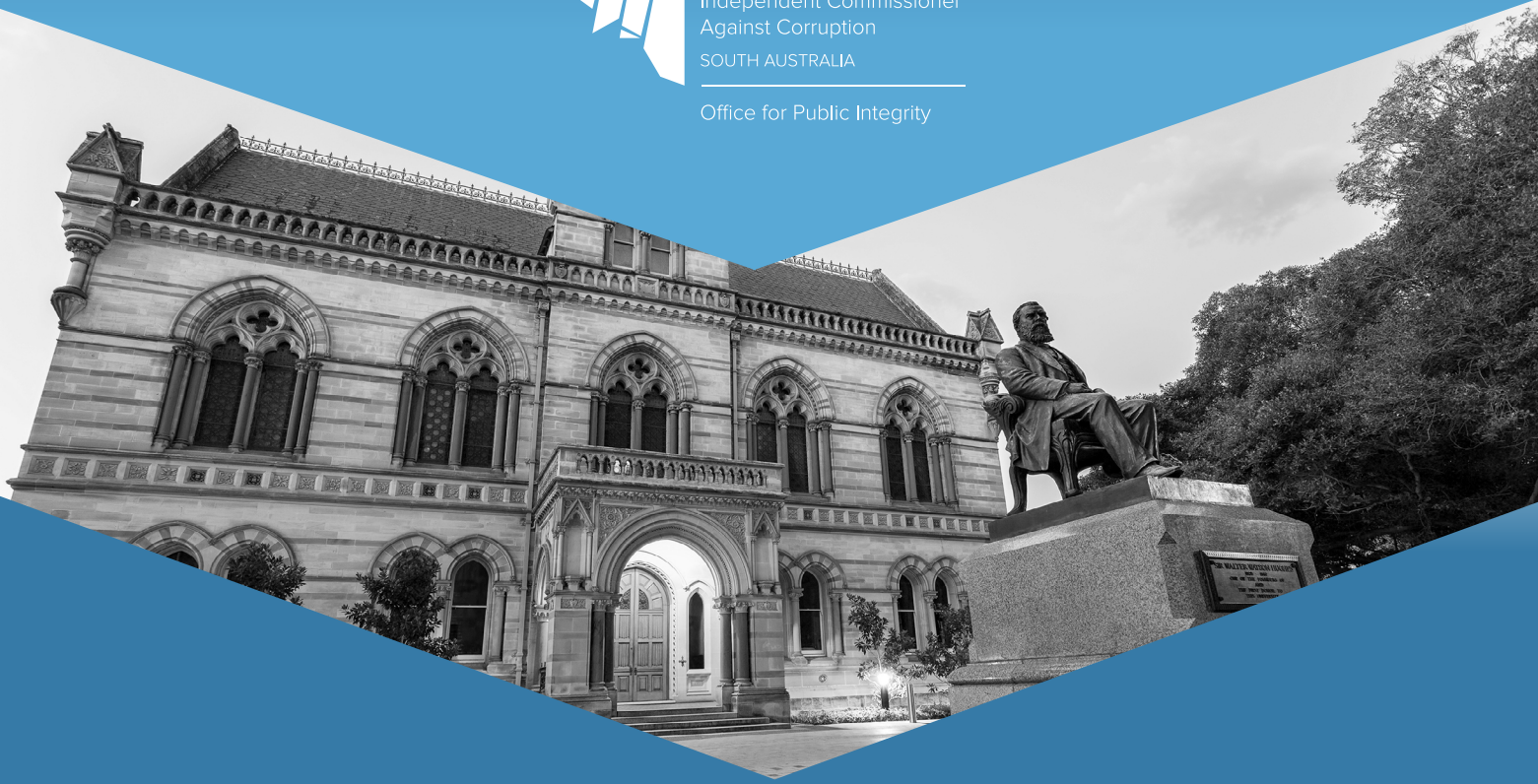




ICAC•OPI

Independent Commissioner
Against Corruption
SOUTH AUSTRALIA

Office for Public Integrity



ICAC UNIVERSITY INTEGRITY SURVEY 2020

THE UNIVERSITY OF ADELAIDE



**ICAC University Integrity
Survey 2020**

The University of Adelaide

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Level 1, 55 Currie Street
Adelaide SA 5000
(08) 8463 5173
GPO Box 11066
Adelaide SA 5001
icac.sa.gov.au

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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 the University of Adelaide.

The survey was 'live' from 10 March 2020 to 3 April 2020. Of the 3,240 responses that were received, 1,364 respondents identified as working at the University of Adelaide, 468 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.^A 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

TABLE 1. DEMOGRAPHICS OF RESPONDENTS	N*	%†
Gender		
Female	701	52.1
Male	627	46.6
Does not identify as a gender†	11	0.8
Other†	7	0.5
Age		
20 years and under†	10	0.7
21 to 34 years	248	18.4
35 to 44 years	379	28.1
45 to 54 years	374	27.8
55 years and above	336	24.9

^A 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.

TABLE 1. DEMOGRAPHICS OF RESPONDENTS	N*	%†
Employment type		
Permanent / tenured / ongoing	787	58.2
Fixed term (minimum one year contract)	419	31.0
Casual / sessional / short fixed term (less than one year contract)	147	10.9
Role‡		
Academic levels A to C	332	24.7
Academic levels D or above	219	16.3
Other academic position	16	1.2
(All academic roles)	(567)	(42.2)
HEO1 to HEO6	352	26.2
HEO7 to HEO10	346	25.7
Other professional position	46	3.4
(All professional roles)	(744)	(55.4)
Senior Manager / Senior Staff or above	33	2.5
Time with organisation		
Less than one year	161	12.0
1 to 5 years	438	32.6
6 to 10 years	307	22.8
11 to 20 years	273	20.3
More than 20 years	165	12.3
Time in the university sector		
Less than one year	99	7.4
1 to 5 years	309	23.1
6 to 10 years	293	21.9
11 to 20 years	328	24.6
More than 20 years	306	22.9

* 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.

