



**ICAC·OPI**

Independent Commissioner  
Against Corruption  
SOUTH AUSTRALIA

Office for Public Integrity



# **ICAC UNIVERSITY INTEGRITY SURVEY 2020**

FLINDERS UNIVERSITY



**ICAC University Integrity  
Survey 2020**  
Flinders University

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The Independent Commissioner Against Corruption (ICAC) University Integrity Survey 2020 builds upon the ICAC Public Integrity Survey 2018. It helps complete our understanding of the attitudes and experiences of public officers in respect of corruption and inappropriate conduct in South Australian public administration.

This report examines responses from public officers employed by Flinders University.

The survey was 'live' from 10 March to 3 April 2020. Of the 3,240 responses that were received, 695 respondents identified as working at Flinders University, 224 of which also provided responses to at least one qualitative question. No questions were mandatory and not all responses were complete. Qualitative responses were assessed and coded to identify key themes<sup>A</sup>. Respondents typically did not provide answers to all qualitative questions.

The survey questions are shown in Appendix one. Rounding has been used in respect of statistical results. Accordingly, not all tables and figures total 100%.

## Demographics of respondents

<b>TABLE 1. DEMOGRAPHICS OF RESPONDENTS</b>	<b>N*</b>	<b>%†</b>
<b>Gender</b>		
Female	457	66.1
Male	225	32.6
Does not identify as a gender <sup>‡</sup>	8	1.2
Other <sup>‡</sup>	1	0.1
<b>Age</b>		
20 years and under <sup>‡</sup>	2	0.3
21 to 34 years	112	16.3
35 to 44 years	214	31.1
45 to 54 years	205	29.8
55 years and above	156	22.6

<sup>A</sup> Comments such as 'N/A', 'Nothing to add' or those referring to experiences at organisations other than the three public South Australian universities were not coded. Quotes have not been corrected and contain typographical errors. For the sake of brevity the traditional use of [sic] to highlight such errors has not been used. Descriptions of acronyms or explanatory text may occasionally be added in square brackets.

<b>TABLE 1. DEMOGRAPHICS OF RESPONDENTS</b>	<b>N*</b>	<b>%<sup>†</sup></b>
<b>Employment type</b>		
Permanent / tenured / ongoing	387	56.6
Fixed term (minimum one year contract)	196	28.7
Casual / sessional / short fixed term (less than one year contract)	101	14.8
<b>Role<sup>§</sup></b>		
Academic levels A to C	201	29.4
Academic levels D or above	69	10.1
Other academic position	16	2.3
(All academic roles)	(286)	(41.9)
HEO1 to HEO6	202	29.6
HEO7 to HEO10	160	23.4
Other professional position	11	1.6
(All professional roles)	(373)	(54.6)
Senior Manager / Senior Staff or above	24	3.5
<b>Time with organisation</b>		
Less than one year	82	12.0
1 to 5 years	271	39.6
6 to 10 years	155	22.7
11 to 20 years	130	19.0
More than 20 years	46	6.7
<b>Time in the university sector</b>		
Less than one year	37	5.5
1 to 5 years	182	26.9
6 to 10 years	158	23.3
11 to 20 years	196	29.0
More than 20 years	104	15.4

\* As no questions were mandatory the number of respondents in specific demographic categories is smaller than the total of all responses.

<sup>†</sup> Percentages are calculated on the total number of respondents who responded to that particular question.

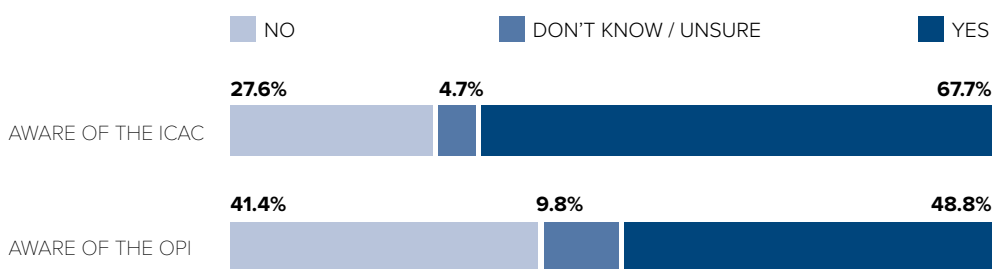
<sup>‡</sup> For the purpose of statistical analysis this category was excluded.

<sup>§</sup> These categories were developed in consultation with the three universities to best represent their workforces.

When compared with the broader Flinders University workforce, survey respondents are representative. The one point of deviation is an over-representation in survey respondents of more senior professional staff (HEO7 to HEO10).

## Awareness

The survey asked whether respondents were aware of the ICAC and the Office for Public Integrity (OPI).



Respondents had lower levels of awareness of the ICAC than observed in broader public administration (67.7% compared to 79.7%) and of the OPI (48.8% compared to 61.8%).

### STATISTICAL FINDINGS <sup>1, B</sup>

#### Aware of the ICAC

- ▶ There was increasing agreement that a person was aware of the ICAC by age (from 49.5% for those aged 21 to 34 years to 83.1% for those aged 55 or more years).<sup>2</sup>
- ▶ There was increasing agreement that a person was aware of the ICAC based on how long a respondent had worked at the University (from 61.0% for those employed for less than one year to 82.6% for those who had worked at the University for more than 20 years).<sup>3</sup>
- ▶ There was increasing agreement that a person was aware of the ICAC based on how long a respondent had worked in the university sector (from 56.8% for those employed for less than one year to 81.7% for those who had worked in the sector for more than 20 years).<sup>4</sup>

There is steadily increasing awareness of ICAC based on age and the longer a person has worked at the University or in the university sector.

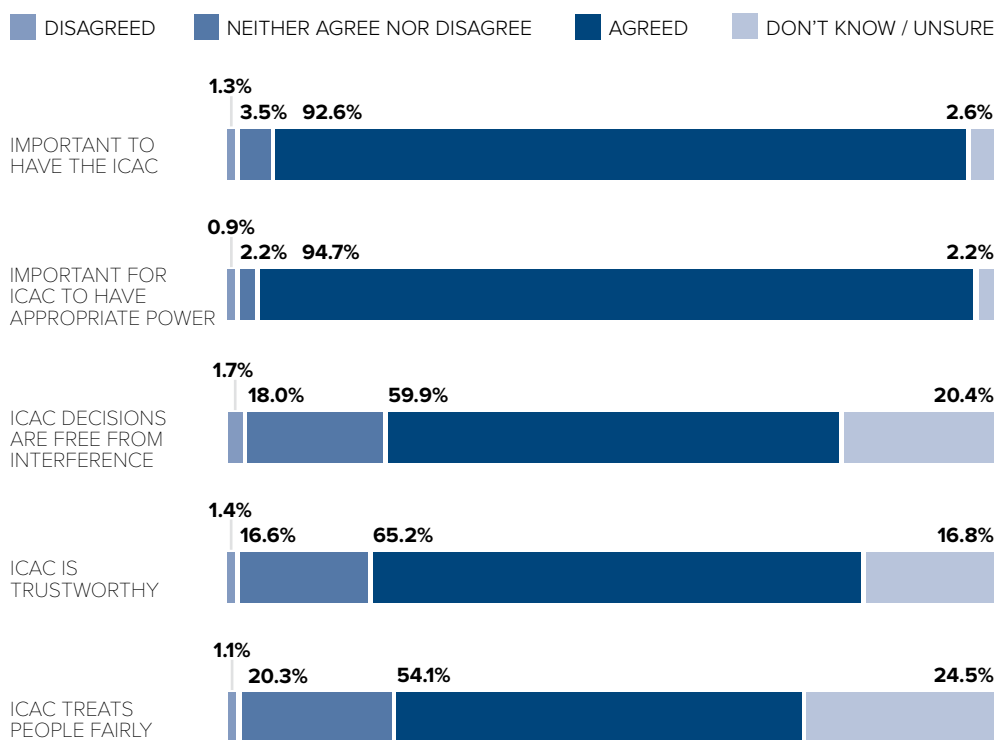
Post hoc analysis<sup>c</sup> showed awareness of ICAC was lower for both less senior academic staff (levels A to C) and less senior professional staff (HEO1 to HEO6).

<sup>B</sup> Please refer to Appendix two, endnote 1 for a detailed description of the statistics in this report. The tests identify if there are statistically significant differences between demographic groups, such as gender, age, role at the University etc. Typically, only significant differences in whether respondents 'Agree' with a statement will be provided. In the absence of such differences, any significant differences in the proportions of demographic groups who say they 'Disagree' or 'Don't know / not sure' will be provided.

<sup>C</sup> Additional exploration of the data that was not part of the initially planned series of statistical tests. For the sake of brevity the specific data from these further breakdowns of responses is typically not included in the report.

## Perceptions

Respondents who were aware of the ICAC were asked a series of questions regarding their perceptions of the ICAC.

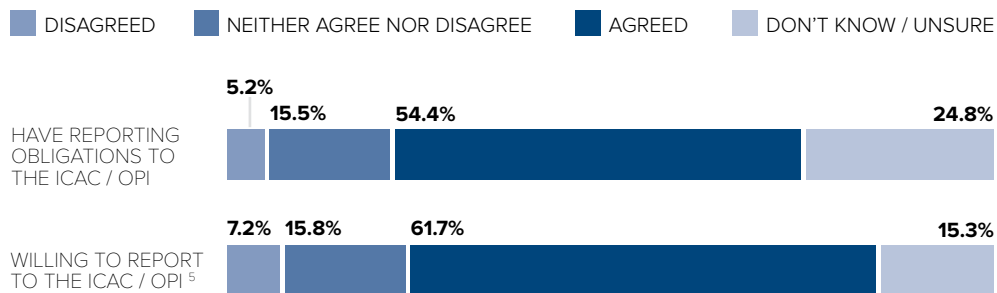


Responses were relatively positive, though there was some ambivalence surrounding the ICAC's independence, trustworthiness and fair treatment. This ambivalence likely reflects a lack of familiarity with the ICAC.



## Reporting to the ICAC and the OPI

Public officers have an obligation under the ICAC *Directions and Guidelines*<sup>D</sup> to report to the OPI all reasonable suspicions of corruption and serious or systemic misconduct and maladministration in public administration.



Flinders University respondents had lower levels of agreement with these statements than observed in broader public administration, 54.4% compared to 79.7% and 61.7% compared to 69.3%, respectively.

