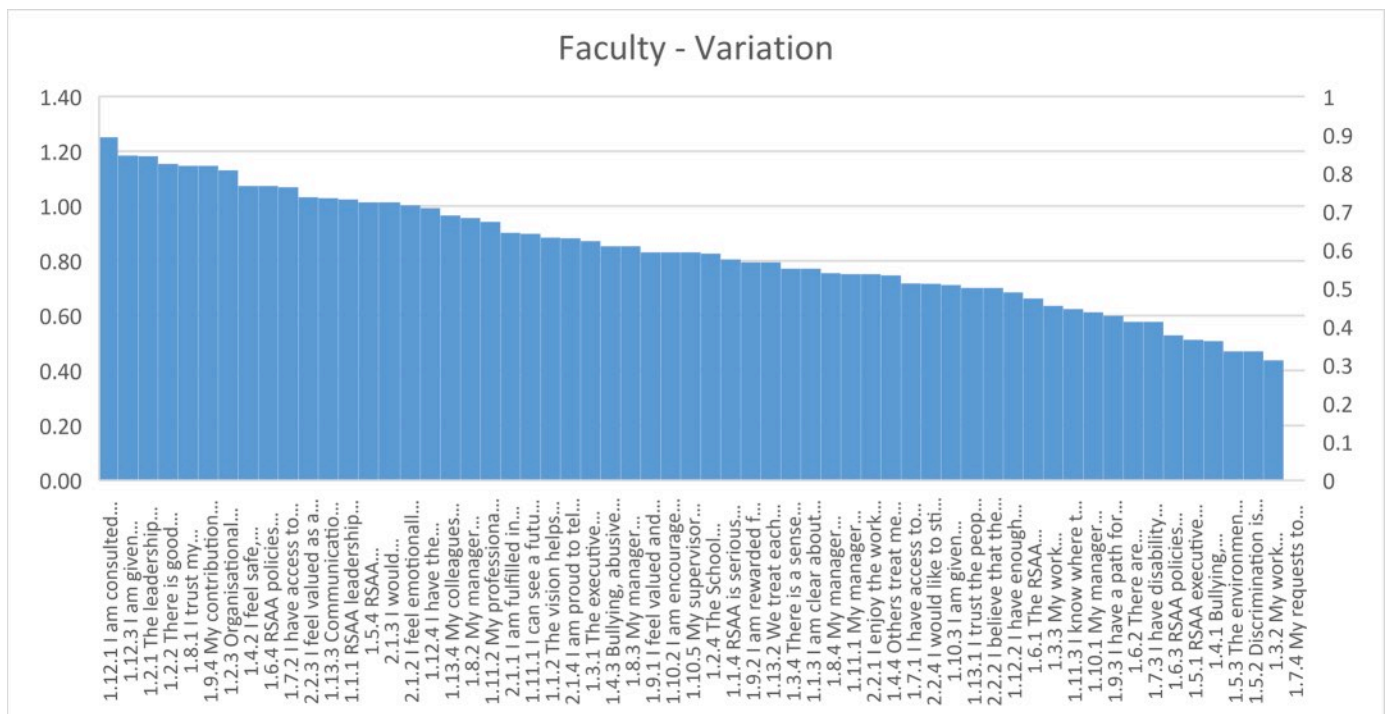


Faculty



Areas of interest for Faculty respondents:

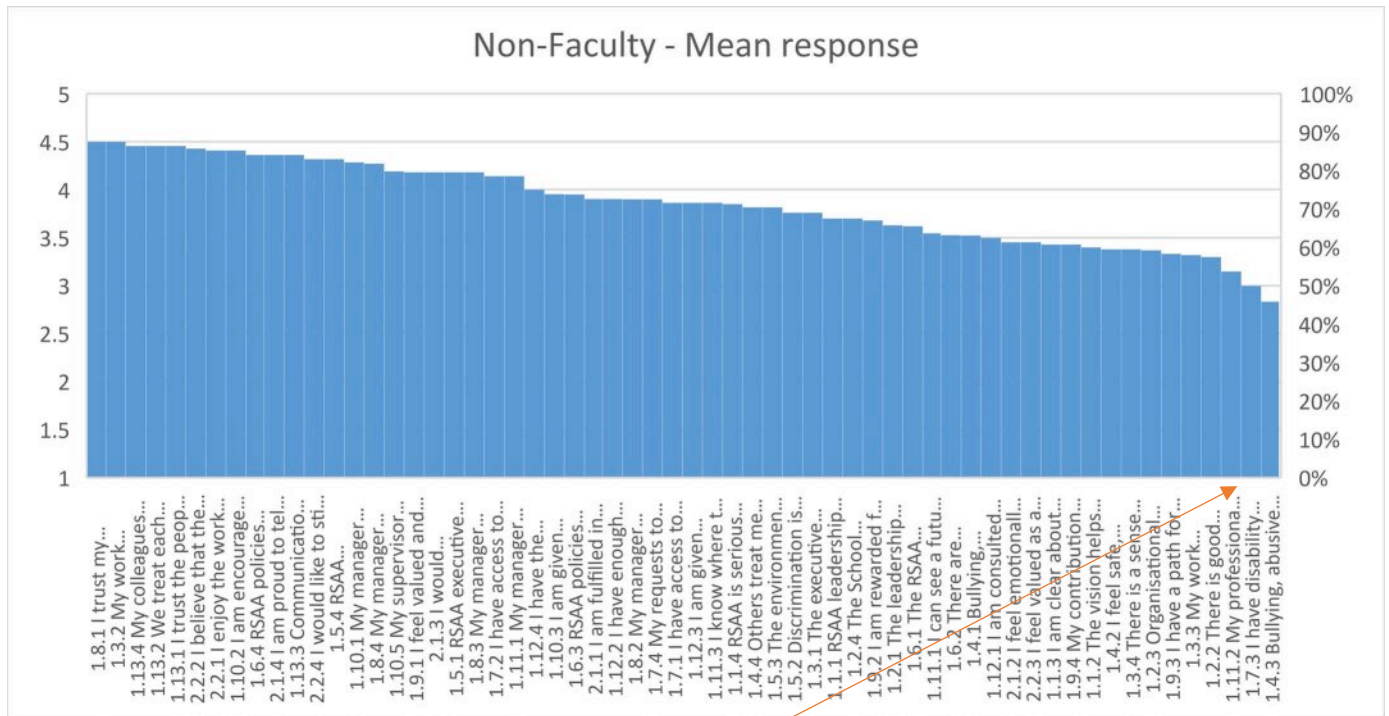
- 1.3.2 My work environment is physically safe (2.20 SDs above the mean)
- 1.12.3 I am given enough time to do my job well (2.90 SDs below the mean)
- 1.12.4 I have the resources and equipment to do my job well (2.13 SDs below the mean)



No statistical significance detected in variations between responses.