‡ For the purpose of statistical analysis this category was excluded due to low numbers.

§ These categories were developed in consultation with the three universities to best represent their work forces.

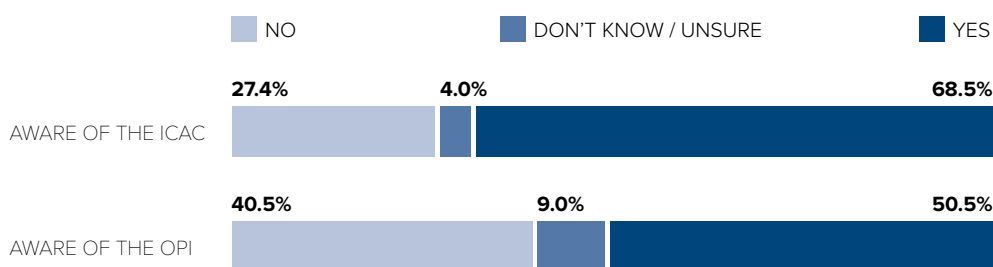
When compared with the broader University of Adelaide workforce, survey respondents are typically representative. There was a slight overrepresentation in survey respondents of male staff, more senior academic staff (levels D+) and more senior professional staff (HEO7 to HEO10).

AWARENESS AND PERCEPTIONS OF THE ICAC AND THE OPI

5

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 (68.5% compared to 79.7%) and of the OPI (50.5% compared to 61.8%).

STATISTICAL FINDINGS ^{1, B}

Aware of the ICAC

- ▶ Senior staff were more likely (97.0%) and academic staff were less likely (65.0%) to agree they were aware of the ICAC.²
- ▶ Permanent staff were more likely (76.0%) and fixed term and casual staff were less likely (62.0% and 47.6%) to agree they were aware of the ICAC.³
- ▶ There was steadily increasing agreement that a person was aware of the ICAC by age (from 49.6% for those aged 21 to 34 years, to 80.2% for those aged 55 or more).⁴
- ▶ There was increasing agreement that a person was aware of the ICAC by length of service at the University (less than one year, 57.8%; 1 to 5 years, 59.3%; 11 to 20 years, 78.7%; more than 20 years, 85.5%).⁵
- ▶ There was increasing agreement that a person was aware of the ICAC by length of service in the university sector (less than one year 54.1%; 1 to 5 years, 57.9%; 11 to 20 years, 74.6%; more than 20 years, 80.4%).⁶

^B 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 in the university etc.

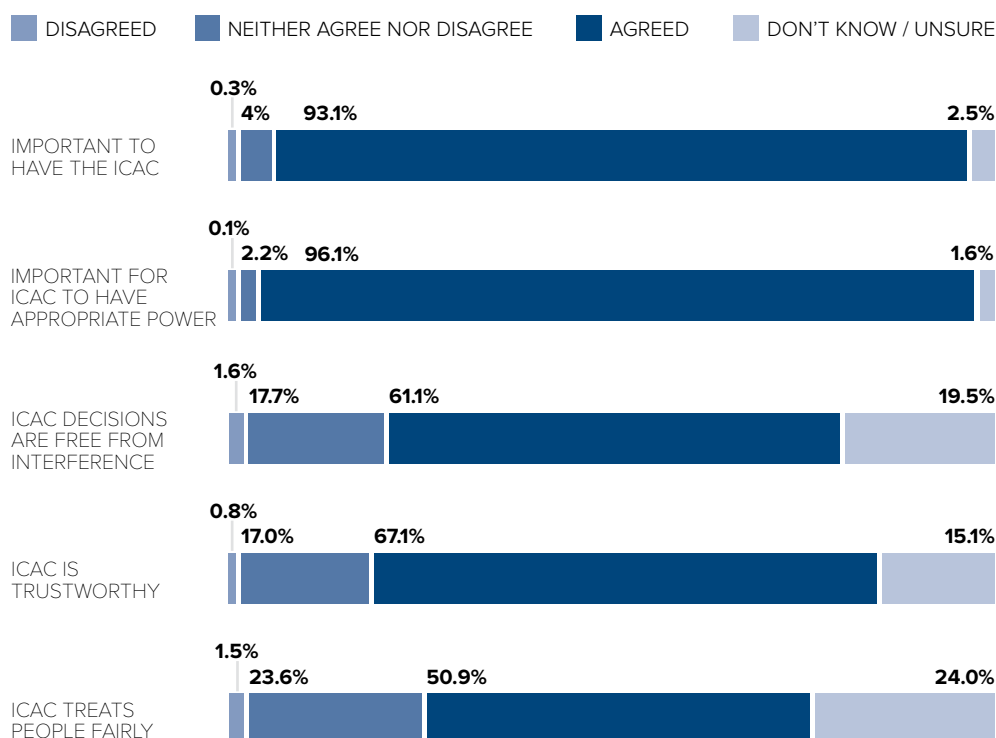
Typically, only significant differences in whether respondents 'Agree' with a statement will be provided. In the absence of such differences, any significant differences in the proportions of demographic groups who say they 'Disagree' or 'Don't know / not sure' will be provided.

There is steadily increasing awareness of ICAC based on age, the longer a person has worked at the University or in the university sector, and if he or she has a permanent contract or is a senior or professional staff member.

Groups with lower awareness included academic staff, fixed term staff and casual staff.