### STATISTICAL FINDINGS

#### Have reporting obligations to the ICAC / OPI

- ▶ While not reaching statistical significance senior staff seemed more likely (69.6%) to agree they had reporting obligations to the ICAC / OPI.
- ▶ While not reaching statistical significance those who had worked at the University for less than one year seemed more likely (71.2%) to agree they had reporting obligations to the ICAC / OPI.
- ▶ Those who had worked in the sector for 6 to 10 years were more likely (10.3%) to disagree they had reporting obligations to the ICAC / OPI.<sup>6</sup>

<sup>D</sup> <https://icac.sa.gov.au/directions-guidelines>

### Willing to report to the ICAC / OPI

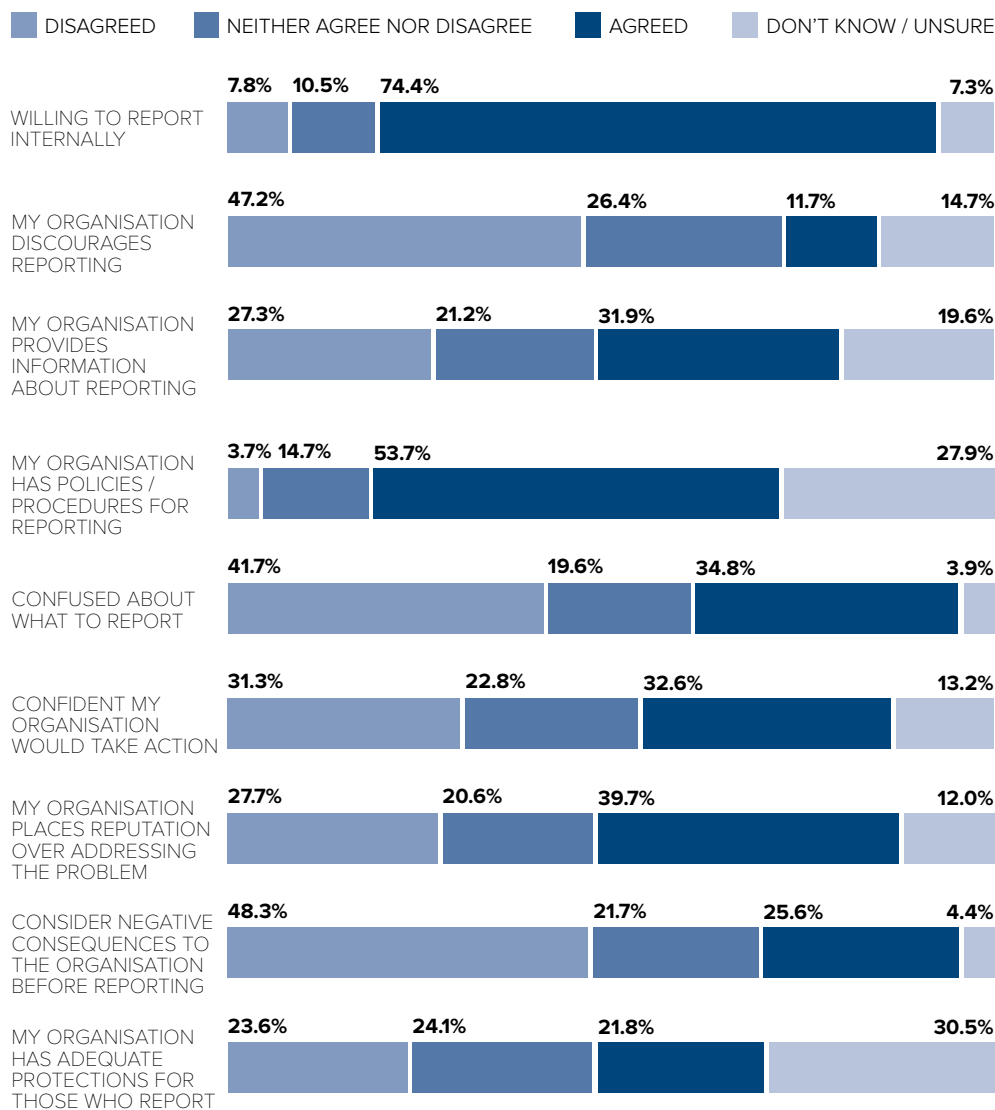
- ▶ Men were more likely (73.6%) than women (56.5%) to agree they would report to the ICAC / OPI.<sup>7</sup>
- ▶ Those who had worked at the University for less than one year were more likely (80.6%) and those who had worked at the University for 11 to 20 years were less likely (53.7%) to agree they would report to the ICAC / OPI.<sup>8</sup>

Awareness of reporting obligations and willingness to report to the ICAC / OPI is typically low. Post hoc analysis showed higher proportions of more senior academic staff (levels D+) and more senior professional staff agreed they had a reporting obligation compared to their less senior peers. However, this difference was not particularly marked, being around five percent.

There is a large gender divide in responses, with female staff being less willing to report to the ICAC / OPI.

## Reporting internally

Survey respondents were asked a series of questions about reporting corruption / inappropriate conduct within their organisation.



A large proportion of Flinders University staff may be confused about what to report, how to report and what reporting behaviours may be expected of them by organisational policies and procedures.

That one in four staff agreed a person should consider negative consequences to the organisation before reporting undermines management's capacity to respond to emerging problems.

Whether reporting would result in any action or that reporting could be done safely was questioned by sizable numbers of staff.

## STATISTICAL FINDINGS

### My organisation discourages reporting

- ▶ Men were more likely (14.8%) than women (9.4%) to agree their organisation discourages reporting.<sup>9</sup>
- ▶ Academic staff were more likely (15.8%) and professional staff were less likely (8.5%) to agree their organisation discourages reporting. Additionally, senior staff were also more likely (87.0%) to *disagree* their organisation discourages reporting.<sup>10</sup>
- ▶ Permanent staff were more likely (13.8%) to agree their organisation discourages reporting.<sup>11</sup>
- ▶ Those who had worked at the University for 6 to 10 years were more likely (21.2%) and those who had worked at the University for less than one year and 1 to 5 years were less likely (4.2% and 7.2%) to agree their organisation discourages reporting.<sup>12</sup>
- ▶ Those who had worked in the sector for 1 to 5 years were less likely (6.1%) to agree their organisation discourages reporting.<sup>13</sup>

### My organisation provides information about reporting

- ▶ Senior staff were more likely (60.9%) and academic staff were less likely (26.6%) to agree their organisation provides information about reporting.<sup>14</sup>
- ▶ Those who had worked at the University for less than one year were more likely (45.1%) to agree and those who had worked at the University for 6 to 10 years were more likely (38.8%) to *disagree* their organisation provides information about reporting.<sup>15</sup>

### My organisation has policies / procedures for reporting

- ▶ Senior staff were more likely (87.0%) to agree their organisation has policies / procedures for reporting.<sup>16</sup>

### Confused about what to report

- ▶ Women were more likely (38.5%) than men (27.1%) to agree they were confused about what to report.<sup>17</sup>
- ▶ Senior staff were less likely (4.3%) to agree they were confused about what to report.<sup>18</sup>
- ▶ While not reaching statistical significance there was steadily decreasing agreement that people were confused about what to report by age (from 47.4% for those aged 21 to 34 years, to 25.5% for those aged 55 years or more).

### Confident my organisation would take action

- ▶ Senior staff were more likely (69.6%) and academic staff were less likely (26.1%) to agree they were confident their organisation would take action.<sup>19</sup>
- ▶ Fixed term staff were more likely (39.4%) to agree they were confident their organisation would take action.<sup>20</sup>
- ▶ Those who had worked at the University for less than one year were more likely (45.8%) and those who had worked at the University for 6 to 10 years were less likely (21.8%) to agree they were confident their organisation would take action.<sup>21</sup>
- ▶ Those who had worked in the sector for less than one year were more likely (60.0%) to agree they were confident their organisation would take action.<sup>22</sup>

### My organisation places reputation over addressing the problem

- ▶ Academic staff were more likely (47.9%) and professional staff and senior staff were less likely (34.8% and 13.0%) to agree their organisation places reputation over addressing the problem.<sup>23</sup>
- ▶ Permanent staff were more likely (42.8%) and fixed term staff were less likely (33.7%) to agree their organisation places reputation over addressing the problem.<sup>24</sup>
- ▶ Those who had worked at the University for 11 to 20 years were more likely (50.4%) and those who had worked at the University for less than one and 1 to 5 years were less likely (23.6% and 34.0%) to agree their organisation places reputation over addressing the problem.<sup>25</sup>
- ▶ Those who had worked in the sector for less than one year were less likely (20.0%) to agree their organisation places reputation over addressing the problem.<sup>26</sup>

### Consider negative consequences to the organisation before reporting

- ▶ While not statistically significant those who were aged 21 to 34 years had a high proportion (34.7%) of respondents who agreed that a person should consider negative consequences to the organisation before reporting.

### My organisation has adequate protections for those who report

- ▶ Senior staff were more likely (78.3%) and academic staff were less likely (15.4%) to agree their organisation has adequate protections for those who report.<sup>27</sup>
- ▶ Casual staff were less likely (14.1%) to agree their organisation has adequate protections for those who report.<sup>28</sup>
- ▶ Those that had worked at the University for 6 to 10 years were less likely (15.1%) to agree their organisation has adequate protections for those who report.<sup>29</sup>
- ▶ Those that had worked in the sector for more than 20 years were more likely (34.4%) and those who had worked in the sector for less than one year and 1 to 5 years were less likely (3.4% and 15.3%) to *disagree* their organisation has adequate protections for those who report.<sup>30</sup>

Academic staff showed a clear pattern of less positive responses. Post hoc analysis shows such responses were particularly prevalent among less senior academic staff.

Senior staff had much more positive responses than their colleagues. More senior professional staff and more senior academic staff also tended to have more positive responses than their less senior peers.

Staff who have been employed for 6 to 10 years seem a particular point of dissatisfaction, expressing more negative views on a number of questions.

### QUALITATIVE FEEDBACK

Respondents raised problems with reporting internally, questioned the utility of reporting, and described negative consequences from reporting.

Thirty-one respondents commented on personally experienced difficulties in reporting including reporting people in senior positions, insufficient 'proof', vulnerability of being on temporary contracts and other difficulties. Six respondents discussed the workplace as having a poor reporting culture.



"It is not encouraged - there are many grey areas"

"And not a willingness to actually call out behaviour. This silence and lack of challenges to this type of behaviour is disturbing."

"...would be really careful about making a formal complaint to these people & not confident it would be heard..."

"A lack of trust in senior management generates a reticence about raising issues."

"...I've never quite had enough to think that there was 'reasonable' suspicion of any wrongdoing. Any help for staff on how to navigate this grey area would be excellent. The really obvious stuff (being offered bribes etc) is easy, but it's the situations where there's no concrete evidence but something just isn't sitting right that I struggle with - any methods or guidelines to navigate this grey area would be great."

Additionally, nine respondents queried how and what to report, six discussed negative aspects of the reporting process and five described that reporting was not discussed at the University.

Nine respondents discussed that reporting would not achieve anything, 32 described experiences where nothing had changed after making a report and 16 described that staff, often management or high performing academics, could engage in poor conduct without consequences.



“...they pretended to listen at several interviews when [redacted], they said they would get back to me about how to help and never bothered”

“Literally nothing is done when I have raised issues. There will at some point be a royal commission into this as it just can’t continue as is.”

“...offered very real episodes with dates and details to support our claims. I am very dissatisfied in the way it was handled by management.”

“I think that Flinders allows bullying by successful academic researchers if they are well grant funded to ensure the research income keeps coming.”

“In an esteemed organisation, there are no consequences for managers/ coordinators who become bullies.”

Concerns about Human Resources (HR) decisions or competence were raised by seven respondents.



“I would not feel confident taking confidential matters regarding inappropriate conduct or practices I am aware of to our People and Culture team (HR). I don’t believe it would be kept confidential nor believe it will be dealt with in the right manner.”

Flinders University staff raised concerns about not feeling safe to report. Twenty-one respondents described a fear of negative consequences, 11 described the reporter as being seen to be at fault and 22 either witnessed or experienced negative consequences from reporting. These consequences included losing or feeling forced to leave a job.



“If someone was caught ‘shaming’ the college, they’d soon be shown the exit. Ongoing or casual, it wouldn’t matter, management would find a way.”

“I have personally witnessed the harassment and undermining of people on numerous occasions, but no one dare speak out for fear of losing jobs, and those that have ended up being moved into other roles or have left because of the pressure. The environment is very toxic with non-existent trust of VPs within the University. This of course also deters anyone from making reports on other matters.”

“Staff fear that they will be fired on another pretext for reporting. I personally know of this happening on more than one occasion.”

“When staff have complained to the University officially, their fixed term contracts were never renewed, remaining staff never speak up any more after seeing this happen to three other staff... so fixed term staff basically shut up and put up.”

“Staff are routinely punished and penalised if they draw attention to inappropriate behaviour and conduct of management. Flinders is no longer collegial or collaborative. Management rules with an iron fist.”