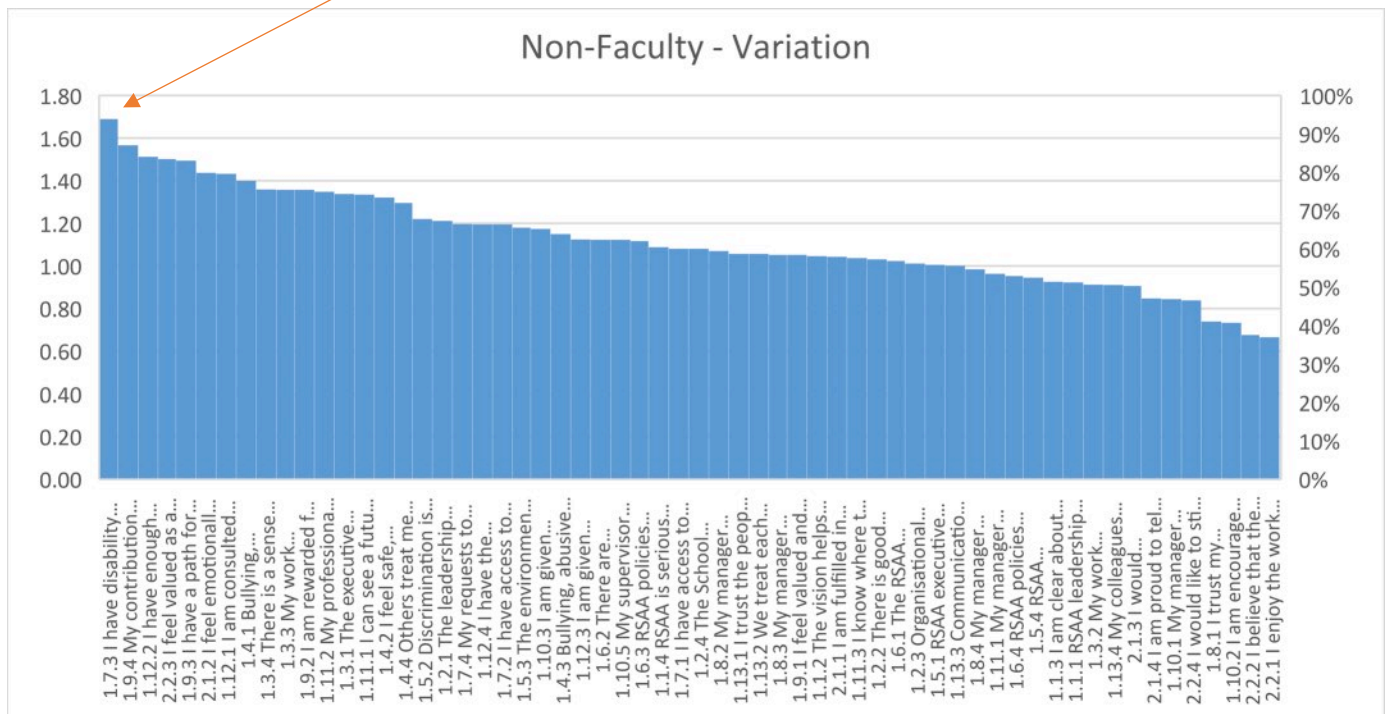


Non-faculty



Areas of interest for Non-Faculty respondents:

- 1.4.3 Bullying, abusive and inappropriate behaviours are managed effectively (2.46 SDs below the mean)
- 1.7.3 I have disability access to the physical areas where I need to go in RSAA (2.06 SDs below the mean)

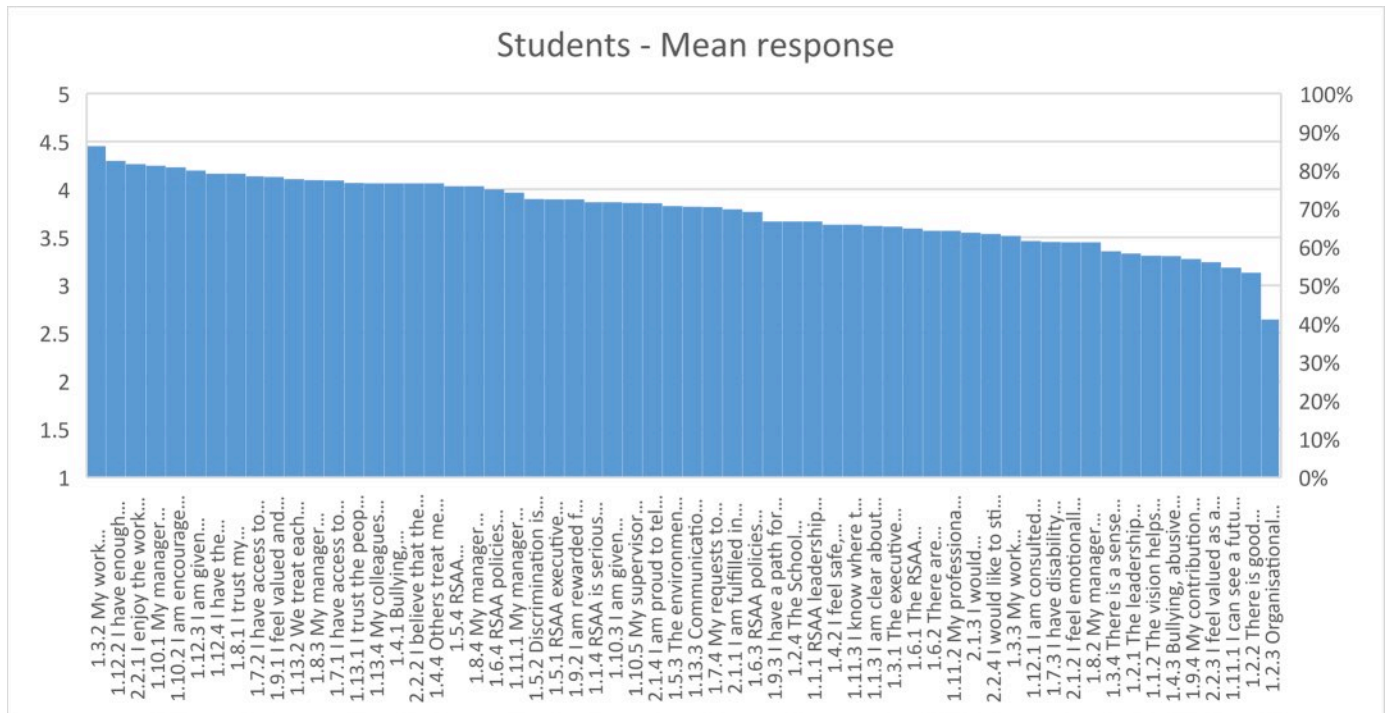


Areas of interest of variation in responses:

- 1.7.3 I have disability access to the physical areas where I need to go in RSAA (2.54 SDs above the mean variation)