Perceptions

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



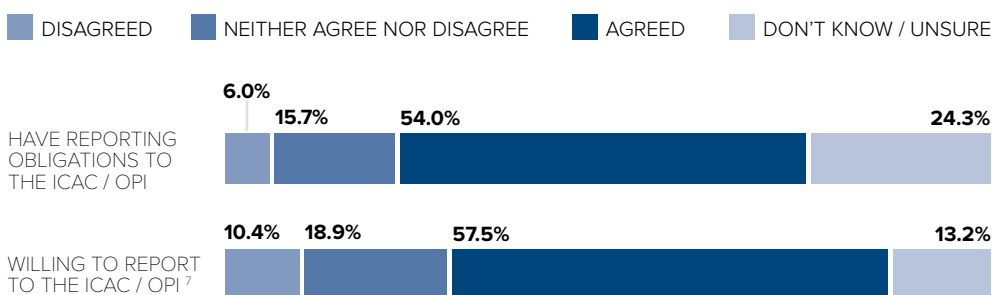
Responses were relatively positive, though there was some ambivalence surrounding the ICAC's independence, trustworthiness and fair treatment. This ambivalence likely reflects a lack of familiarity with the ICAC.

REPORTING CORRUPTION AND INAPPROPRIATE CONDUCT

7

Reporting to the ICAC and the OPI

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



University of Adelaide respondents had lower levels of agreement with these statements than observed in broader public administration, 54.0% compared to 79.7% and 57.5% compared to 69.3% respectively.

STATISTICAL FINDINGS

Have reporting obligations to the ICAC / OPI

- ▶ Senior and professional staff were more likely (83.9% and 57.8%) and academic staff were less likely (47.6%) to agree they had reporting obligations to the ICAC / OPI.⁸
- ▶ Fixed term staff were less likely (3.1%) to *disagree* they had reporting obligations to the ICAC / OPI.⁹
- ▶ Those who had worked at the University for less than one year were more likely (67.3%) and those who had worked at the University for 11 to 20 years were less likely (47.6%) to agree they had reporting obligations to the ICAC / OPI. Those who had worked at the University for more than 20 years were more likely (9.6%) to *disagree* they had a reporting obligation.¹⁰
- ▶ Those who had worked in the sector for less than one year or 1 to 5 years were more likely (74.7% and 59.9%) and those who had worked in the sector for 11 to 20 years and 20 or more years were less likely (48.7%, and 48.3%) to agree they had reporting obligations to the ICAC / OPI.¹¹

^c <https://icac.sa.gov.au/directions-guidelines>

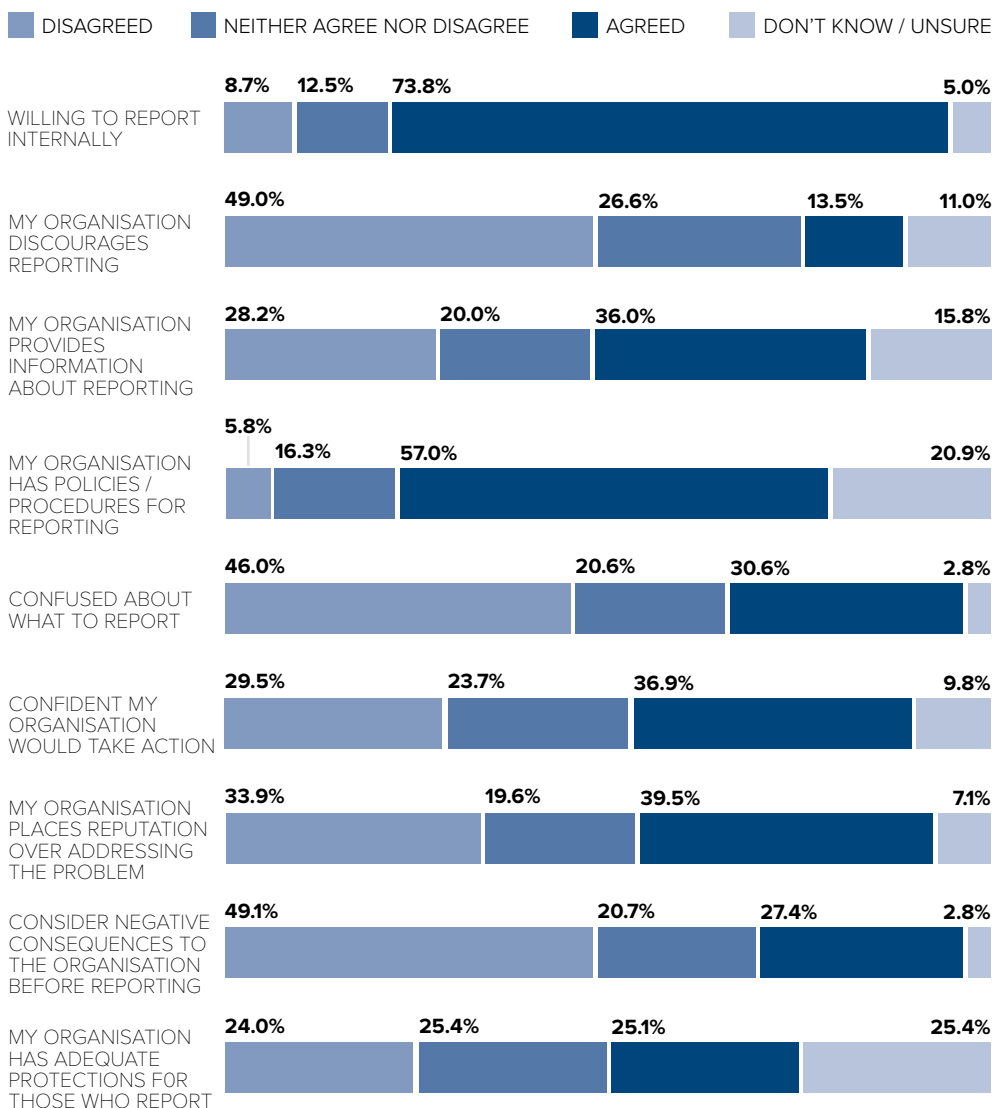
Willing to report to the ICAC / OPI

- ▶ Women were more likely (17.6%) than men (8.2%) to say they *did not know* / *were not sure* they were willing to report to the ICAC / OPI.¹²
- ▶ Those who had worked at the University for less than one year or 1 to 5 years were more likely (71.6% and 61.9%) and those who had worked at the University for 11 to 20 years or 20 or more years were less likely (49.0% and 48.7%) to agree they were willing to report to the ICAC / OPI.¹³
- ▶ Those who had worked in the sector for less than one year or 1 to 5 years were more likely (74.4% and 64.5%) and those who had worked for 11 to 20 years or 20 or more years were less likely (50.7% and 51.5%) to agree they were willing to report to the ICAC / OPI.¹⁴

Awareness of reporting obligations and willingness to report to the ICAC / OPI is low. This is particularly true for staff who have worked longer at the University or in the sector. Academic staff had lower awareness of their reporting obligations.