There were some positive comments regarding reporting. One respondent said they would report, five described a positive reporting culture in the workplace and two described where speaking up had resolved a problem.

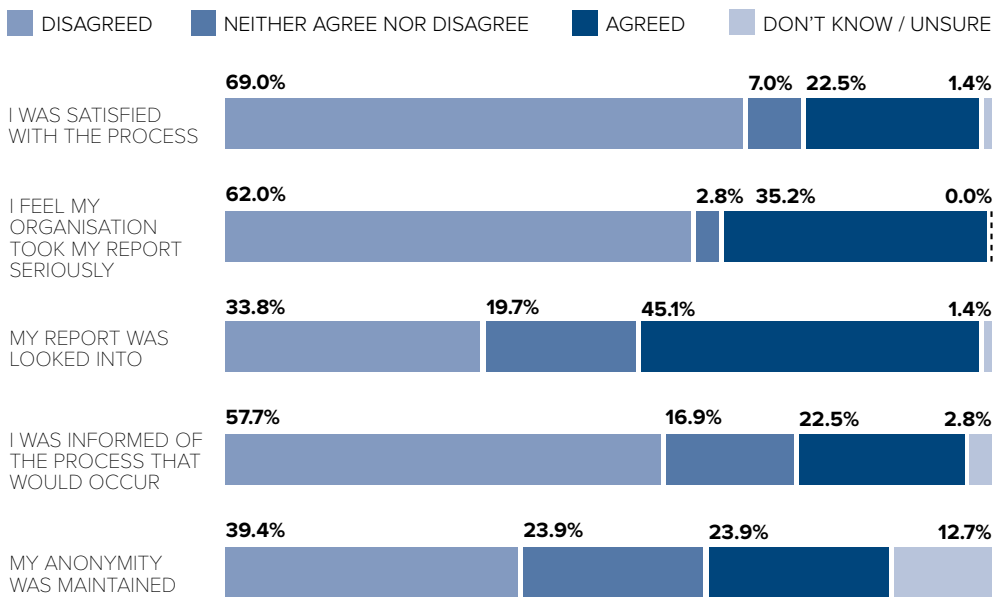


“...I think it shows that this sort of corruption and dishonest behaviour is not tolerated. No one else as far as i know lost their job for reporting it, so I feel confident that generally, we work in a fair and trustworthy organisation.”

## Experiences with reporting internally

A total of 72 Flinders University respondents (10.6% of those who answered this question) agreed they had previously reported corruption or inappropriate conduct to someone inside their organisation. Noting a report can be made to more than one person, 45.8% had reported to a supervisor or manager, 36.1% to a Head of Department, School, College or Faculty, 27.8% to Human Resources, and 15.3% to an ‘Other’. Those who had reported were more likely to be longer-term employees and academic staff, particularly more senior academics.

Respondents that had reported were asked further questions about their experiences.

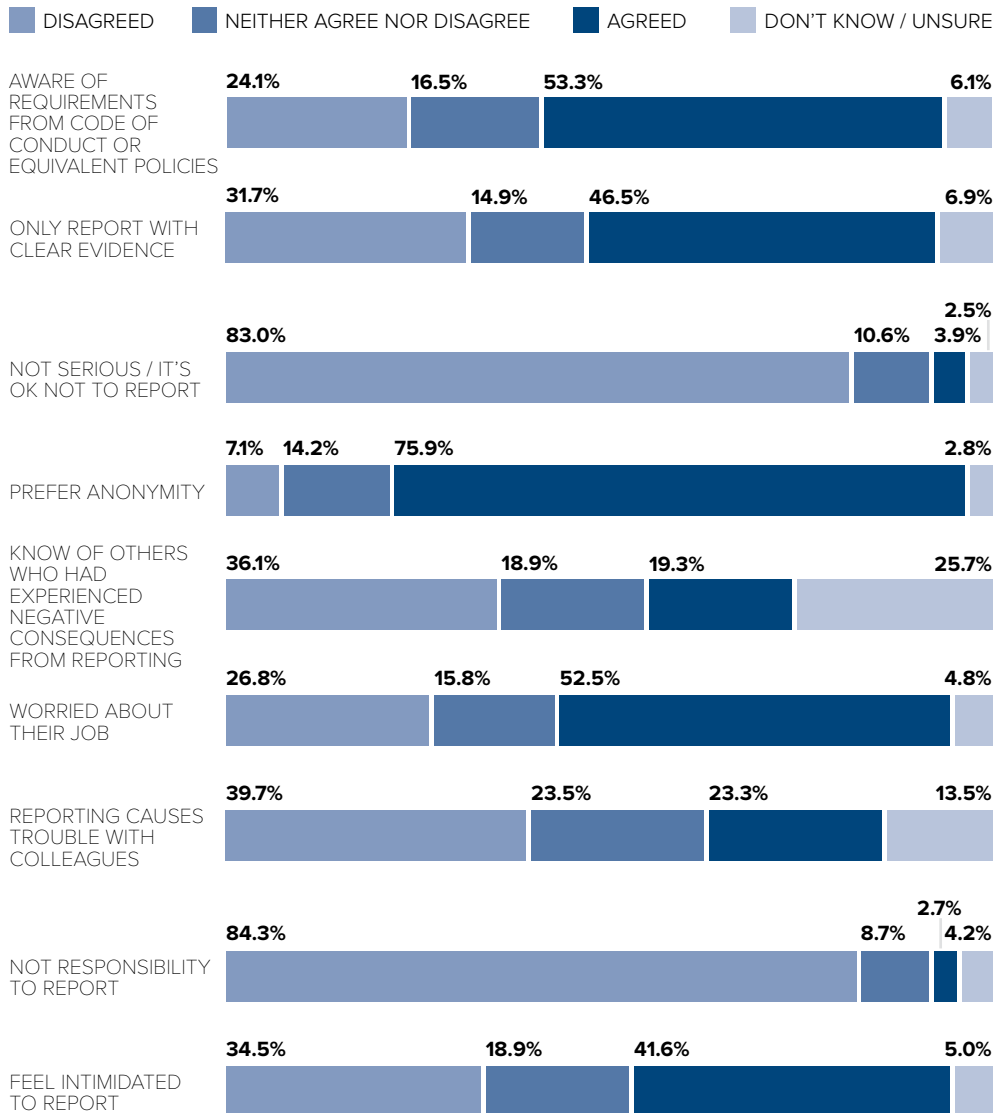


A clear majority of staff who had reported were dissatisfied with the process, felt uninformed and that they were not taken seriously. Respondents who expressed dissatisfaction with the process were less likely to agree they would report internally: 93.3% of those who were satisfied with the process agreed they would report compared to only 67.4% of those who were dissatisfied.



## Attitudes to reporting

Respondents were asked a series of questions addressing attitudes to reporting.



Large proportions of Flinders University respondents expressed anxiety regarding reporting. This is evidenced by the proportions of respondents who would prefer anonymity, would be worried about their job if they reported, felt intimidated to report, think reporting causes trouble with colleagues and knowing someone who had experienced negative consequences from reporting.

There were low levels of agreement that staff were aware of the Code of Conduct or equivalent policies. It is important for all staff to be aware of the behavioural standards to which they will be held.

Slightly less than half of respondents agreed that a person should only report with clear evidence. This can be an excuse to not speak up or take inappropriate steps to gather 'sufficient' proof.

## STATISTICAL FINDINGS

### Aware of requirements from Code of Conduct or equivalent policies

- ▶ Senior staff were more likely (87.0%) to agree they were confident they knew what was required of them under their Code of Conduct or equivalent organisation policies and procedures.<sup>31</sup>
- ▶ Casual staff were less likely (45.9%) to agree they were confident they knew what was required of them under their Code of Conduct or equivalent organisation policies and procedures.<sup>32</sup>

### Only report with clear evidence

- ▶ There was increasing agreement that a person should only report with clear evidence by age (from 32.6% for those aged 21 to 34 years to 55.0% for those aged 55 years or more).<sup>33</sup>
- ▶ Those who had worked in the sector for 11 to 20 years or more than 20 years were more likely (52.8% and 61.3%) to agree that a person should only report with clear evidence.<sup>34</sup>

### Prefer anonymity

- ▶ Women were more likely (78.4%) than men (70.6%) to agree they would prefer anonymity to make a report.<sup>35</sup>
- ▶ Professional staff were more likely (81.5%) and senior staff were less likely (40.9%) to agree they would prefer anonymity to make a report.<sup>36</sup>

### Know of others who had experienced negative consequences from reporting

- ▶ Academic staff were more likely (25.8%) and professional and senior staff were less likely (15.2% and 8.7%) to agree they knew of others who had experienced negative consequences from reporting within their organisation.<sup>37</sup>
- ▶ Permanent staff were more likely (23.9%) and fixed term staff were less likely (12.1%) to agree they knew of others who had experienced negative consequences from reporting within their organisation.<sup>38</sup>
- ▶ Those who had worked at the University for 6 to 10 years, 11 to 20 years and more than 20 years were more likely (26.0%, 26.7% and 26.8%) and those who had worked at the University for less than one year and 1 to 5 years were less likely (4.2% and 14.8%) to agree they knew of others who had experienced negative consequences from reporting within their organisation.<sup>39</sup>
- ▶ Those who had worked in the sector for 11 to 20 years and more than 20 years were more likely (25.1% and 27.7%) and those who have worked in the sector for less than one year and 1 to 5 years were less likely (0.0% and 13.0%) to agree they knew of others who had experienced negative consequences from reporting within their organisation.<sup>40</sup>

**Worried about their job**

- ▶ Women were more likely (56.3%) than men (44.6%) to agree they would be worried about their job if they reported.<sup>41</sup>
- ▶ Academic staff were more likely (57.9%) and senior staff were less likely (13.0%) to agree they would be worried about their job if they reported.<sup>42</sup>
- ▶ Casual staff were more likely (64.7%) and fixed term staff were less likely (41.7%) to agree they would be worried about their job if they reported.<sup>43</sup>
- ▶ Those aged 21 to 34 years were less likely (16.8%) to *disagree* they would be worried about their job if they reported.<sup>44</sup>
- ▶ Those who had worked at the University for 6 to 10 years were more likely (61.9%) and those who had worked at the University for less than one year were less likely (38.9%) to agree they would be worried about their job if they reported.<sup>45</sup>
- ▶ Those who had worked in the sector for 11 to 20 years were more likely (60.6%) and those who had worked in the sector for less than one year were less likely (23.3%) to agree they would be worried about their job if they reported.<sup>46</sup>

**Reporting causes trouble with colleagues**

- ▶ Academic staff were more likely (29.3%) and professional staff and senior staff were less likely (19.4% and 8.7%) to agree that if they reported they would likely be in trouble with their colleagues.<sup>47</sup>

**Feel intimidated to report**

- ▶ Women were more likely (45.0%) than men (34.3%) to agree to feeling intimidated to report.<sup>48</sup>
- ▶ Senior staff were less likely (8.7%) to agree to feeling intimidated to report.<sup>49</sup>
- ▶ Casual staff were more likely (50.6%) and fixed term staff were less likely (35.8%) to agree to feeling intimidated to report.<sup>50</sup>
- ▶ Those who had worked in the sector for 11 to 20 years were more likely (49.4%) and those who had worked in the sector for less than one year were less likely (16.7%) to agree to feeling intimidated to report.<sup>51</sup>

Senior staff had consistently more positive views than their colleagues.

Academic staff, casual staff and women's responses expressed more anxiety around reporting.

Post hoc analysis showed less senior academics had more negative responses to being worried about their job, feeling intimidated to report, that reporting causes trouble with your colleagues and being aware of the Code of Conduct or equivalent policies or procedures.