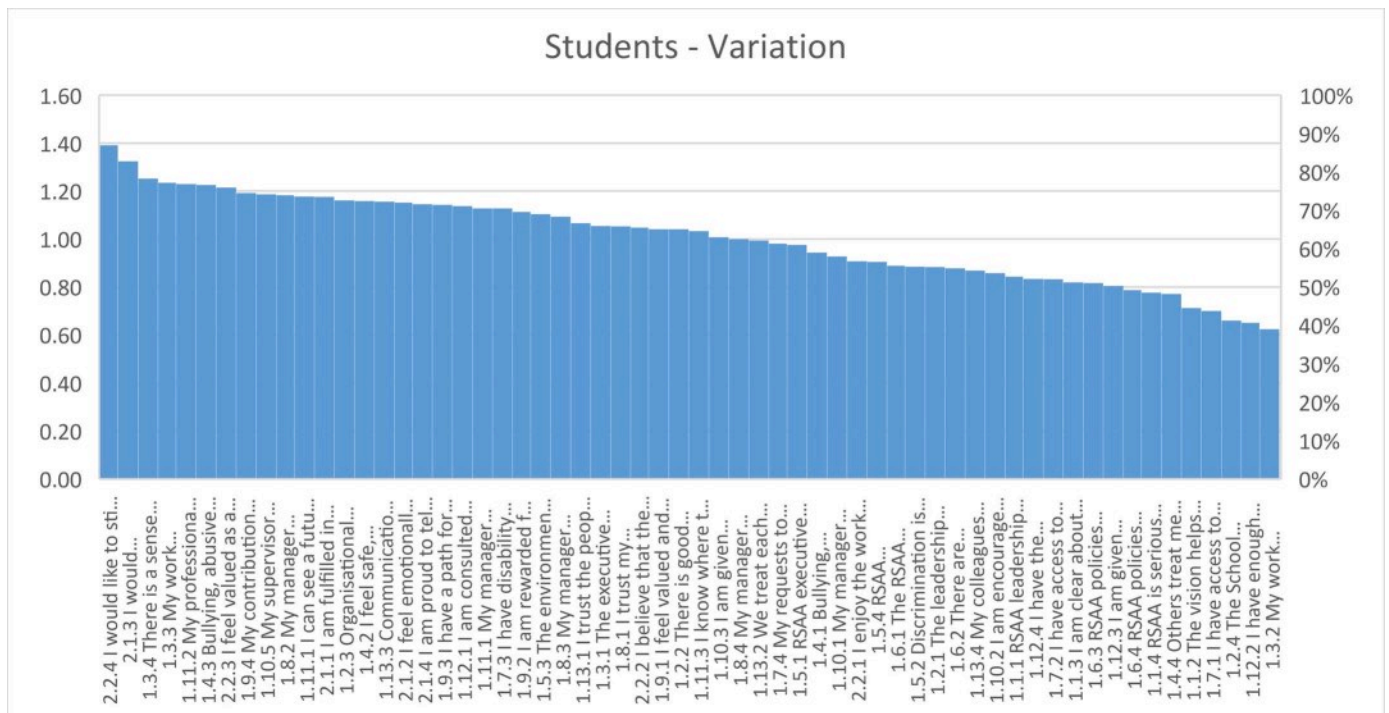


Students



Areas of interest for Student respondents:

- Organisational change is handled well at RSAA (3.23 SDs below the mean)

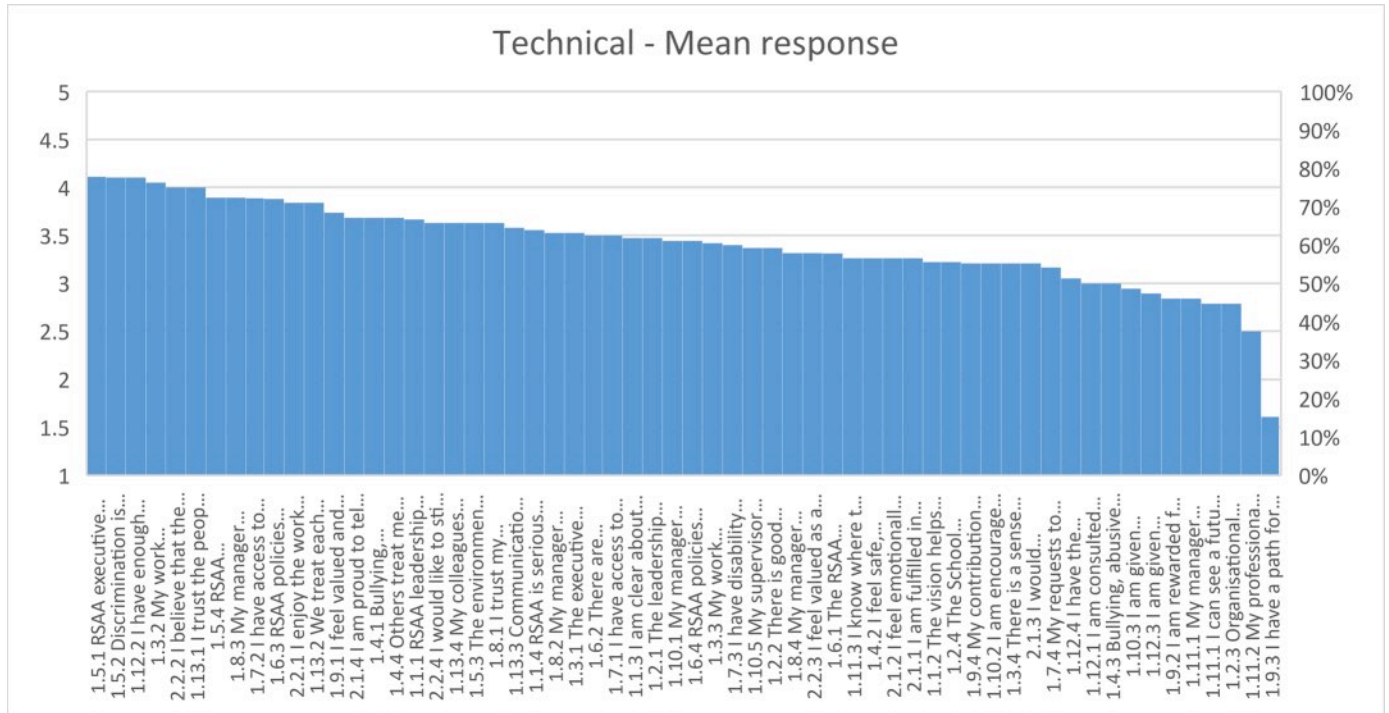


Areas of interest of variation in responses:

- 2.2.4 I would like to still be working at RSAA in 12 months' time (2.16 SDs above the mean variation)

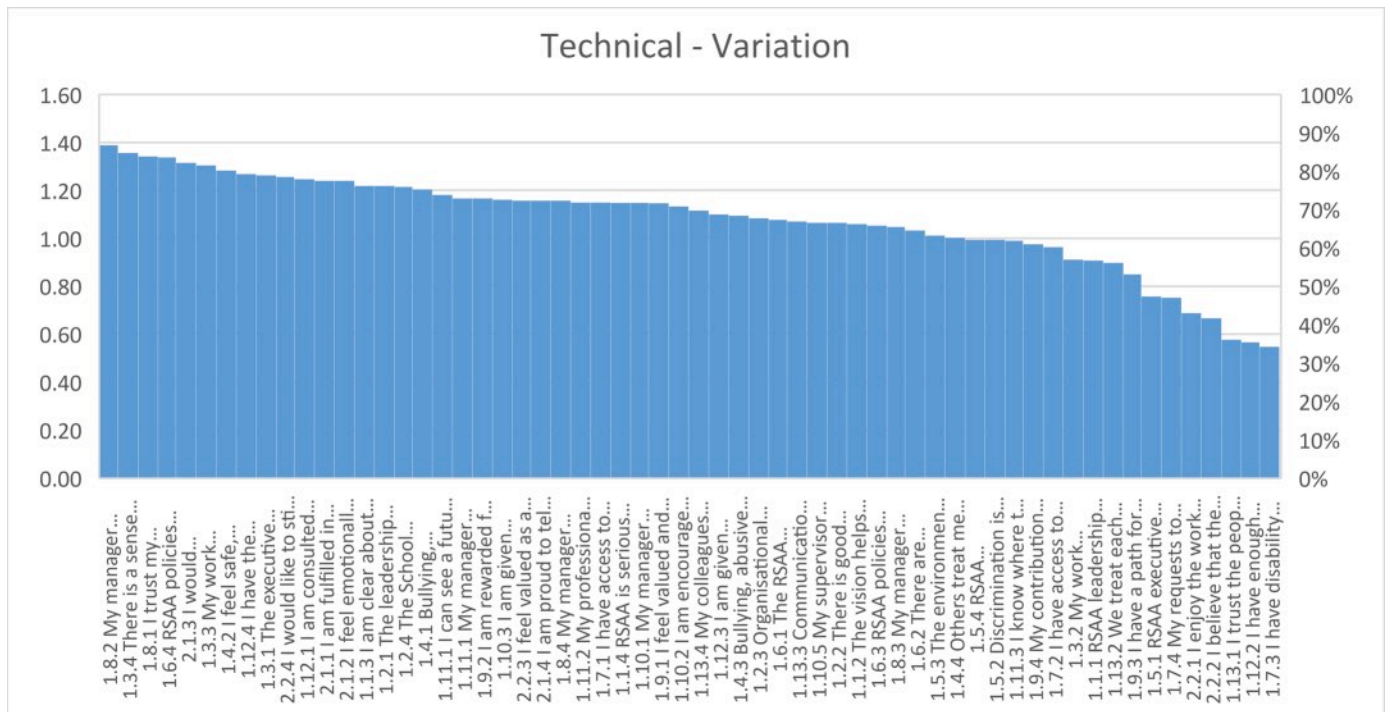


Technical



Areas of interest for Technical respondents:

- 1.9.3 I have a path for career progression and advancement (4.14 SDs below the mean)
- 1.11.2 My professional development is regularly reviewed (2.10 SDs below the mean)

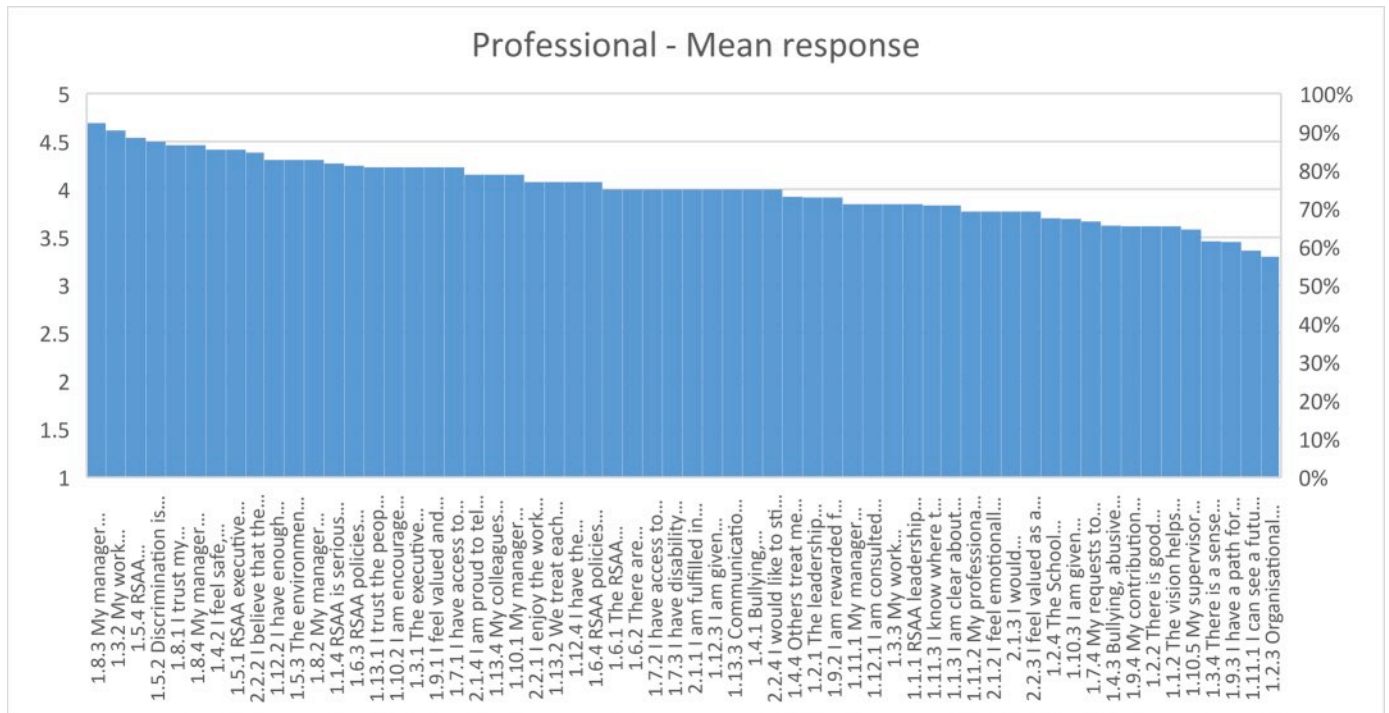


No statistical significance detected *above* the mean variation.

- However, 1.13.1, 1.12.2, and 1.7.3 (with 2.54, 2.59, and 2.69 SDs below the mean variation respectively)

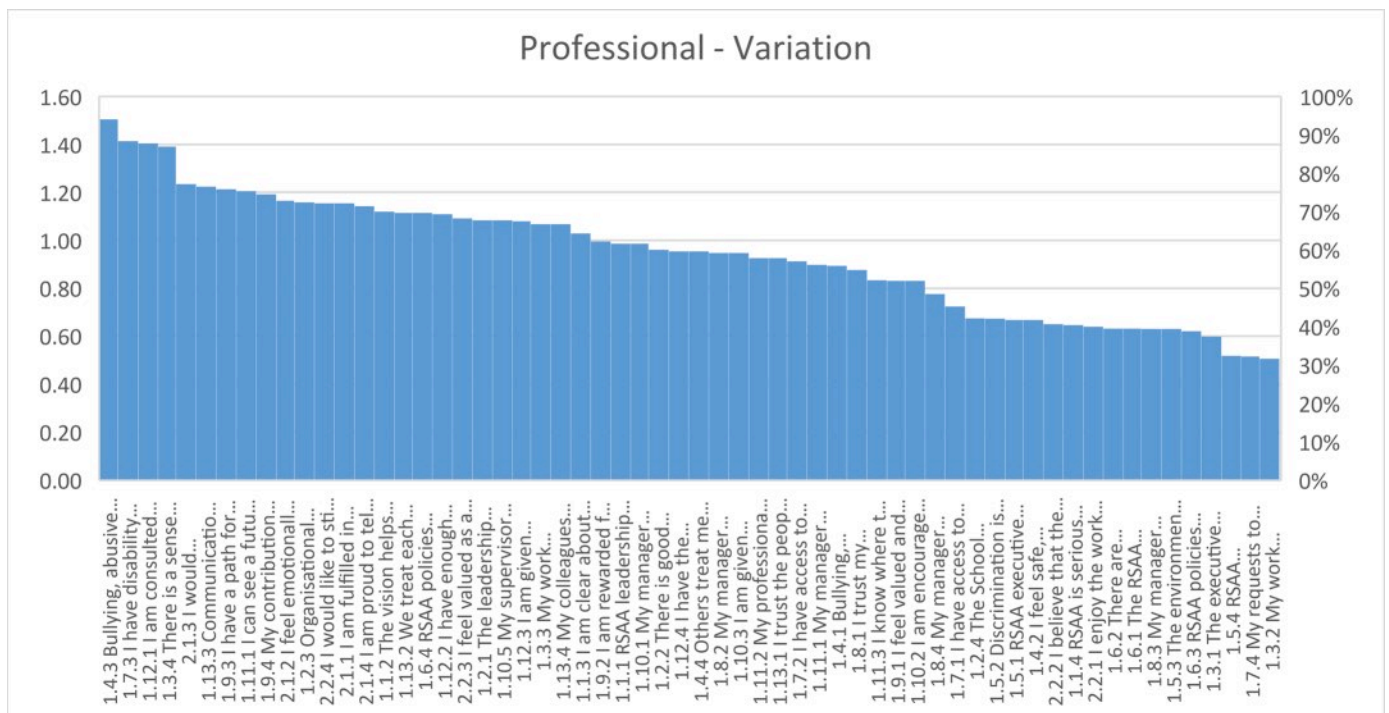


Professional



Areas of interest for Professional respondents:

- 1.8.3 My manager/supervisor shows concern for and supports my wellbeing and work-life balance (2.16 SDs above the mean)
- 1.2.3 Organisational change is handled well at RSAA (2.23 SDs below the mean)
- 1.11.1 I can see a future for myself at RSAA (2.03 SDs below the mean)

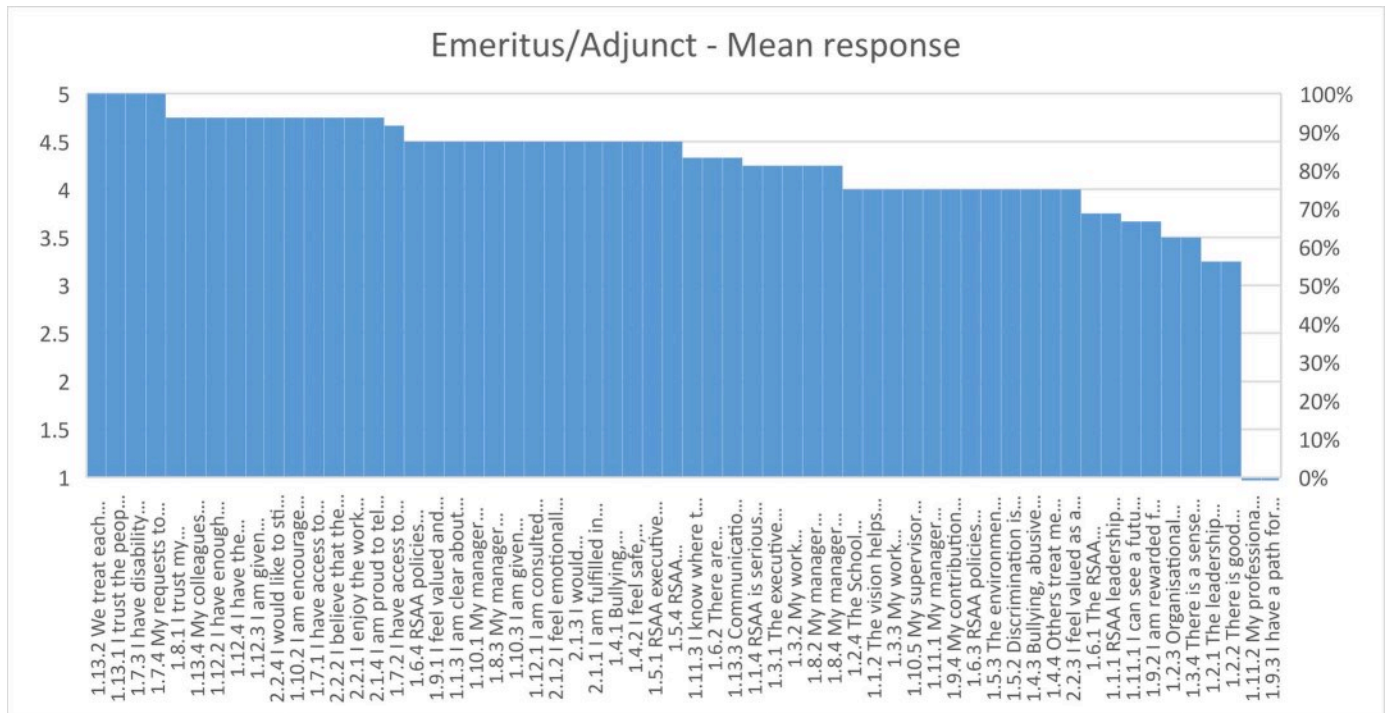


Areas of interest of variation in responses:

- 1.4.3 Bullying, abusive and inappropriate behaviours are managed effectively (2.28 SDs above the mean variation)

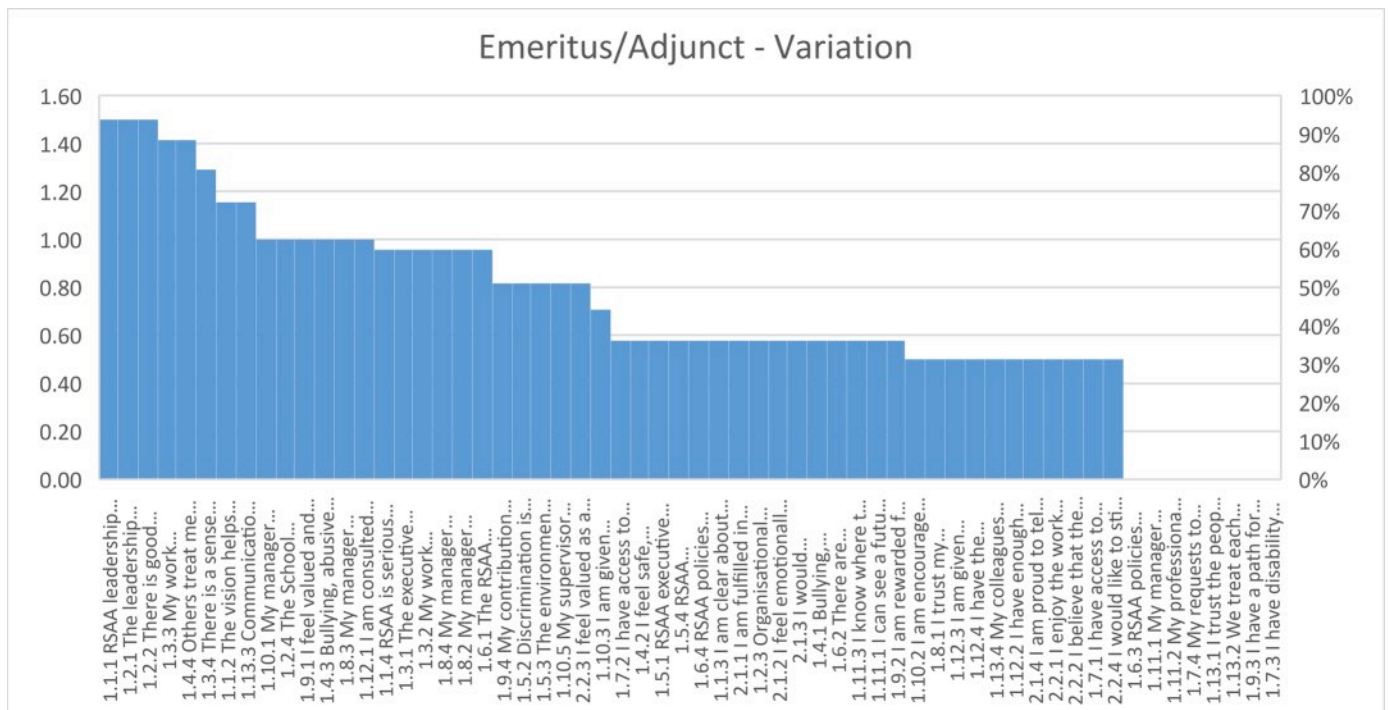


Emeritus/Adjunct



Areas of interest for Emeritus/Adjunct respondents:

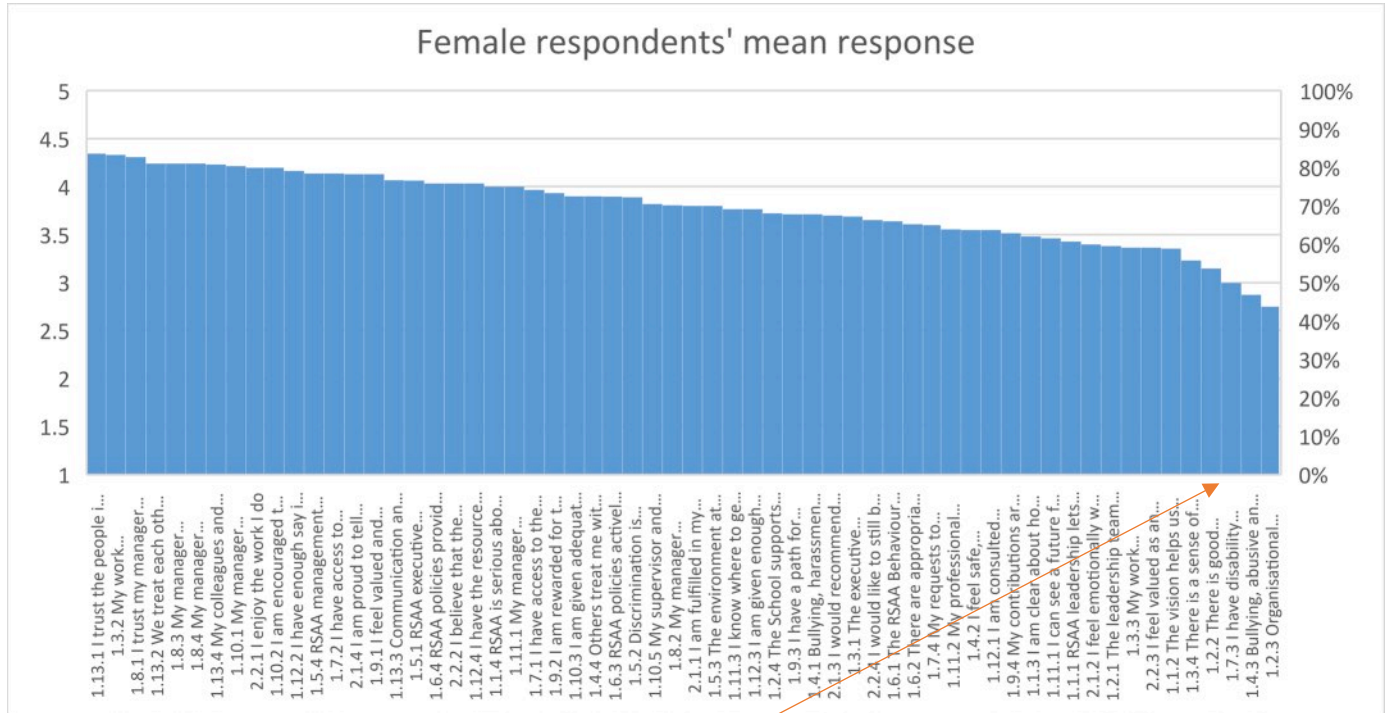
- 1.2.1 The leadership teams are working to build a collegial and collaborative School (2.47 SDs below the mean)
- 1.2.2 There is good communication between the leadership teams and the staff/students (2.47 SDs below the mean)



Due to the small sample size of Emeritus/Adjunct respondents, significant detections in variation may not be reflective of a whole population or larger sample of Emeritus/Adjunct respondents.

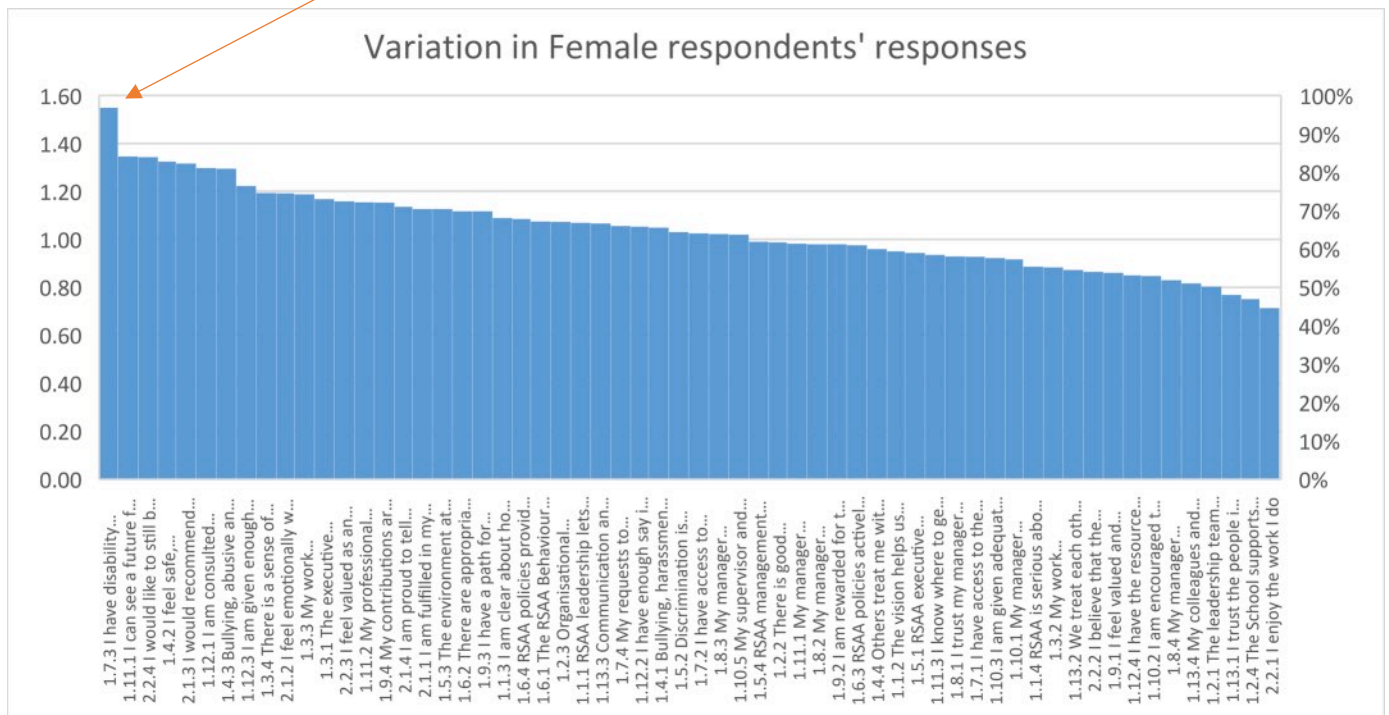


Female Demographic



Areas of interest for Female respondents:

- 1.2.3 Organisational change is handled well at RSAA (2.81 SDs below the mean)
- 1.4.3 Bullying, abusive and inappropriate behaviours are managed effectively (2.47 SDs below the mean)
- 1.7.3 I have disability access to the physical areas where I need to go in RSAA (2.13 SDs below the mean)