Reporting internally

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



There were large proportions of staff who may not be confident of what to report, how to report and what reporting behaviours may be expected of them by organisational policies and procedures.

Nearly half of respondents were uncertain or agreed that their organisation discouraged reporting, and that negative consequences to the organisation should be considered before reporting. This undermines the ability of executives to respond to emerging problems.

University of Adelaide responses raise concerns as to whether staff could report safely and whether reporting would trigger an appropriate response.

STATISTICAL FINDINGS

Willing to report internally

- ▶ Those who were 35 to 44 years old were less likely (69.6%) to agree they would report internally. Those aged 21 to 34 years old were less likely (4.7%) to *disagree* they would report internally.¹⁵

My organisation discourages reporting

- ▶ Academic staff were more likely (16.8%) and professional and senior staff were less likely (11.0% and 3.2%) to agree their organisation discourages reporting.¹⁶
- ▶ Permanent staff were more likely (16.1%) and fixed term staff were less likely (9.4%) to agree their organisation discourages reporting.¹⁷
- ▶ Those aged 55 years or more were more likely (17.1%) to agree their organisation discourages reporting.¹⁸
- ▶ Those who had worked at the University for 11 to 20 years were more likely (18.5%) and those who had worked at the University for less than one year were less likely (6.0%) to agree their organisation discourages reporting.¹⁹
- ▶ Those who had worked in the sector for 11 to 20 years were more likely (17.9%) and those who had worked in the sector for 1 to 5 years were less likely (9.6%) to agree their organisation discourages reporting. Those who had worked in the sector for less than one year were more likely (67.8%) to *disagree* their organisation discourages reporting.²⁰

My organisation provides information about reporting

- ▶ Senior staff were more likely (56.3%) and academic staff were less likely (32.1%) to agree their organisation provides information about reporting.²¹

My organisation has policies / procedures for reporting

- ▶ Senior staff were more likely (87.1%) to agree their organisation has policies / procedures for reporting. Academic staff were more likely (7.7%) to *disagree* their organisation has policies / procedures for reporting.²²
- ▶ Casual staff were less likely (48.5%) to agree that their organisation has policies / procedures for reporting.²³
- ▶ Those aged 21 to 34 years were more likely (30.3%) to answer *Don't know / Not sure* that their organisation has policies / procedures for reporting.²⁴
- ▶ Those who had worked at the University for less than one year were more likely (65.3%) to agree that their organisation has policies / procedures for reporting.²⁵
- ▶ Those who had worked in the sector for 6 to 10 years were more likely (26.0%) and those who had worked in the sector for 11 to 20 years were less likely (14.8%) to answer *Don't know / Not sure* that their organisation has policies / procedures for reporting.²⁶

Confused about what to report

- ▶ Those aged 21 to 34 years were more likely (39.9%) and those aged 45 to 54 were less likely (23.3%) to agree they were confused about what to report.²⁷
- ▶ Those who had worked in the sector for 11 to 20 years were more likely (36.5%) and those who had worked in the sector for more than 20 years were less likely (24.2%) to agree they were confused about what to report.²⁸

Confident my organisation would take action

- ▶ Senior staff were more likely (65.6%) to agree their organisation would take action. Academic staff were more likely (35.0%) to *disagree* that they were confident their organisation would take action.²⁹
- ▶ Fixed term staff were more likely (41.6%) and permanent staff were less likely (33.8%) to agree that they were confident their organisation would take action.³⁰
- ▶ Those who had worked at the University for less than one year were more likely (59.3%) and those who had worked at the University for 11 to 20 years were less likely (28.1%) to agree that they were confident their organisation would take action.³¹
- ▶ Those who had worked in the sector for less than one year or 1 to 5 years were more likely (59.8% and 42.8%) and those who had worked in the sector for 11 to 20 years were less likely (28.1%) to agree that they were confident their organisation would take action.³²

My organisation places reputation over addressing the problem

- ▶ Academic staff were more likely (44.1%) and professional staff were less likely (35.6%) to agree their organisation places reputation over addressing the problem.³³
- ▶ Permanent staff were more likely (41.9%) to agree their organisation places reputation over addressing the problem.³⁴
- ▶ Those who had worked at the University for less than one year were less likely (28.9%) to agree that their organisation places reputation over addressing the problem.³⁵

Consider negative consequences to the organisation before reporting

- ▶ Casual staff were more likely (36.4%) to agree that a person should consider negative consequences to the organisation before reporting. Permanent staff were more likely (52.2%) to *disagree* that a person should consider negative consequences to the organisation before reporting.³⁶
- ▶ Those aged 35 to 44 years were more likely (32.1%) and those aged 45 to 54 years were less likely (22.6%) to agree that a person should consider negative consequences to the organisation before reporting and those aged 21 to 34 years were more likely (42.4%) to *disagree* a person should consider negative consequences.³⁷
- ▶ Those who had worked in the sector for less than one year and for 11 to 20 years were more likely (35.6% and 35.0%) and those who had worked in the sector for 6 to 10, or more than 20 years were less likely (21.0% and 21.9%) to agree that a person should consider negative consequences to the organisation before reporting.³⁸