# QUALITATIVE COMMENTS ON MANAGEMENT AND THE WORKPLACE

## Management

Fifty-six respondents provided negative comments on Flinders University management or leadership, nine respondents commented on poor workplace communication, six described management failing to address poor conduct in the workplace and two described academics having little or no impact on decision making related to academic matters. Eight respondents raised problems with the use of Key Performance Indicators.



“The corporatisation of Universities in Australia is a serious problem that has impacted on academic freedom and generated inappropriate and authoritarian practices from the new ‘business-style’ professional (i.e. admin) staff.”

“Staff and students, as key stakeholders, have little to no power or say anymore. All power rests with senior management who are a cruel caste of their own, and lawless.”

“Overall it is felt that the University currently has a very toxic environment with many senior managers utilising the Uni for personal professional gain rather than what is best for staff, students and the University as a whole.”

“Senior management are busy cutting budgets to increase their bonuses, in response to their KPIs around costs etc, but integrity, morale and the other factors that help to maintain integrity of the institution are pointedly not measured.”

“Management process in my college is dictatorial and micromanaging (and chaotic) - this is ripe for corruption, and people not speaking out”

“Very much a ‘them and us’ situation. Top Exec and professional/normal academic staff”

Thirty-five respondents discussed management’s focus on student fees and income. This was typically in the context of the negative impact this focus has had on University practices and workforce.



“...is a cash cow for Universities. There has been a relentless drive to enrol international students many of whom do not have the English language skills, knowledge or interest to engage with learning.”

“Common complaints from lecturers that they feel pressured to pass students, especially international students, so that the figures look good for the university, and funding is kept at a maximum”



"I have personally witnessed pressure placed on staff to pass full fee-paying international students so they can graduate (even when they have overtly failed the assessment task and not fulfilled criteria). This is a money-making exercise and passing students who should fail is a blight on the University."

"There is pressure to retain students as if university is primarily a business, rather than helping students make decisions which are right for them..."

## Workplace

Forty-three respondents described negative aspects of the workplace, this included a poor office culture, poor morale, work health and safety issues, or other negative aspects of the workplace. Nine respondents discussed limited or poor resources.



"It's a toxic culture that management tries to allay by sending out 'R U OK DAY' emails and offering counselling [redacted] is not a panacea for an 'unsafe workplace'."

"WHS Unit is chronically underfunded, safety is paid lip service."

"It is now an extremely toxic environment within my department, with poor workplace behaviours occurring frequently"

"Dozens of people leave every year through illness gained by the toxic Flinders culture. Psychosocial health hazards are thus rampant at Flinders. It's hard to imagine a more draconian and brutal form of management. Staff are overworked and crushed for daring to protest."

"The lack of infrastructure to support the internal governance processes relating to research is frankly astonishing. By infrastructure I mean systems (including enterprise level systems that 'talk' to each other), data capture and use, and processes along with the support (resources) to keep these systems going."

Eight respondents provided positive comments on their workplace, either referencing good leadership or a good office culture.



"I am very impressed with the values and culture of Flinders University and really enjoy working in it."

Seventeen respondents described working excessive hours, problems with how work capacity was calculated or feeling pressured to work more. Four respondents described problems with pay or being underpaid.



“Casual staff who complain about underpayment of wages or hidden work are routinely not reemployed. Casual staff know that to speak out and protest against wage theft will lead to no further employment. Casuals are routinely underpaid for the real work they do. The same with all staff. Workload models intentionally hide and disguise and disqualify work so that it appears that staff have safe and manageable workloads. It’s a lie and one that staff have repeatedly complained about.”

“The university is in breach of the Enterprise Bargaining Agreement on several counts relating to staff workloads and its use of workload modelling...The Agreement is quite explicit that the University should undertake workload allocation in a transparent, collaborative and fully accountable way.”

“lots of work (that we are expected to do) is counted zero in our workload - this is a form of wage theft”

Nine respondents described colleagues lacking the qualifications or competencies required for their role and five describing having too few staff to do the work required.



“...during the restructure, many others were ‘skills matched’ into positions which have ‘PhD’ listed as an essential criteria, but they aren’t even enrolled in a PhD let alone have one.”

“Administration services, in general, are understaffed and students are disadvantaged as a result.”

Respondents described problems relating to student admission, teaching and grades. Twenty-three respondents discussed students being admitted to courses who were not likely to succeed, 14 described negative aspects of admission to courses and 18 described there were too many students to effectively teach.



“Students failing to meet entry requirements, being allowed entry to course due to pressure to meet recruitment targets. Ongoing enrollment of students who have no likelihood of completing a course...”

“There have been instances of knowingly allowing students with poor English skills to enroll in courses they cannot handle. Instead of adequately preparing students, they are simply rushed in without the skills they need. This is in no-one’s interests.”

“Mass over enrolment for the last 3 years. Particularly international students. Numbers outside accreditation limits but sadly the university only sees dollar signs.”

“Gross scale over enrolment in courses and program that attract higher fee paying students, without reasonable infrastructure, physical, human and financial to support these numbers.”

“Complete disregard for entry requirements. No checking of previous qualifications, recognised prior learning or English language ability. The current stance appears to be: if they can pay, then we will accept them.”

Sixty respondents discussed problems with grading students. This included respondents feeling pressured to pass students irrespective of the students’ abilities, the framework of how grades are to be determined, grades being modified or overwritten to ensure students pass, and students passing degrees or attending work placements without being competent.



“Pressure to grade to a bell curve, and therefore lower passing standards, especially for international students”

“There is pressure not to fail students who have not done the work to an acceptable level, and to continually allow them second and third chances to pass topics and assessments. This is often spoken about as needing to keep ‘bums on seats’.”

“Staff put under pressure to maintain enrolment by inflating grades. Staff who don’t maintain enrolments are under threat of dismissal.”



“A push to provide passing grades for students who have not met the criteria assigned...Encouragement to set easy to pass assessments when not appropriate.”

“Staff have been told by the VC that we as teachers need to give students as many chances as needed to pass the topic. This is of great concern as not all students have the knowledge or skills to work safely [redacted].”

Reflecting these comments, 15 respondents discussed declining course quality or issues with accreditation and seven described problems with students cheating.



“Flinders continues to contravene measures of quality imposed by the professional association and will not do anything to limit the number of international students as they are a major source of revenue.”

“The university’s subsequent disregard for, both, educational quality and its responsibilities to accrediting bodies (including regarding prerequisite / eligibility criteria, english language requirements, etc.) is a serious problem”

“...severe breaches of academic integrity, are largely ignored or not appropriately penalised, sending that message that cheating, collusion, plagiarism & haveing ghost writers for assignments is acceptable practice.”



# QUALITATIVE COMMENTS ON RESEARCH / SCHOLARSHIP AND RESEARCH FUNDING

Fifteen respondents discussed research concerns, such as problems with publishing, breaching research integrity or declining quality of research, PhD supervision or feeling exploited to do research work or other negative comments on research.



“...some academics do seem to publish an astonishing number of papers and receive many citations as well. There does not seem to be a good correlation between these metrics and research quality in many instances.”

“Those who get other researchers (usually more junior) to write their papers and supervisor their higher degree students for them, seem to be protected by the ‘boys club’.”

“I know of a PhD student who was unsupervised for an entire YEAR, when the College in which she was enrolled was ‘reviewed’.”

Five respondents described some form of favouritism in the allocation of grant or other research funding and three described problems of falsified data in grant applications or output. Four respondents discussed problems working with third parties and one raised not fulfilling grant requirements.



“Senior staff are highly likely to give preference their own specific areas of interest when allocating funding and resources”

“The University has a view that government grant funds should be used to ‘make money’ for the university. Govt grants now require a matching contribution and there are times when the University exaggerates the in-kind contributions they will be making in order to attract funds.”

“People apply for and get funding for the same project over and over again, without disclosing this to the funding bodies.”

# CORRUPTION AND INAPPROPRIATE CONDUCT AT FLINDERS UNIVERSITY

## Corruption / inappropriate conduct in the last three years

Respondents were asked if they had personally encountered corruption or inappropriate conduct in the last three years. If a respondent had encountered corruption or inappropriate conduct they were asked to identify the type(s) of conduct by reference to 18 categories.

A total of 49.5%<sup>E</sup> of respondents reported not encountering corruption / inappropriate conduct in the last three years. This is higher than the 45.5% of broader public administration who reported not encountering corruption / inappropriate in the last five years. The difference may be accounted for by the decrease in time frame from five years to three years.

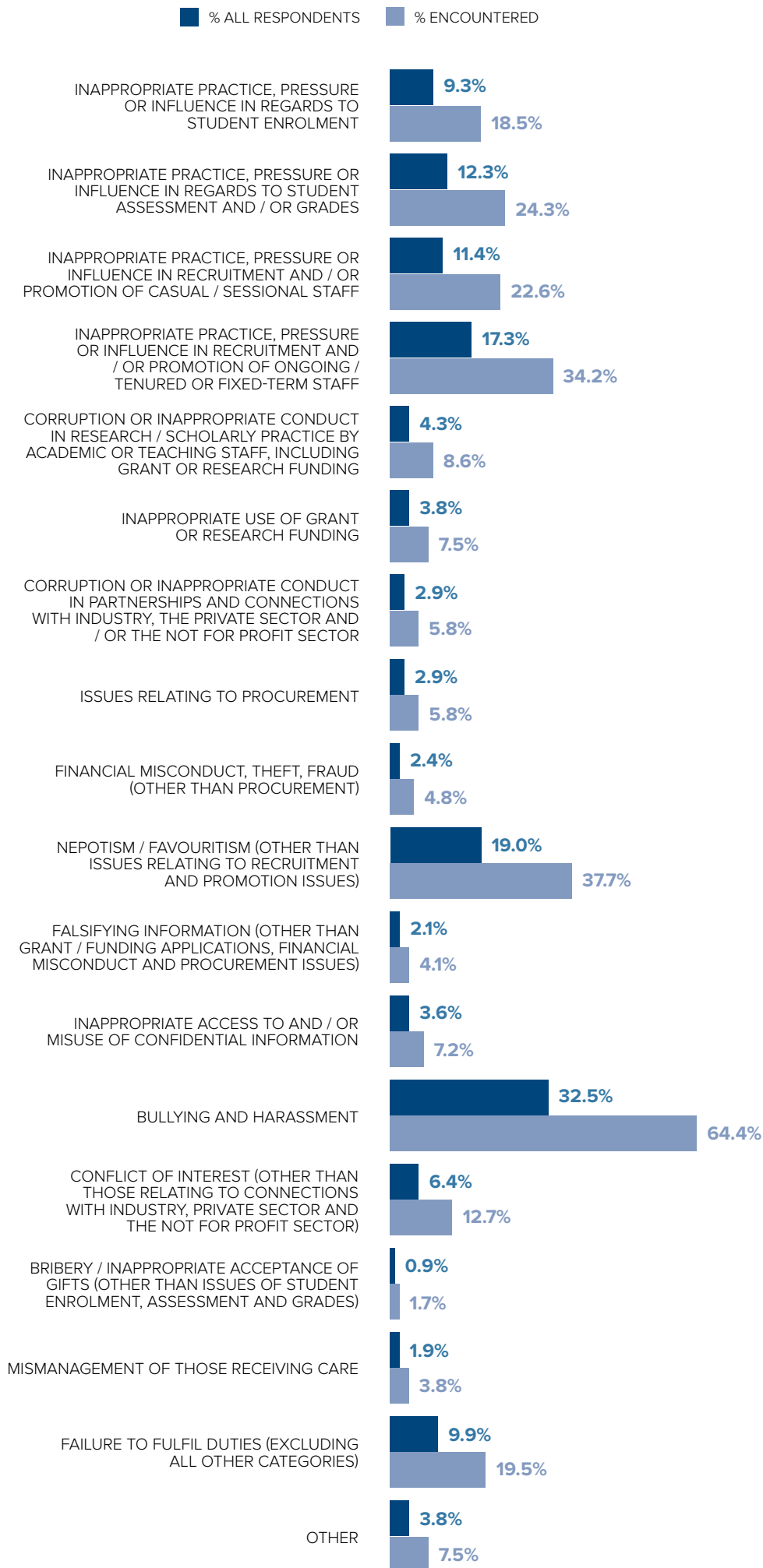
Academic staff were more likely (59.7%) to report encountering some form of corruption / inappropriate conduct as were permanent (54.5%) and casual staff (61.0%). Post hoc analysis showed both less senior academic and less senior professional staff were more likely to report encountering corruption than their more senior peers.