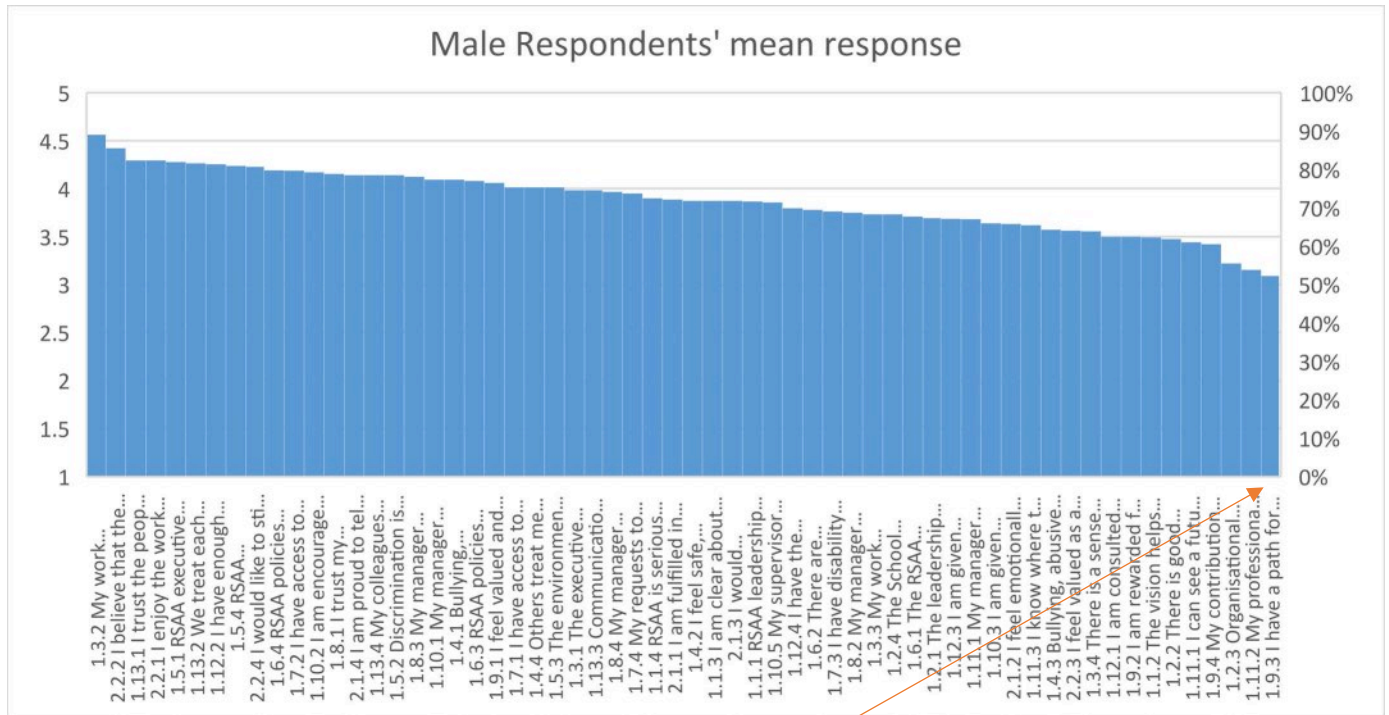


Areas of interest of variation in responses:

- 1.7.3 I have disability access to the physical areas where I need to go in RSAA (3.05 SDs above the mean variation)

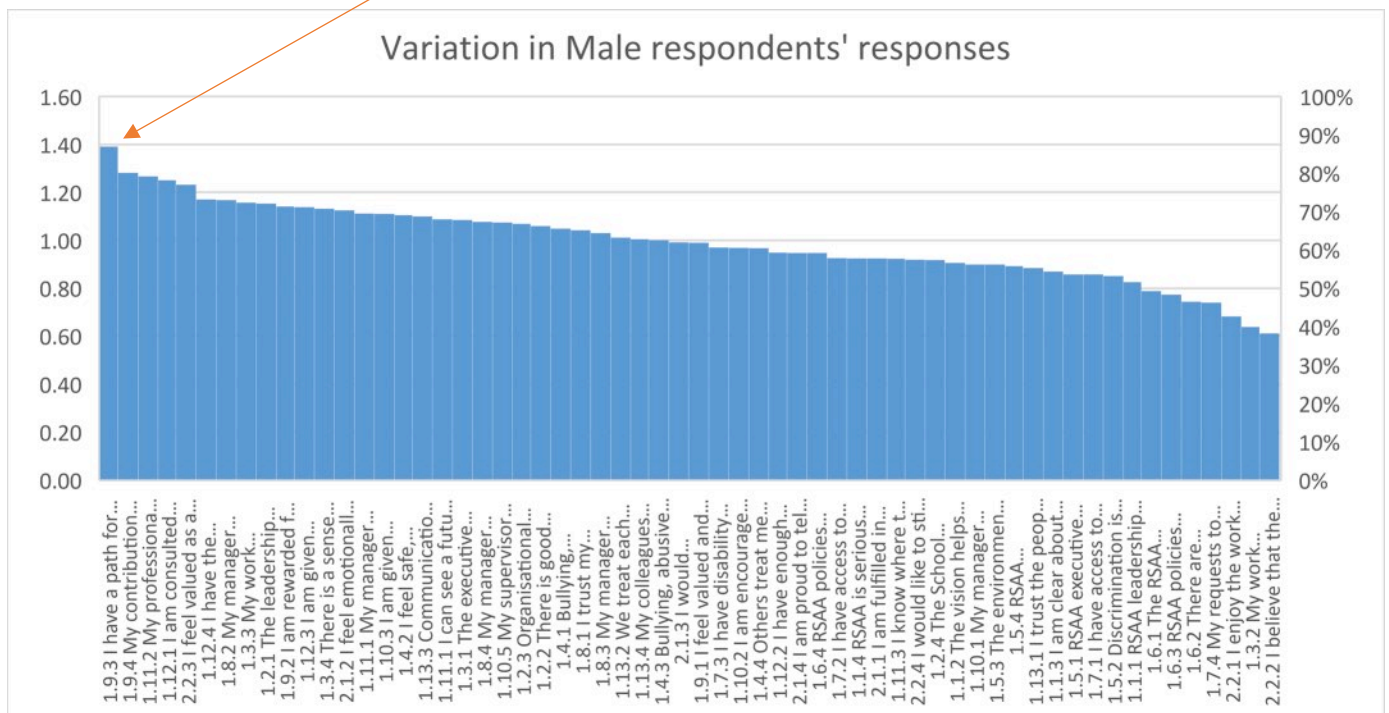


Male Demographic



Areas of interest for Male respondents:

- 1.3.2 My work environment is physically safe (2.17 SDs above the mean)
- 1.9.3 I have a path for career progression and advancement (2.50 SDs below the mean)
- 1.11.2 My professional development is regularly reviewed (2.29 SDs below the mean)
- 1.2.3 Organisational change is handled well at RSAA (2.08 SDs below the mean)



Areas of interest of variation in responses:

- 1.9.3 I have a path for career progression and advancement (2.51 SDs above the mean variation)
- 2.2.2 I believe that the work I do has a purpose shows significant consistency with 2.41 SDs below the mean variation.