My organisation has adequate protections for those who report

- ▶ Senior staff were more likely (56.3%) to agree their organisation has adequate protections for those who report. Academic staff were more likely (26.7%) to *disagree* their organisation has adequate protections for those who report.³⁹
- ▶ Permanent staff were more likely (27.4%) and fixed term and casual staff were less likely (20.0% and 16.7%) to *disagree* their organisation has adequate protections for those who report.⁴⁰
- ▶ Those aged 45 to 54 years were more likely (30.1%) to agree and those aged 21 to 34 years were more likely (34.9%) to answer *Don't know / Not sure* their organisation has adequate protections for those who report.⁴¹
- ▶ Those who had worked at the University for less than one year were more likely (32.0%) and those who had worked at the University for 11 to 20 years were less likely (20.0%) to agree their organisation has adequate protections for those who report.⁴²
- ▶ Those who had worked in the sector for less than one year or more than 20 years were more likely (34.5% and 29.7%) and those who had worked in the sector for 11 to 20 years were less likely (20.8%) to agree their organisation has adequate protections for those who report.⁴³

Academic staff had consistently more negative perceptions of the University of Adelaide. Post hoc^D analysis showed less senior academics (levels A to C) held more negative views than senior academic staff.

Senior staff generally had more positive views than their colleagues. However, despite responses being more positive, answers to some questions still raised concerns. For example, only a slight majority (56.3%) of senior staff agreed there were adequate protections for those who report. While not highlighted in the above statistics, a third of senior staff (32.3%) agreed their organisation placed its reputation over addressing problems.

Older staff and those who had worked in the organisation or sector for longer, held less positive views. A possible exception to this is that those who had worked in the sector for more than 20 years held more positive views on a number of questions. These staff were more likely to be male and senior academics.

Younger staff and those newer to the organisation or sector often held more positive views.

Permanent staff tended to provide less positive responses.

^D Post hoc in this context is used to describe additional exploration of the data that was not part of the initially planned series of statistical tests exploring demographic differences. For the sake of brevity the specific statistical data from these further breakdowns of responses is typically not included in the report.

QUALITATIVE FEEDBACK

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



“There is a very strong culture of fear in the university, at all levels. Every employee is subject to that pervasive culture, but career academics are particularly vulnerable because they have no Plan B, no alternative means to earn a living if their reputation is tarnished by the university that currently employees them.

Seventy-nine respondents commented on personally experienced difficulties in reporting including reporting people in senior positions, insufficient ‘proof’, vulnerability of being on shorter term contracts and other difficulties. Twenty-four respondents discussed the workplace as having a poor reporting culture.



“I have found it prudent to maintain a don't ask don't tell strategy.”

“Everyone is too scared to contemplate reporting anything about senior management because the process involves the senior management investigating themselves. No one has any faith in them or such processes.”

“i would never trust the uni to do the right thing ever again an i would never put another complaint in again as it was so poorly delt with it was embarrassing.”

“...was told by [redacted] that if I complain it will not look good and that rectruiters might know and that the Adelaide job market is small and every one knows everyone. so it is not advisable to make complaints or start talking.”

“...I am not privy to the financials or these under the table agreements. So would I report it to ICAC? – No. Does it mean it is not happening? – definitely not. It is happening, but who am I and it is not worth losing my job over without having hard evidence.”

“The current workplace culture actively discourages 'speaking truth to power', particularly with respect to senior managers.”

Additionally, twenty respondents queried how and what to report, five discussed negative aspects of the reporting process and eight raised that reporting was not discussed at the University.

Twenty-four respondents said that reporting would not achieve anything, 52 described experiences where nothing changed after making a report and 45 described that staff, often management or high performing academics, could engage in poor conduct without consequences.



"The workplace culture regarding reporting and addressing inappropriate conduct is met with either the twisting of facts to suit the University, or 'brickwalling' where the complainant is blatantly ignored, not directly addressed, and no action is taken on their complaint."

"This treatment has been raised to senior levels including to my knowledge, the Exec Director HR, the COO, and CIO. This has now deterred staff from raising queries and the view is the Uni is an outdated organisation that says one thing and does another."

"There is no open or transparent channel for raising concerns, and if you do, nothing gets done except a big black mark against your name in HR and the faculty."

"It would appear that we are encouraged to report bullying and disrespectful behaviour - however it is met with dismissive comments from our school management - particularly when the poor behaviour has come from a managerial level"

"...was reported for multiple issues but this was hidden under the carpet and he faced no consequences for his behaviour. We were basically told that the university always sides with senior staff over more junior staff."

"Issues regarding inappropriate conduct can be easily swept under the carpet if the staff member with questionable conduct brings in significant income for the university."

Concerns about Human Resources (HR) decisions or competence were raised by 26 respondents.



"HR Department protect senior managers at all costs."

"HR at the University of Adelaide appears to only have an interest in supporting middle management and no interest in supporting academic and general staff at the University. HR routinely tacitly condones immoral behaviour up to and including illegal behaviour. HR themselves routinely breach Commonwealth and State laws. Staff complaints of unfair, corrupt and/or illegal behaviour are routinely ignored and/or suppressed. HR staff consider themselves above the law."

"Poor HR management. My experience is that policies are open to interpretation and made suitable to benefit the university"

University of Adelaide staff raised concerns about not feeling safe to report. Thirty-five respondents described a fear of negative consequences, 23 described reporters as being seen to be at fault and 34 either witnessed or experienced negative consequences from reporting. These consequences included losing or feeling forced to leave a job.



"At least one staff member was sacked because of reporting inappropriate conduct by his manager. Eventually it was proven it was the manager who was in the wrong, but the worker who reported it had already lost his job."

"I have known two staff members who were threatened with suspension for raising concerns"

"From a professional staff point of view it seems that management 'shelter' these senior staff members and don't deal with their actions and this results in the professional staff member normally having to find another role as they cannot stay in that toxic environment."