For the purposes of the following figure the conduct encountered is shown both as a proportion of those who identified as having encountered the corruption / inappropriate conduct (% Encountered), and as a proportion of the whole sample (% All respondents). The second measure gives a more realistic perspective of the actual prevalence of corruption / inappropriate conduct across all areas of Flinders University.

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<sup>E</sup> This is calculated excluding 36 respondents who did not select 'Not encountered' but also did not select any of the individual corruption categories.

# ENCOUNTERED CORRUPTION / INAPPROPRIATE CONDUCT



The survey does not assess the frequency, impact or severity of corruption / inappropriate conduct encountered.

Post hoc analyses were performed on the more frequently encountered categories of corruption / inappropriate conduct.

More recently hired staff and those with less experience in the university sector were less likely to report encountering bullying / harassment. Those who had been employed at the University or in the university sector for 6 to 10 years were more likely to report encountering bullying / harassment.

Academic staff were more likely to report encountering issues with student enrolment, particularly less senior academics. Casual staff were also more likely to report encountering issues with student enrolment.

Academic staff and casual staff were more likely to report encountering issues with student assessment and / or grades.

Academic staff were more likely to report encountering issues with the recruitment and / or promotion of ongoing / tenured or fixed term staff.

Less senior professional staff were more likely to report encountering issues with the recruitment and / or promotion of casual / sessional staff.

## QUALITATIVE FEEDBACK

Respondents provided varied qualitative comments about specific forms of poor behaviour and the broader integrity culture at Flinders University.

Fifteen respondents described the University as having what could be described as poor integrity behaviours (hiding problems, putting reputation above resolving problems) or described the organisation as corrupt. Thirty respondents described Flinders University as having limited integrity controls or that these were problematic.



“Public universities that work for the public good are a central pillar of a healthy democratic society. Flinders University no longer serves the public good. It serves the over-paid executives that hold all power. Academic and intellectual freedom rights are being curtailed and stifled by this new form of corporate tyranny, and millions of dollars of tax payer dollars have been wasted shedding hundreds of jobs through sham redundancies.”

“When given separation packages to leave, these staff have had to agree not to express any dissatisfaction with the process and have been instructed to say only that they are happy with the outcome. Failure to comply with this directive means they would have their leaving packages stripped. These are not actions of a fair, honest and defensible management ethos.”

“The University lacks clear cut grants management processes and appropriate training for staff - this has resulted in mismanagement of grants (where managers are not familiar with the ‘fine print’ and spend funds inappropriately, under-deliver on the contracted obligations or report progress that has not actually occurred.”

“in general there is a lack of information regarding procedures and policies around partnerships and managing corruption or inappropriate conduct.”

However, 25 respondents described some form of integrity control, or that integrity was improving, or that the University was pro-integrity or corruption free.



“...policy, procedures, regulations, legislation and codes of conduct are developed to minimize and mitigate the effect of this occurring”

“So far I am very impressed with their induction program which very clearly outlines there is a zero tolerance of harassment, including racism and bullying.”

“The university has a strong integrity framework for its research based on the Code for the Responsible Conduct of Research and its supporting Guides. However, the conflict of interest processes could do with some work.”

When considering specific examples of inappropriate conduct, 52 respondents described bullying / harassment, 34 respondents described some form of favouritism / nepotism (including favouritism in hiring) and 11 had encountered discrimination.



“I can’t even list the amount of examples of corruption, bullying, nepotism and unethical practices that occur at Flinders University.”

“In the past three years a culture of bullying has developed among the senior Executive of the University. This was seen most clearly during a restructure of the professional staff and then the academic staff. There were wide spread accounts of being bullied by Executive Deans and other senior managers in the University.”

“I think a number of staff have accepted that the CMPH culture is a boys club and still thrives on who you went to medical school with...Nepotism and decisions made outside of official meetings seems common.”

“...having endured bullying and racism for over 6 years”

“I have seen family members given positions, even though they are not experienced in the position they have applied for.”

“The nepotism, favouritism and ‘jobs for the boys’ is quite rife.”

Fifteen respondents raised concerns with hiring procedures (outside of favouritism) and 20 respondents discussed problems with work contracts or employment types.



“It seems to be that positions within the workplace are given to persons on a hand shake before interviews for the positions have taken place, and people are placed into positions without the right knowledge and experience for that position and then the position is put up a to higher level even thou the person who received the position has no experience at all, but was recruited within the organisation and candidates that were more qualified not even getting to interview.”



“Senior staff are now commonly recruited without transparent processes in order to buy-in ‘academic talent’.”

“No transparency in the employment of casual academic tutors. No clear selection processes. No effective register of CAT staff. Nepotism is rife. Many with a great deal of work are under qualified. The expectation that one have a degree higher than that being taught is not appropriately followed. There are Bachelor tutors teaching in Masters programs.”

“...harassed me to perform duties that were in [redacted] role description and that were not in my role description...”

Seventeen respondents discussed apparent financial misconduct or misuse (including grant moneys) and four described concerns with procurement and consultancies.



“Inappropriate management of government funds. Under-delivery of contracted obligations. Inappropriate spending and management of funds (lack of connection to grant expenditure guidelines.”

“Lack of transparency in procurement processes - one major division seems to have no accountability for their relationships with providers and carte blanche to spend at will, while other areas are cut back relentlessly. Propping up third parties with prior relationships with management who provide services on campus while locking out others.”

Sixteen respondents raised a failure to follow policies, procedure or legislation. A failure to appropriately declare and manage conflicts of interest was noted by nine respondents and three respondents identified problems in working with or connections to industry or third parties.



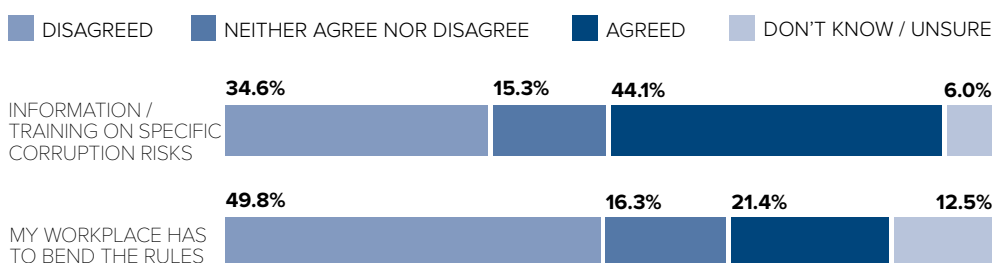
“Breaching the enterprise agreement is routine and management uses fear to prevent staff challenging this state of affairs.”

“Adherence to policy has been poor. Adherence to ordinary processes of workplace integrity and equity has been poor. Procedural fairness in decision making regarding staff has been poor. Transparency is poor.”

“They allowed industry to completely dictate the direction of research, often resulting in completely failed studies, thus wasting money.”

## TRAINING AND BENDING THE RULES

Respondents were asked whether they had received information or training on specific corruption risks and whether their workplace had to 'bend the rules' to achieve its goals.



Fewer Flinders University respondents than in broader public administration agreed they had been provided information or training on corruption risks (44.1% compared to 60%).

Equal proportions of University respondents and those in broader public administration agreed their workplace had to 'bend the rules' (21.4% compared to 22%).

## STATISTICAL FINDINGS

### Information / training on specific corruption risks

- ▶ Men were more likely and women were less likely to agree they had received information / training on specific corruption risks (52.7% and 39.9%).<sup>52</sup>
- ▶ Senior staff were more likely to agree (82.6%) they had received information / training on specific corruption risks.<sup>53</sup>
- ▶ Fixed term staff were more likely (52.3%) and casual staff were less likely (27.1%) to agree they had received information / training on specific corruption risks.<sup>54</sup>
- ▶ Those aged 45 to 54 years were more likely (50.0%) and those aged 21 to 34 years were less likely (25.5%) to agree they had received information / training on specific corruption risks.<sup>55</sup>
- ▶ Those who had worked at the University for less than one year were more likely (55.6%) and those who had worked at the University for 6 to 10 years were less likely (37.2%) to agree they had received information / training on specific corruption risks.<sup>56</sup>
- ▶ Those who had worked in the sector for 6 to 10 years were more likely (43.4%) and those who had worked in the sector for less than one year were less likely (13.3%) to *disagree* they had received information / training on specific corruption risks.<sup>57</sup>

### My workplace has to bend the rules

- ▶ Academic staff were more likely (29.9%) and senior staff were less likely (4.3%) to agree their workplace has to bend the rules to achieve its goals.<sup>F,58</sup>
- ▶ Fixed term staff were less likely (14.5%) to agree their workplace has to bend the rules to achieve its goals.<sup>59</sup>

Post hoc analyses showed differences between more senior academic and professional staff and their less senior counterparts. For academic staff, 37.4% of less senior and 56.1% of more senior staff agreed they had received information / training on specific corruption risks. For professional staff, 39.8% of less senior and 49.7% of more senior staff agreed they had received information / training.

The training need of less senior staff and casual staff, who may still encounter corruption and have access to sensitive information or secure systems should be considered.

Post hoc analysis showed less senior academic staff were also more likely to agree their workplace has to bend the rules.

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<sup>F</sup> Note, for statistical reasons this excluded 'Don't know / not sure' responses.



## Corruption / inappropriate conduct vulnerability

A total of 42.5% of respondents answered 'Yes' their organisation was vulnerable to corruption / inappropriate conduct, 21.1% answered 'No' and 36.5% answered 'Don't know / not sure'.