Appendix 2: Survey Questions

Part 1: Enabling Culture

To what extent do you agree with the following statements? Please circle your response below.	Strongly Disagree		Strongly Agree			N/A
1.1 Direction and Sustainability						
1.1.1 RSAA leadership lets us know its vision for the School community and how we are progressing towards it	1	2	3	4	5	N/A
1.1.2 The vision helps us build our community within the School	1	2	3	4	5	N/A
1.1.3 I am clear about how my work links to the School's objectives	1	2	3	4	5	N/A
INFO 1.1.5 I am aware of RSAA's Sustainability Commitment	1	2	3	4	5	N/A
1.1.4 RSAA is serious about meeting its Sustainability Commitment	1	2	3	4	5	N/A
1.2 Leadership						
1.2.1 The leadership teams are working to build a collegial and collaborative School	1	2	3	4	5	N/A
1.2.2 There is good communication between the leadership teams and the staff/students	1	2	3	4	5	N/A
1.2.3 Organisational change is handled well at RSAA	1	2	3	4	5	N/A
1.2.4 The School supports me to reflect on and improve my ethical behaviours in line with the RSAA Behaviour Guidelines and Breaches Procedure	1	2	3	4	5	N/A
1.3 Wellbeing and Safety						
1.3.1 The executive committee and senior management care about the wellbeing of RSAA's staff and students	1	2	3	4	5	N/A
1.3.2 My work environment is physically safe	1	2	3	4	5	N/A
1.3.3 My work environment is mentally and emotionally safe	1	2	3	4	5	N/A
1.3.4 There is a sense of trust and community in the school and with my colleagues	1	2	3	4	5	N/A
1.4 Fairness and Respect						
1.4.1 Bullying, harassment and abusive behaviours are discouraged and prevented at RSAA	1	2	3	4	5	N/A
INFO 1.4.5 I know how to report bullying, abusive or inappropriate behaviours	1	2	3	4	5	N/A
1.4.2 I feel safe, comfortable and confident to report bullying, abusive, or inappropriate behaviours	1	2	3	4	5	N/A
1.4.3 Bullying, abusive and inappropriate behaviours are managed effectively	1	2	3	4	5	N/A
1.4.4 Others treat me with respect at RSAA	1	2	3	4	5	N/A
INFO 1.4.6 I have experienced bullying, abusive or inappropriate behaviours within RSAA and/or by the RSAA members	1	2	3	4	5	N/A
INFO 1.4.7 I am aware of the consequences a member of RSAA would face if they breached the Code of Conduct	1	2	3	4	5	N/A
1.5 Diversity and Inclusion						
INFO 1.5.5 I am aware of the IDEA Committee and its work	1	2	3	4	5	N/A
1.5.1 RSAA executive committee actively supports and promotes inclusion, diversity, equity and accessibility (our IDEA values)	1	2	3	4	5	N/A
1.5.2 Discrimination is discouraged and prevented at RSAA	1	2	3	4	5	N/A
1.5.3 The environment at RSAA supports people of diverse backgrounds and lifestyles to work together effectively	1	2	3	4	5	N/A
1.5.4 RSAA management promotes flexible working arrangements that allow me to balance work, personal life and family commitments	1	2	3	4	5	N/A



1.6 Supportive Policies						
1.6.1 The RSAA Behaviour Guidelines and Breaches Procedure help me to feel safe and supported within the School	1	2	3	4	5	N/A
1.6.2 There are appropriate policies for the wellbeing of staff and students	1	2	3	4	5	N/A
1.6.3 RSAA policies actively support and promote inclusion, diversity, equity and accessibility (our IDEA values)	1	2	3	4	5	N/A
1.6.4 RSAA policies provide flexible working arrangements that meet my needs to balance work, personal life and family commitments	1	2	3	4	5	N/A
1.7 Access						
1.7.1 I have access to the services I need to fulfil my role in RSAA	1	2	3	4	5	N/A
1.7.2 I have access to facilities such as physically safe spaces and quiet rooms to work effectively	1	2	3	4	5	N/A
1.7.3 I have disability access to the physical areas where I need to go in RSAA	1	2	3	4	5	N/A
1.7.4 My requests to improve accessibility are responded to appropriately at RSAA	1	2	3	4	5	N/A
1.8 Communication with my Manager/Supervisor						
1.8.1 I trust my manager/supervisor and can take any problems or suggestions to them	1	2	3	4	5	N/A
1.8.2 My manager/supervisor keeps me up to date with what is happening at the School	1	2	3	4	5	N/A
1.8.3 My manager/supervisor shows concern for and supports my wellbeing and work-life balance	1	2	3	4	5	N/A
1.8.4 My manager/supervisor lets me know what's expected of me in my role and gives me appropriate feedback	1	2	3	4	5	N/A
INFO 1.8.5 My manager/supervisor acts in accordance the RSAA Values Statement and Behaviour Guidelines	1	2	3	4	5	N/A
1.9 Appreciation and Reward						
1.9.1 I feel valued and respected by my manager/supervisor	1	2	3	4	5	N/A
1.9.2 I am rewarded for the effort I put in	1	2	3	4	5	N/A
1.9.3 I have a path for career progression and advancement	1	2	3	4	5	N/A
1.9.4 My contributions are recognised by others in RSAA	1	2	3	4	5	N/A
1.10 Strengths						
1.10.1 My manager/supervisor knows my personal strengths and believes in my abilities	1	2	3	4	5	N/A
1.10.2 I am encouraged to use my initiative and apply my strengths	1	2	3	4	5	N/A
1.10.3 I am given adequate training to support my role and professional growth	1	2	3	4	5	N/A
1.10.5 My supervisor and other School/committee leaders encourage me to speak up and contribute	1	2	3	4	5	N/A
1.11 Development						
1.11.1 My manager/supervisor helps me identify opportunities to grow and supports me to develop my capabilities	1	2	3	4	5	N/A
1.11.2 My professional development is regularly reviewed	1	2	3	4	5	N/A
1.11.3 I know where to get the information and resources I need to develop my capabilities	1	2	3	4	5	N/A
1.11.1 I can see a future for myself at RSAA	1	2	3	4	5	N/A



To what extent do you agree with the following statements? Please circle your response below.	Strongly Disagree		Strongly Agree			N/A
1.12 Personal Productivity						
1.12.1 I am consulted before decisions are made that affect me	1	2	3	4	5	N/A
1.12.2 I have enough say in how I direct my work on a day-to-day basis	1	2	3	4	5	N/A
1.12.3 I am given enough time to do my job well	1	2	3	4	5	N/A
1.12.4 I have the resources and equipment to do my job well	1	2	3	4	5	N/A
1.13 Teamwork						
1.13.1 I trust the people in my team	1	2	3	4	5	N/A
1.13.2 We treat each other respectfully, value each other's strengths and work as a team to get the job done	1	2	3	4	5	N/A
1.13.3 Communication and collaboration are easy and straightforward within my area	1	2	3	4	5	N/A
1.13.4 My colleagues and I share information and new ideas with each other	1	2	3	4	5	N/A

Please add your written comments about the above sections:

What does RSAA already do well to enable an inclusive, diverse, equitable and accessible culture?

What could RSAA do to improve our culture?

Other comments about the culture of RSAA:

Part 2: Personal Experience

To what extent do you agree with the following statements? Please circle your response below.	Strongly Disagree		Strongly Agree			N/A
2.1 Personal Satisfaction						
2.1.1 I am fulfilled in my role at RSAA	1	2	3	4	5	N/A
2.1.2 I feel emotionally well at work	1	2	3	4	5	N/A
2.1.3 I would recommend to others to work and study at RSAA	1	2	3	4	5	N/A
2.1.4 I am proud to tell people I work for RSAA	1	2	3	4	5	N/A
2.2 Personal Motivation						
2.2.1 I enjoy the work I do	1	2	3	4	5	N/A
2.2.2 I believe that the work I do has a purpose	1	2	3	4	5	N/A
2.2.3 I feel valued as an important part of RSAA	1	2	3	4	5	N/A
2.2.4 I would like to still be working at RSAA in 12 months' time	1	2	3	4	5	N/A

Please add your written comments about the above sections:

What do you enjoy about working at RSAA?

What would make your experience here better?



Part 3: COVID-19

3.1 COVID has affected my work in RSAA in the following ways (select all options that apply)

- Not applicable
- Productivity: negatively impacted
- Productivity: positively impacted
- Collaboration: negatively impacted
- Collaboration: positively impacted
- Networking: negatively impacted
- Networking: positively impacted
- Motivation: negatively impacted
- Motivation: positively impacted
- Research outputs: negatively impacted
- Research outputs: positively impacted
- Other (please provide detail)

[COMMENT BOX]

3.2 I have received the support I have needed from RSAA during COVID (please use 'click to add comments' to describe as relevant):

[COMMENT BOX]

Additional Feedback:

What do you think RSAA should CONTINUE doing because it supports our success?

What do you think RSAA should START doing to improve our effectiveness?

What do you think RSAA should STOP doing because it can limit us?

Other comments about being a part of RSAA.