"If one is to challenge the system, the individual is punished by threat of non renewal of contracts, reduction in hours or dismissed."

"Most staff would be fearful of reporting such issues for fear of adverse consequences."

"I know personally of a staff member whose contract was terminated because they brought up issues with how a project was being handled, in opposition to what Senior Management had deemed as the course of action to take."

There were some positive comments regarding reporting. Five respondents said they would report, 13 described a positive reporting culture in the workplace and 11 described situations where speaking up had resolved a problem.



"I cannot speak about the University as a whole but certainly in my own school there is a strong culture of calling out corrupt or inappropriate behavior."

"My experience has been positive -- I have felt comfortable reporting internally"

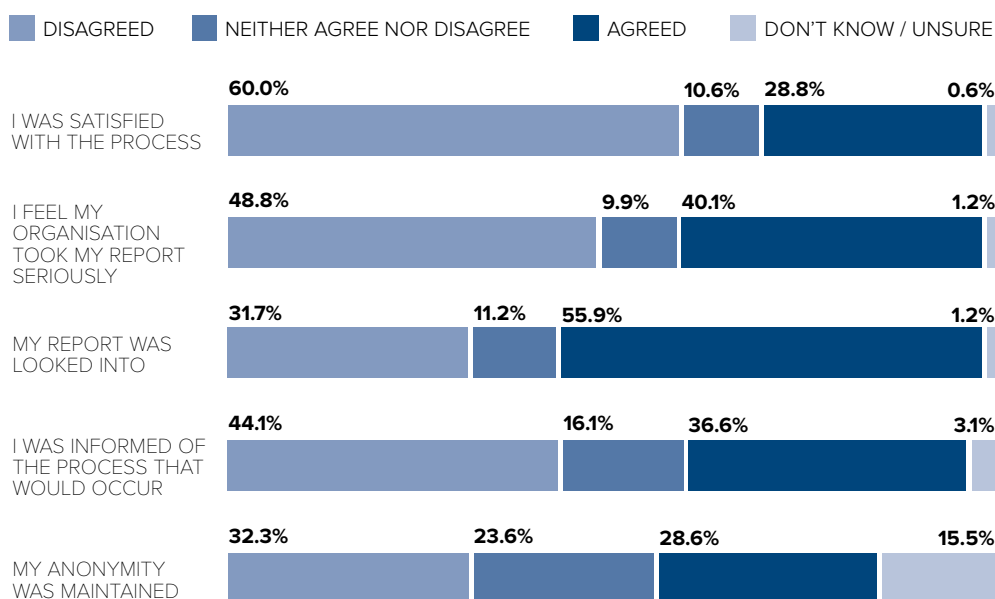
"A senior member of academic staff was dismissed for bullying. The bullying was reported and reviewed before dismissal."

"One staff member was not giving his research students appropriate credit for research publications which resulted, eventually, in student complaints. The staff member was confronted, admonished, and has since resigned."

Experiences with reporting internally

A total of 165 respondents (12.3% 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% had reported to a supervisor or manager, 52% to a Head of Department, School, College or Faculty, 26% to Human Resources, and 22% to an 'other'. Those who had reported were more likely to be academic staff (particularly more senior academics) or senior staff.