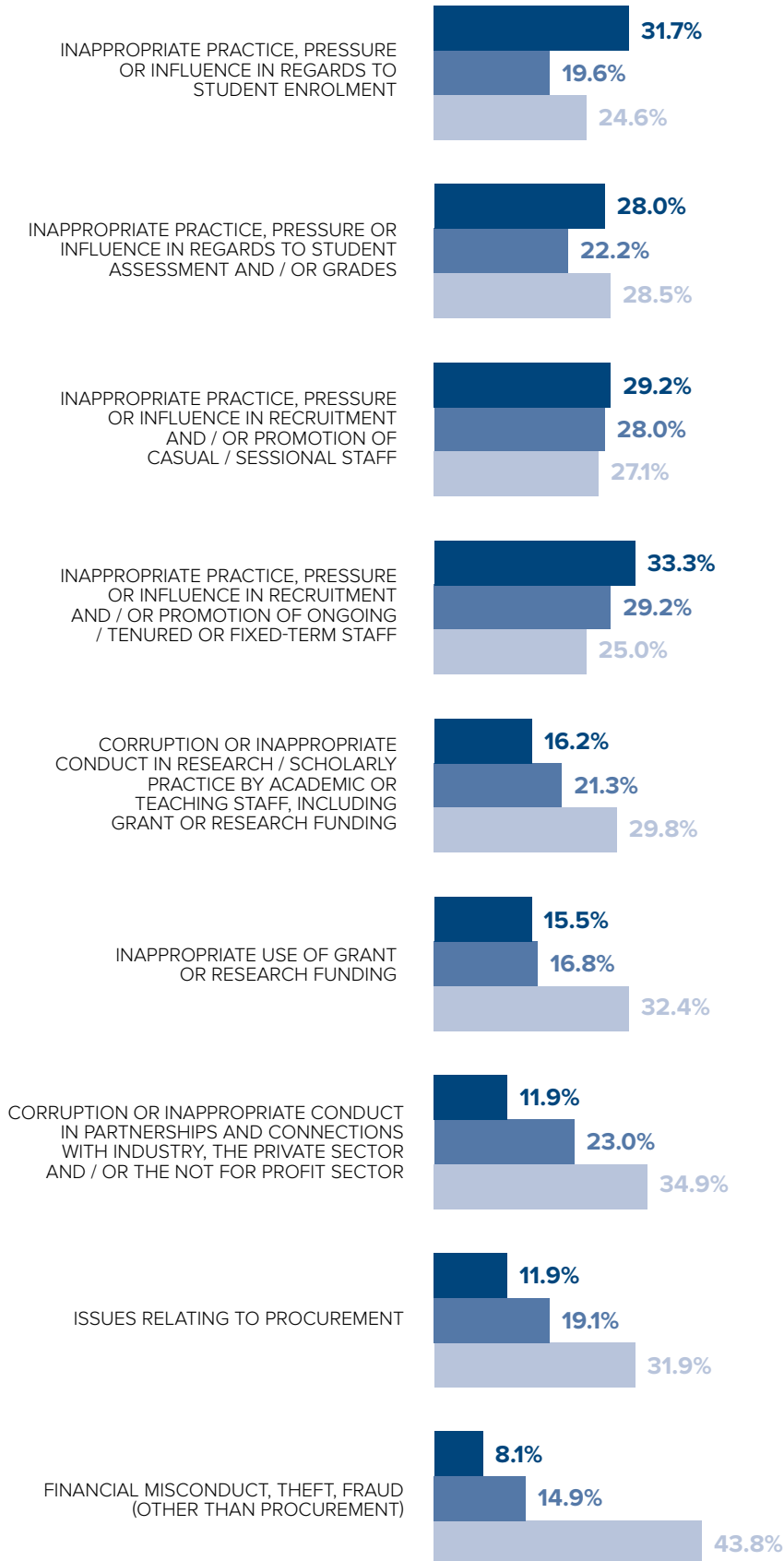
Academic staff were more likely to agree the University was vulnerable to corruption / inappropriate conduct (50.4% of academic staff compared to 26.1% of senior staff and 36.9% of professional staff). Permanent staff, casual staff and longer term workers at the University were also more likely to agree Flinders University was vulnerable to corruption / inappropriate conduct.

Those who agreed the University was vulnerable could then review a list of 18 categories of corruption / inappropriate conduct and state how vulnerable they felt the organisation was, from 'Not at all vulnerable', 'Somewhat vulnerable', 'Moderately vulnerable', 'Highly vulnerable', 'Extremely vulnerable' or 'Not Applicable'. The categories of 'Highly' or 'Extremely vulnerable' have been combined in the following table and 'Not at all vulnerable' and 'Not Applicable' are not shown. Hence, the percentages will not equal 100%.

As shown in the following graph, respondents have identified broad areas of vulnerability, particularly bullying and harassment, nepotism / favouritism, student enrolment and assessment, and recruitment and promotion. Other areas of potentially high vulnerability includes conflicts of interest and inappropriate access to and / or misuse of confidential information.

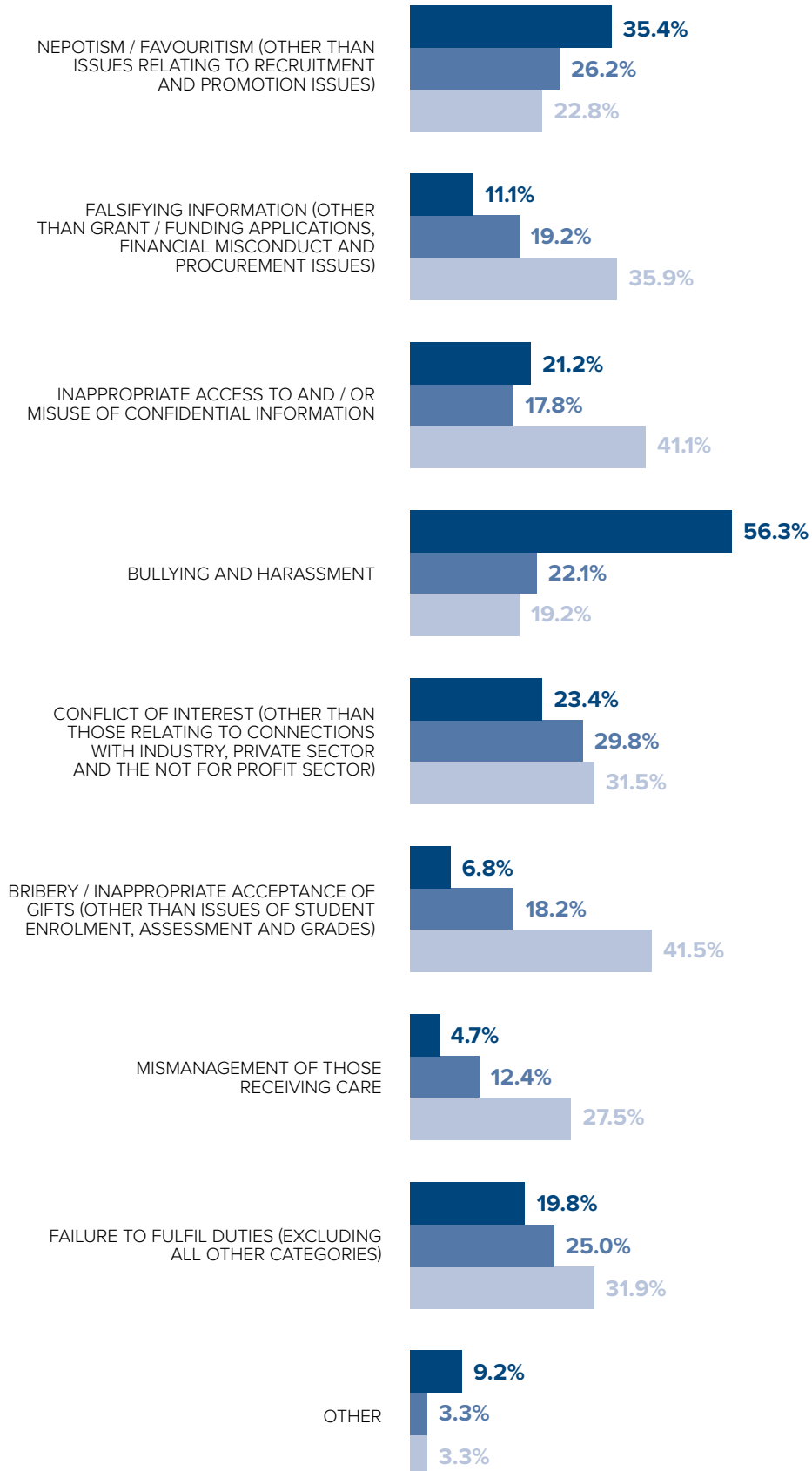
## VULNERABILITY TO CORRUPTION / INAPPROPRIATE CONDUCT

■ SOMEWHAT VULNERABLE ■ MODERATELY VULNERABLE ■ HIGHLY OR EXTREMELY VULNERABLE



# VULNERABILITY TO CORRUPTION / INAPPROPRIATE CONDUCT CONT.

■ SOMEWHAT VULNERABLE ■ MODERATELY VULNERABLE ■ HIGHLY OR EXTREMELY VULNERABLE



## Generic or shared login details

Respondents were asked whether their workplace had databases or systems storing sensitive information, such as financial data or people's personal details, which could be accessed with generic or shared login details. A total of 22.0% replied 'Yes', 58.9% answered 'No' and 19.1% answered 'Not Applicable'.

## Verification of qualifications

Respondents were asked whether as part of the recruitment for their current job, they had to provide evidence of their qualifications. The vast majority of respondents replied 'Yes' (85.3%). The remaining responses were 8.8% 'No' and 6.0% 'Not Applicable'. 'No' was a more common response for professional staff (13.0% of professional staff compared to 4.1% of academic staff and 4.3% of senior staff).

# COLLEGE AND PORTFOLIO DIFFERENCES

Respondents were able to select the Flinders University College or Portfolio ('Office') in which they worked.

<b>TABLE 2. FLINDERS UNIVERSITY SECTIONS</b>	<b>N*</b>	<b>%†</b>
College of Business, Government and Law	39	5.7
College of Medicine and Public Health	126	18.4
College of Education, Psychology and Social Work	63	9.2
College of Nursing and Health Sciences	98	14.3
College of Humanities, Arts and Social Sciences	41	6.0
College of Science and Engineering	63	9.2
Office of the Deputy Vice Chancellor Students (Covering Student Administrative Services; Student Recruitment; Centre for Innovation and Learning in Teaching; Health, Counselling and Disability Services; Office of Indigenous Strategy and Engagement)	50	7.3
Office of the Deputy Vice Chancellor Research (Covering Research Development and Support; Office of Graduate Research)	24	3.5
Office of the Vice President Corporate Services (Covering Information and Digital Services; Property, Facilities and Development; People and Culture; Finance and Procurement Services; Flinders Library; Flinders Living)	112	16.4
Office of the Vice Chancellor and Others (Covering Finders International Services; Legal, Governance and Risk; Office of Communication, Marketing and Engagement; NVI; Office of the VC)	58	8.5
Other‡	11	1.6

\* As no questions were mandatory the number of respondents in specific demographic categories is smaller than the total of all responses.

† Percentages are calculated on the total number of respondents who responded to that particular question

‡ This category was excluded from analyses.

While the smaller numbers in each College or Portfolio may preclude some analyses, some differences between sections were tested for.

## ICAC

- Respondents in the Office of the Deputy Vice-Chancellor Research, Office of the Vice-President Corporate Services, Office of the Vice-Chancellor and Others were more likely (79.2%, 75.0% and 79.3%) and respondents in the College of Humanities, Arts and Social Sciences were less likely (47.5%) to agree they had heard of ICAC.
- Respondents in the Office of the Vice-President Corporate Services were more likely (66.4%) and respondents from the College of Humanities, Arts and Social Sciences were less likely (29.4%) to agree they had reporting obligations to ICAC / OPI.

## Internal reporting and attitudes

Not all attitude questions were tested for differences between Colleges and Portfolios.

- While not reaching statistical significance a smaller proportion of respondents in the College of Business, Government and Law (57.1%) agreed they would be willing to report internally.
- Respondents in the College of Humanities, Arts and Social Sciences were more likely (27.3%) and respondents in the Office of the Vice-President Corporate Services and Office of the Vice-Chancellor and Others were less likely (5.6% and 3.6%) to agree their organisation discouraged reporting.<sup>60</sup>
- Respondents in the Office of the Vice-President Corporate Services and Office of the Vice-Chancellor and Others were more likely (33.0% and 34.5%) to agree their organisation had adequate protections for those who report. Respondents in the College of Humanities, Arts and Social Sciences were more likely to *disagree* (39.4%).<sup>61</sup>
- While not reaching statistical significance, the College of Humanities, Arts and Social Sciences and the College of Education, Psychology and Social Work had lower proportions of staff agreeing (20.6% and 23.2%) they had been provided information about reporting.
- While not reaching statistical significance, the College of Business, Government and Law had a lower proportion of staff (31.4%) agreeing there were policies and procedures for reporting.
- While not reaching statistical significance, the College of Business, Government and Law had a notably higher proportion of staff (54.3%) agreeing they were confused about what to report.
- While not reaching statistical significance, the College of Science and Engineering had a lower proportion of staff (17.9%) agreeing they were confident that action would be taken on a report.
- Respondents in the College of Humanities, Arts and Social Sciences were more likely (58.8%) and respondents in the Office of the Vice-Chancellor and Others were less likely (23.6%) to agree their organisation places reputation over addressing problems.<sup>62</sup>
- While not quite reaching statistical significance the Office of the Vice-President Corporate and the College of Medicine and Public Health had a higher proportion of staff (60.7% and 61.9%) agreeing and the College of Business, Government and Law had a lower proportion of staff (37.1%) agreeing they were aware of the Code of Conduct or equivalent policies / procedures.

- Respondents in Office of the Deputy Vice-Chancellor Research and the Office of the Vice-Chancellor and Others were more likely (71.4% and 63.6%) and respondents in the College of Humanities, Arts and Social Sciences and the College of Science and Engineering were less likely (32.4% and 35.1%) to *disagree* their organisation was required to bend the rules.<sup>63</sup>
- Respondents in the College of Humanities, Arts and Social Sciences were more likely (36.4%) and respondents in the Office of the Vice-Chancellor and Others were less likely (0.0%) to agree they knew someone who had suffered negative consequences from reporting.<sup>64</sup>
- Respondents in the College of Business, Government and Law and the College of Nursing and Health Sciences were more likely (40.0% and 32.2%) and those in the Office of the Vice Chancellor and Others were less likely (12.7%) to agree that reporting causes trouble with your colleagues.<sup>65</sup>
- Respondents in the College of Nursing and Health Sciences were more likely (51.7%) and respondents in the Office of the Vice-Chancellor and Others were less likely (29.1%) to agree they were intimidated to report.<sup>66</sup>

## Corruption<sup>6</sup>

- While just slightly outside of statistical significance respondents in the College of Nursing and Health Sciences and the College of Humanities, Arts and Social Sciences were more likely (60.0% and 69.0%) and respondents in Office of the Vice-President Corporate Services and the Office of the Vice-Chancellor and Others were less likely (39.0% and 40.4%) to report encountering corruption / inappropriate conduct. This excluded those respondents who did not select 'Not encountered corruption' but also did not select any of the individual corruption categories.
- While not reaching statistical significance a higher proportion of respondents in the College of Education, Psychology and Social work, and the College of Humanities, Arts and Social Sciences (55.4% and 56.3%) agreed their organisation was vulnerable to corruption / inappropriate conduct.
- Respondents in the College of Education, Psychology and Social Work and the College of Nursing and Health Sciences were more likely (48.1% and 45.8%) to agree they had encountered corruption / inappropriate conduct in relation to student enrolment.<sup>67</sup>
- Respondents in the College of Education, Psychology and Social Work, the College of Business, Government and Law, and the College of Nursing and Health Sciences were more likely (51.9%, 44.4% and 39.6%) and the College of Medicine and Public Health were less likely (12.2%) to agree they had encountered corruption / inappropriate conduct in relation to student assessment and grades.<sup>68</sup>
- Respondents in the College of Medicine and Public Health were more likely (53.1%) and respondents in the College of Science and Engineering and the Office of the Vice-Chancellor and Others were less likely (22.6% and 9.5%) to agree they had encountered corruption / inappropriate conduct in relation to nepotism / favouritism.<sup>69</sup>

<sup>6</sup> Note, differences between sections are based on those respondents who had 'encountered' corruption / inappropriate conduct.

## Specific risks of corruption and inappropriate conduct

- Respondents in the College of Nursing and Health Sciences were more likely (29.9%) to agree there were databases or systems storing sensitive information which could be accessed with generic or shared login details.<sup>70</sup>

Public officers in the varied Offices of the Vice-Chancellor had more positive responses than public officers in Colleges. In particular, respondents in the Office of the Vice-Chancellor and Others frequently provided more positive responses on a range of questions.

On a number of points, the College of Humanities, Arts and Social Sciences had less positive responses, including being more likely to have encountered corruption or inappropriate conduct, thinking reporting was discouraged and more likely to think the University places its reputation over addressing problems. Other areas with more negative responses included those from the College of Business, Government and Law, typically in relation to reporting. Respondents from the College of Nursing and Health Sciences were more likely to indicate they have encountered particular forms of corruption and inappropriate conduct and to have concerns regarding reporting.



The conclusions reached in the public report are pertinent and should be considered by Flinders University management.

A key point is that responses are not homogenous and that different patterns of behaviour and integrity risks exist across the varied sections of the University. However, there are some general trends that can be observed across the organisation.

Academic staff, particularly less senior academics, consistently held less positive views across all topics considered by this survey. Academic staff were also more likely to indicate encountering corruption / inappropriate behaviour.

Senior staff consistently had more positive views across survey topics. There was a disconnect between senior staff, and sometimes senior academic and professional staff views, and those they are charged to lead.

The quantitative data shows large proportions of Flinders University staff may be confused about what to report, uncertain how to report and what reporting behaviours may be expected of them. There is anxiety around reporting and concerns as to whether staff could report safely and if this would trigger an appropriate response. Large proportions of staff agreed that Flinders University would place its reputation over addressing problems.

These themes were supported by the qualitative comments, which raised concerns about experiences with reporting internally, the utility of reporting and the safety of reporting.

Of those who had previously reported internally, a clear majority were dissatisfied with the process, felt uninformed and that they were not taken seriously. Dissatisfaction with the process also seemed to have negatively impacted on their willingness to report in the future.

Qualitative feedback also raised numerous concerns with management and leadership, declining teaching standards, admitting students who are unlikely to succeed and various pressures to adjust or provide easier grades for these students to pass. When considering the comments as a whole, these problems were directly or indirectly connected to a focus on student fees and income.

Areas of encountered corruption / inappropriate conduct and vulnerability to such conduct was typically bullying / harassment, nepotism / favouritism, inappropriate practices in recruitment and promotion, and inappropriate practices in student assessment and / or grades.

Awareness of ICAC and awareness of university public officers' reporting obligations was low.

## Appendix one: Question wording

QUESTION TOPIC	SPECIFIC WORDING	RESPONSE SCALE
<b>RESPONDENTS</b>		
<b>Gender</b>	Do you identify as a particular gender? (remembering no questions are mandatory)	Female; Male; I do not identify as a gender; Other (if you wish, please describe in the field below)
<b>Age</b>	What is your age?	20 years and under; 21-34; 35-44; 45-54; 55 years and above
<b>Workplace</b>	Where do you work? (remembering ICAC cannot identify you and your data will not be passed on).  If you work in multiple universities and / or in multiple roles within a university, please answer the following questions in relation to the university and role where you spend the most time. Please only complete the survey once.	The University of Adelaide; the University of South Australia; Flinders University
<b>Work</b>	What College or Portfolio ('Office') do you predominantly work in? (If you are employed by Portfolio but predominantly work in or support a College, please select the College you work in. Remember no questions are mandatory.)	College of Business, Government and Law; College of Medicine and Public Health; College of Education, Psychology and Social Work; College of Nursing and Health Sciences; College of Humanities, Arts and Social Sciences; College of Science and Engineering; Office of the Deputy Vice Chancellor Students (Covering Student Administrative Services; Student Recruitment; Centre for Innovation and Learning in Teaching; Health, Counselling and Disability Services; Office of Indigenous Strategy and Engagement); Office of the Deputy Vice Chancellor Research (Covering Research Development and Support; Office of Graduate Research); Office of the Vice President Corporate Services (Covering Information and Digital Services; Property, Facilities and Development; People and Culture; Finance and Procurement Services; Flinders Library; Flinders Living); Office of the Vice Chancellor and Others (Covering Finders International Services; Legal, Governance and Risk; Office of Communication, Marketing and Engagement; NVI; Office of the VC); Other
<b>Role</b>	How would you describe the level of your current role?	Academic levels A to C (Tutor / Associate Lecturer through to Senior Lecturer and Senior Research Fellow); Academic level D or above (Associate Professor, Professor, Pro Vice Chancellor, Executive Dean, Deputy Vice Chancellor, Registrar); Other Academic position; HEO1 to HEO6; HEO7 to HEO10; Senior Manager / Senior Staff or above; Other Professional position

QUESTION TOPIC	SPECIFIC WORDING	RESPONSE SCALE
<b>Employment</b>	How would you describe your current employment?	Permanent / tenured / ongoing; Fixed term (minimum one year contract); Casual / sessional / short fixed term (less than one year contract)
<b>Time with the university</b>	How long have you worked with this university?	Less than 1 year; 1-5 years; 6-10 years; 11-20 years; More than 20 years
<b>Time in the sector</b>	How long have you worked in tertiary education?	Less than 1 year; 1-5 years; 6-10 years; 11-20 years; More than 20 years
<b>AWARENESS OF THE ICAC AND THE OPI</b>		
<b>Aware of the OPI</b>	Have you heard of the Office for Public Integrity?	Yes; No; Don't know / not sure
<b>Aware of the ICAC</b>	Had you heard of South Australia's Independent Commissioner Against Corruption (ICAC) before receiving this survey?	Yes; No; Don't know / not sure
<b>PERCEPTIONS OF THE ICAC</b> (Questions were presented in randomised order)		
<b>ICAC decisions are made free from interference</b>	ICAC's decisions are made without interference from any person or agency	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>ICAC is trustworthy</b>	ICAC is trustworthy	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Important for ICAC to have appropriate power</b>	It is important that ICAC has the power to effectively address high level corruption and inappropriate conduct	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Important to have the ICAC</b>	It is important that South Australia has an ICAC	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>ICAC treats people fairly</b>	ICAC treats people fairly	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>REPORTING TO THE ICAC AND THE OPI</b>		
<b>Have reporting obligations to the ICAC / OPI</b>	Anyone working with or for the university is required to report corruption or inappropriate conduct to the Office for Public Integrity / Independent Commissioner Against Corruption	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Willing to report to the ICAC / OPI</b>	If I encountered corruption or inappropriate conduct I think I would report this to the Office for Public Integrity / Independent Commissioner Against Corruption	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>REPORTING INTERNALLY</b>		
<b>Willing to report internally</b>	If I encountered corruption or inappropriate conduct I think I would report this to someone inside my organisation	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>My organisation discourages reporting</b>	My organisation discourages reporting	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>My organisation provides information about reporting</b>	My organisation provides information about reporting	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>My organisation has policies / procedures for reporting</b>	My organisation has policies and procedures for reporting	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure

QUESTION TOPIC	SPECIFIC WORDING	RESPONSE SCALE
<b>Confused about what to report</b>	I'm confused about what conduct should be reported	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Confident my organisation would take action</b>	If I make a report in my organisation, I am confident that appropriate action would be taken	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>My organisation places reputation over addressing the problem</b>	My organisation prioritises maintaining its reputation over appropriately addressing problems	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Consider negative consequences to the organisation before reporting</b>	It is important to consider the potential negative consequences to your organisation before reporting	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Adequate protections for those who report</b>	I feel there are adequate protections in my organisation for those who have reported	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>EXPERIENCES WITH REPORTING INTERNALLY</b>		
<b>Have reported</b>	Have you previously reported corruption or inappropriate conduct to someone inside your current university?	Yes; No
<b>Whom reported to</b>	For the most recent occasion where you reported corruption or inappropriate conduct who did you report to? (select as many as apply)	Supervisor or Manager; Head of Department, School, College, Faculty etc; Human Resources; Other (please describe); Not certain / can't remember
<b>The following questions were presented in a randomised order:</b>		
<b>How would you describe this most recent report?</b>		
<b>Informed</b>	I was informed of the process that would occur	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Anonymity</b>	My anonymity was maintained	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Looked into</b>	My report was looked into	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Serious</b>	I feel my organisation took my report seriously	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Satisfaction</b>	I was satisfied with the process	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>ATTITUDES TO REPORTING</b>		
<b>Code of Conduct</b>	I am confident I know what is required of me under my Code of Conduct or equivalent organisation policies and procedures	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Report with clear evidence</b>	In general, corruption or inappropriate conduct should only be reported when you have clear evidence	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Not serious it's ok not to report</b>	If corruption or inappropriate conduct is not too serious it's ok not to report it	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure