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

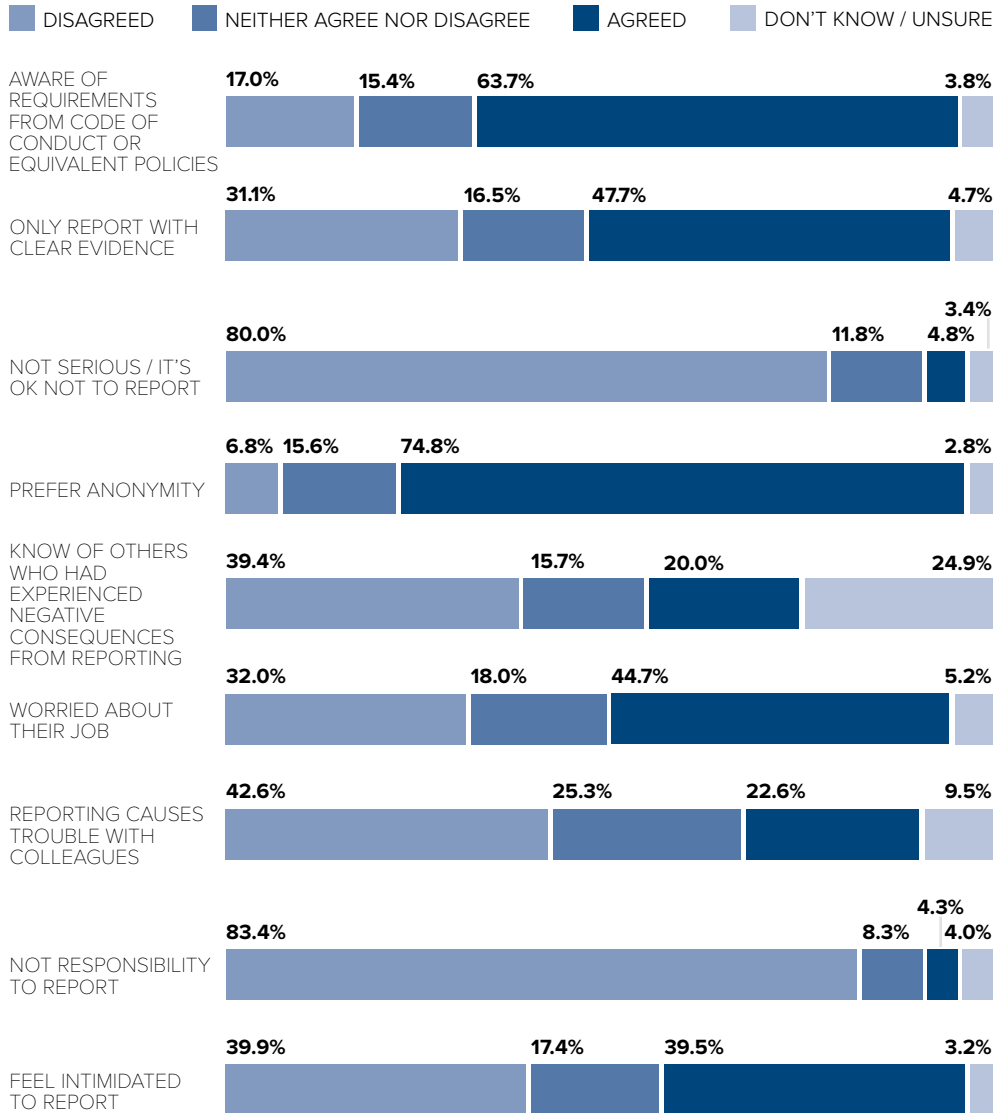


Most respondents were dissatisfied with the process after having made a report. Acknowledging the smaller number of respondents, post hoc analysis showed less senior academic staff and less senior professional staff (HEO1 to HEO6) were more dissatisfied. Respondents who expressed dissatisfaction with the process were less likely to agree they would report internally: 90.2% of those who were satisfied with the process agreed they would report compared to only 70.2% of those who were dissatisfied.

More academic than professional staff disagreed their report was looked into (37.6% compared to 23.2%) and their report was taken seriously (57.0% compared to 39.1%). For both questions, less senior academics were more dissatisfied.

Attitudes to reporting

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



Not insignificant proportions of respondents expressed anxiety regarding reporting. This is evidenced by the number of respondents who would be worried about their job if they report, feel intimidated to report, think reporting causes trouble with colleagues and know someone who had experienced negative consequences from reporting.

One in three staff were not confident they 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 (90.3%) and academic staff were less likely (60.5%) to agree they knew what was required of them under their Code of Conduct or equivalent organisation policies and procedures. Professional staff were less likely (14.7%) to *disagree* that they were confident they knew what was required of them under their Code of Conduct or equivalent organisation policies and procedures.⁴⁴
- Staff aged 45 to 54 years were more likely (69.9%) and staff aged 21 to 34 years were less likely (57.4%) to agree they were confident they knew what was required of them under their Code of Conduct or equivalent organisation policies and procedures. Those aged 35 to 44 years were more likely (20.7%) to *disagree* they were confident they knew what was required of them under their Code of Conduct or equivalent organisation policies and procedures.⁴⁵

Not serious it's ok not to report

- Staff aged 35 to 44 years were more likely (7.4%) to agree it was ok not to report a matter that was not that serious.⁴⁶

Prefer anonymity

- Women were more likely (78.8%) than men (70.4%) to agree that they would prefer to remain anonymous when reporting.⁴⁷
- Those who were aged 21 to 34 years and 35 to 44 years were more likely (84.8% and 81.0%) and those aged 45 to 54 and 55 or more years of age were less likely (70.0% and 66.4%) to agree they would prefer to remain anonymous when reporting.⁴⁸
- Those who had worked in the sector for more than 20 years were less likely (66.0%) to agree they would prefer to remain anonymous when reporting.⁴⁹

Know of others who had experienced negative consequences from reporting

- Permanent staff were more likely (23.0%) and fixed term staff were less likely (15.2%) to agree they knew others who had experienced negative consequences from reporting.⁵⁰
- Those who had worked at the University for 11 to 20 years were more likely (26.2%) and those who have worked at the University for less than one year were less likely (8.1%) to agree they knew others who had experienced negative consequences from reporting.⁵¹
- Those who had worked in the sector for 11 to 20 years were more likely (26.2%) and those who had worked in the sector for less than one year or 1 to 5 years were less likely (10.5% and 14.7%) to agree they knew others who had experienced negative consequences from reporting.⁵²

Worried about their job

- ▶ Senior staff were less likely (19.4%) to agree they would be worried about their job if they reported. Professional staff were less likely (28.6%) to *disagree* they would be worried about their job if they reported.⁵³
- ▶ Those aged 35 to 44 years were more likely (52.7%) and those aged 45 to 54 years were less likely (38.5%) to agree they would be worried about their job if they reported. Those aged 21 to 34 years and 35 to 44 years were less likely (24.0% and 27.1%) and those aged 45 to 54 years and 55 or more were more likely (36.4% and 38.1%) to *disagree* they would be worried about their job if they reported.⁵⁴
- ▶ Those who had worked at the University for less than one year were less likely (32.0%) to agree they would be worried about their job if they reported.⁵⁵
- ▶ Those who had worked in the sector for 11 to 20 years were more likely (52.6%) and those who had worked in the sector for less than one year or more than 20 years were less likely (28.7% and 39.0%) to agree they would be worried about their job if they reported.⁵⁶

Reporting causes trouble with colleagues

- ▶ Those who had worked at the University for less than one year were less likely (8.7%) to agree that reporting causes trouble with colleagues.⁵⁷
- ▶ Those who had worked in the sector for less than one year were less likely (10.3%) to agree that reporting causes trouble with colleagues.⁵⁸

Feel intimidated to report

- ▶ Women were more likely (42.8%) than men (34.9%) to agree to feeling intimidated to make a report.⁵⁹
- ▶ Professional staff were more likely (42.2%) and senior staff were less likely (12.5%) to agree to feeling intimidated to make a report.⁶⁰
- ▶ Those aged 21 to 34 years and 35 to 44 years were more likely (47.2% and 44.5%) and those aged 55 or more were less likely (32.1%) to agree to feeling intimidated to make a report.⁶¹

Women were more likely to agree to feeling intimidated to report and to want to report anonymously.

Post hoc analysis showed less senior academics were far more likely than senior academics to be intimidated to report (43.7% compared to 27.8%) and worried about their job if they reported (53.7% compared to 29.1%). The same differences, though less marked, were observed between less and more senior professional staff.