QUESTION TOPIC	SPECIFIC WORDING	RESPONSE SCALE
<b>Prefer anonymity</b>	If I was reporting I'd prefer to remain anonymous	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Know of others who had experienced negative consequences from reporting</b>	I know of others who have had negative consequences when they have reported within my organisation	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Worried about their job</b>	If I reported I would be worried about my job	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Reporting causes troubles with colleagues</b>	If I reported I would likely be in trouble with my colleagues	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Not responsibility to report</b>	It's not my responsibility to report	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>Feel intimidated to report</b>	I would feel intimidated to report	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>CORRUPTION / INAPPROPRIATE CONDUCT ENCOUNTERED IN THE LAST THREE YEARS</b>		
<b>Corruption / inappropriate conduct encountered in the last three years</b>	In your work for this university have you personally encountered any of the following corruption or in the last <b>three years?</b> (There will be an opportunity to provide detailed qualitative feedback on your experiences later in the survey.)	Selected; Not selected (list of different forms of corruption / inappropriate conduct)
<b>Information / Training on specific corruption risks</b>	My organisation has provided me with information / training on specific corruption risks, such as conflicts of interest, procurement risks, information security etc.	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>My workplace has to bend the rules</b>	My workplace sometimes has to bend the rules to achieve its goals	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
<b>SPECIFIC RISKS</b>		
<b>Vulnerability to corruption</b>	Considering your current workplace's practices and policies, how vulnerable do you think your workplace is to the following corruption or inappropriate conduct?	Not at all vulnerable; Somewhat vulnerable; Moderately vulnerable; Highly vulnerable; Extremely vulnerable; Not Applicable (List of different forms of corruption / inappropriate conduct)
<b>Qualitative feedback</b>	Please provide any further comments you would like to make or concerns you may have regarding corruption or inappropriate conduct within your university in the last three years on the topics below. Remember, no questions are mandatory but this is an opportunity to have your say if you wish to do so: (Please note there is a 10,000 character limit for each response, the equivalent of approximately two A4 pages of text.)	
	Inappropriate conduct or practices relating to student enrolment, assessment and grades	(Open text)

QUESTION TOPIC	SPECIFIC WORDING	RESPONSE SCALE
	Inappropriate conduct or practices relating to research / scholarly practice, grant / funding applications and use of those funds	(Open text)
	The workplace culture regarding reporting and addressing corruption or inappropriate conduct	(Open text)
	Inappropriate conduct or practices within the university's corporate areas, management and administration	(Open text)
	Inappropriate conduct or practices relating to partnerships and connections with industry, the private sector and not for profit sector, including relevant conflicts of interest	(Open text)
	Any other comments you would like to make on corruption or inappropriate conduct within your workplace	(Open text)
SPECIFIC RISKS		
<b>Generic or shared login details</b>	Does your workplace have any databases or systems storing sensitive information, such as people's personal details or financial data, which can be accessed with generic or shared login details?	Yes; No; Not Applicable
<b>Evidence of qualifications</b>	As part of your recruitment for your current job, did you have to provide evidence of your qualifications?	Yes; No; Not Applicable
OTHER		
<b>Other</b>	Do you have any other comments you would like to make regarding the points raised in this survey?	(Open text)

## Appendix two: Statistical results

- 1 Statistical tests in this report are typically chi-square tests for independence. Response categories of 'Strongly Agree' and 'Agree' were combined to 'Agree' and responses categories of 'Strongly Disagree' and 'Disagree' were combined to 'Disagree'. The chi-square test shows whether there are significant differences in responses between demographic groups. These differences may exist in any of the 'Agree', 'Don't know / not sure' or 'Disagree' response categories. For brevity significant differences on 'Agree' responses are typically shown in the report. Where a difference did not exist in the 'Agree' category but did exist in the 'Don't know / not sure' or 'Disagree' category then this will be highlighted in the text. For roles in the university, 'Academic levels A to C', 'Academic Levels D or above' and 'Other Academic position' were combined into 'Academic'. 'HEO1 to HEO6', 'HEO7 to HEO10' and 'Other Professional position' were combined into 'Professional' and 'Senior Manager / Senior Staff or above' was relabelled as 'Senior'. Only results which were statistically significant are reported. Not all questions were subject to statistical analysis of demographic differences. As some respondent's demographic information is missing, the percentage agreeing or disagreeing to this question may differ slightly for each specific demographic test, typically plus or minus 0.1%. Due to the differences being so small, for ease of reading the revised percentages of agreement or disagreement to each question are not shown. Effect size is calculated as phi divided by the square root of the degrees of freedom (guidelines of .1 small effect, .3 medium effect, .5 large effect size). Correlations used were Spearman rho, two-tailed. For calculating correlations, 'Don't know / not sure' responses were temporarily suppressed. A positive correlation shows that as responses increase in one question, responses will also tend to increase in the correlated question. A negative correlation shows that as a response increases in one question, responses will also tend to decrease in the correlated question. The 'strength' of a correlation is shown in the 'r' score. This score ranges from r=.00, no relationship at all, to r=1.0, a perfectly matching relationship. Only correlations of medium (r=.30 to .49) or large (r=.50 to .1.0) are reported.
- 2  $\chi^2(6) = 52.2, p < .001, \phi = .277$  (large effect size)
- 3  $\chi^2(8) = 23.1, p < .01, \phi = .184$  (large)
- 4  $\chi^2(8) = 30.1, p < .001, \phi = .211$  (large)
- 5 Respondents who were not aware of ICAC were provided a brief summary of the ICAC and OPI's function prior to answering this question.
- 6  $\chi^2(12) = 25.6, p < .05, \phi = .205$  (large)
- 7  $\chi^2(3) = 18.0, p < .001, \phi = .173$  (medium)
- 8  $\chi^2(12) = 21.6, p < .05, \phi = .188$  (large)
- 9  $\chi^2(3) = 19.5, p < .001, \phi = .179$  (medium)
- 10  $\chi^2(6) = 24.4, p < .001, \phi = .199$  (medium)
- 11  $\chi^2(6) = 21.2, p < .01, \phi = .186$  (medium)
- 12  $\chi^2(12) = 42.2, p < .001, \phi = .262$  (large)
- 13  $\chi^2(12) = 21.5, p < .05, \phi = .188$  (large)
- 14  $\chi^2(6) = 20.8, p < .01, \phi = .184$  (medium)
- 15  $\chi^2(12) = 25.0, p < .05, \phi = .201$  (large)
- 16  $\chi^2(6) = 12.7, p < .05, \phi = .144$  (medium)
- 17  $\chi^2(3) = 9.4, p < .05, \phi = .125$  (small)
- 18  $\chi^2(6) = 18.4, p < .01, \phi = .174$  (medium)
- 19  $\chi^2(6) = 21.9, p = .001, \phi = .189$  (medium)
- 20  $\chi^2(6) = 21.1, p < .01, \phi = .185$  (medium)
- 21  $\chi^2(12) = 39.7, p < .001, \phi = .254$  (large)
- 22  $\chi^2(12) = 29.0, p < .01, \phi = .218$  (large)
- 23  $\chi^2(6) = 25.0, p < .001, \phi = .202$  (medium)
- 24  $\chi^2(6) = 14.0, p < .05, \phi = .151$  (medium)
- 25  $\chi^2(12) = 27.5, p < .01, \phi = .211$  (large)
- 26  $\chi^2(12) = 24.3, p < .05, \phi = .200$  (large)
- 27  $\chi^2(6) = 55.6, p < .001, \phi = .301$  (large)
- 28  $\chi^2(6) = 18.1, p < .01, \phi = .171$  (large)
- 29  $\chi^2(12) = 44.6, p < .001, \phi = .269$  (large)
- 30  $\chi^2(12) = 26.4, p < .01, \phi = .208$  (large)
- 31  $\chi^2(6) = 13.6, p < .05, \phi = .149$  (medium)
- 32  $\chi^2(6) = 16.1, p < .05, \phi = .162$  (medium)
- 33  $\chi^2(9) = 27.9, p = .001, \phi = .213$  (large)
- 34  $\chi^2(12) = 30.2, p < .01, \phi = .222$  (large)
- 35  $\chi^2(3) = 8.2, p < .05, \phi = .117$  (small)
- 36  $\chi^2(4) = 25.4, p < .001, \phi = .206$  (medium). This excluded 'Don't know / not sure' responses.
- 37  $\chi^2(6) = 20.5, p < .01, \phi = .183$  (medium)
- 38  $\chi^2(6) = 17.9, p < .01, \phi = .171$  (medium)
- 39  $\chi^2(12) = 35.7, p < .001, \phi = .241$  (large)
- 40  $\chi^2(12) = 25.5, p < .05, \phi = .204$  (large)
- 41  $\chi^2(3) = 7.8, p = .05, \phi = .113$  (small)
- 42  $\chi^2(6) = 32.9, p < .001, \phi = .231$  (large)
- 43  $\chi^2(6) = 17.8, p < .01, \phi = .170$  (medium)
- 44  $\chi^2(9) = 20.9, p < .05, \phi = .185$  (large)
- 45  $\chi^2(12) = 21.0, p = .05, \phi = .184$  (large)
- 46  $\chi^2(12) = 28.4, p < .01, \phi = .216$  (large)
- 47  $\chi^2(6) = 20.5, p < .01, \phi = .183$  (medium)
- 48  $\chi^2(3) = 13.8, p < .01, \phi = .151$  (small)
- 49  $\chi^2(6) = 19.0, p < .01, \phi = .176$  (medium)
- 50  $\chi^2(6) = 17.3, p < .01, \phi = .167$  (medium)
- 51  $\chi^2(12) = 27.0, p < .01, \phi = .210$  (large)
- 52  $\chi^2(3) = 10.0, p < .05, \phi = .129$  (small)
- 53  $\chi^2(6) = 15.9, p < .05, \phi = .161$  (medium)
- 54  $\chi^2(6) = 23.3, p = .001, \phi = .195$  (medium)
- 55  $\chi^2(9) = 22.3, p < .01, \phi = .191$  (large)
- 56  $\chi^2(12) = 27.5, p < .01, \phi = .212$  (large)
- 57  $\chi^2(12) = 35.3, p < .001, \phi = .241$  (large)
- 58  $\chi^2(4) = 13.8, p < .01, \phi = .160$  (medium)
- 59  $\chi^2(6) = 22.4, p = .001, \phi = .191$  (medium)
- 60  $\chi^2(27) = 46.4, p < .05, \phi = .277$  (large)
- 61  $\chi^2(27) = 43.7, p < .05, \phi = .269$  (large)
- 62  $\chi^2(27) = 57.4, p = .001, \phi = .308$  (large)
- 63  $\chi^2(27) = 40.6, p < .05, \phi = .259$  (large)
- 64  $\chi^2(27) = 57.2, p = .001, \phi = .308$  (large)
- 65  $\chi^2(27) = 40.6, p < .05, \phi = .259$  (large)
- 66  $\chi^2(27) = 43.4, p < .05, \phi = .267$  (large)
- 67  $\chi^2(9) = 58.8, p < .001, \phi = .454$  (large)
- 68  $\chi^2(9) = 43.7, p < .001, \phi = .392$  (large)
- 69  $\chi^2(9) = 19.3, p < .05, \phi = .260$  (large)
- 70  $\chi^2(18) = 35.8, p < .01, \phi = .255$  (large)