QUALITATIVE COMMENTS ON MANAGEMENT AND THE WORKPLACE

Management

Ninety-nine respondents provided negative comments on University of Adelaide management or leadership, 13 respondents commented on poor workplace communication, 13 described management failing to address poor conduct in the workplace and 14 described academics having little or no impact on decision making related to academic matters.



“They may be good in their area of expertise but that doesn't automatically make them a good leader/manager.”

“Staff are bullied by managers because the central uni bullies managers through unreasonable demands, inadequate funding and unreasonable KPIs for management. It's bullying from the top down, to make money”

“The culture of 'God Professors' has never been a healthy one and should be actively discouraged from the highest levels of the institutions.”

“The ratio of admin to academics is out of kilter with the educational requirements needed to run a university. Administration staff influence decisions around academic resourcing, academic pay, academic appointments, and often academic reputation.”

“The university is run by bureaucrats who have no idea or concern with its core business.”

“Faculty management are practically pointless. They are academics with little to no formal training usually, and at all times their obsession with reputation and 'optics' far outweighs their other duties to academic rigor, standards and scholarly performance.”

“The lack of discipline for poor behaviour and inconsistent disciplinary practice create an environment for perpetrators to remain protected and in many cases, for whistleblowers to be exposed or forced to identify themselves when reporting misconduct.”

Fifty-four 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 the University's practices and workforce.



"There is no integrity in the University anymore -- it is all about the money money money. We have become a degree factory taking in any student income and pumping them out the other end without any concern for what they learned or the quality."

"There is a lot of pressure on us to recruit students for financial reasons and that increasingly overrides others concerns (e.g. suitability of student for course etc)."

"The Unis are now big money-making organisations that sell their soul to anyone who will give them money."

"Similarly, the heavy reliance by universities on international students means reputation is very important. This again leads to vulnerability in dealing with any issue, including marking, admissions and our engagement with third party providers."

"Strategic directives flowing from the Vice Chancellor to grow student numbers and subsequently student fee revenue, has placed pressure on staff to put enrollment numbers above student success."

Thirteen respondents raised concerns with the impact of staff Key Performance Indicators.



"staff are put on KPIs for getting papers out rather than the quality of work force (professionals) they are putting out into the world."

"The major concern that I would express is not integrity per se, but the practice of KPI-setting. This is a systemic issue across academia, but I have strong reservations about the culture of performance management which, it seems to me, suppresses a truly internationally-competitive research culture by incentivising short-term/grant-worthy research over long-term work."

Workplace

Twenty 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.



"There is a general atmosphere of veiled terror in our work area... managers are seen to play favourites and in the past have actively bullied and excluded staff who disagreed with them, to the point that some staff were forced into early retirement."

"The Occupational Health Safety rules only exist in university policy but no one cares about it."

"I can't really say it's a good place to work. I can't really say it's ethical and that I am treated fairly. It's a shame really."

Eighteen respondents discussed limited or poor resources and 39 highlighted other negative aspects of the workplace.



"This happens without increasing in staffing or resources...which makes it very difficult for staff to manage ever-increasing (unmanageable) workload."

"Massive bureaucracies, inappropriate deals (such as holding the Fringe on campus. Last year I had a dance band playing outside of an ongoing exam)."

"Bullying and harassment are rife in my workplace. In my view this is due to a failure of organisational transparency, lack of role clarity and an acceptance of mediocrity for the purpose of cost saving rather than striving to deliver best practice education."

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



"Overall I have been fairly impressed by the professionalism of my colleagues."

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



"I think there needs to be greater attention paid to casual staff payments. Underpaying them for work is routine and happens in departments across the university. Some departments are much more exploitative than others, but a key point is that the EB agreement on this topic is not applied consistently or fairly."

"in ARC grants we specify that we will spend 0.2 FTE Full Time Equivalent on a grant. However the workload model only allocates a perhaps 0.05 FTE. This seems borderline illegal to me. If we say that we will spend X amount of time on a grant, and the head of school approves this grant application, then when we are awarded the grant, we should be allocated the time that was specified in the grant."

"The Dean has used wrong workload data that underestimated teaching workload; it had been prepared by the faculty office...Many staff have resigned because of the toxic work environment. He says staff have to be accountable for what we do in order to force already overworked staff to feel bad about not doing enough, and then to push them into taking additional workload which is detrimental to health."

Seventeen respondents described colleagues lacking the qualifications or competencies required for their role, five describing having too few staff to do the work required and five describing having too many staff in unnecessary roles.



"A lot of the new jobs were filled via hiring people from the hiring manager's former workplace despite the fact that a lot of them have no higher education work experience and the positions they are being hired to do are senior management positions. It was unsettling when I learned that some of these positions had very strong applicants who had all the required skills and have higher education experience but never got an interview."

"Some academic staff have been employed but are not suitably qualified"

"We have huge numbers of senior Executives including PVCs working for DVC-A and DVC-R, Deputy/Associate Deans and Directors working for Dean. The total numbers for the senior members have been increased significantly during last 5 - 10 years. Why ? How much profits they have brought to the university"

"Excessive appointment of admin staff, excessive use of admin staff pushing back work that they should be doing back to academics,"

QUALITATIVE COMMENTS ON STUDENTS AND TEACHING

Many respondents described problems relating to student admission, teaching and grades. Fifty respondents discussed students being admitted to courses who were not likely to succeed, 26 described negative aspects of admission to courses and eight described there were too many students to effectively teach.



"a 'come one come ye'all' philosophy - which was espoused by an Executive Dean during a staff meeting - where it was made abundantly clear entry requirements weren't important, we just needed to obtain higher enrolment figures. Staff feel as though they have to let ill-equipped students into programs despite the students won't succeed"

"Required levels (in practice) of English language proficiency are so low that students for whom English is not the first language often have very little understanding of what is being said by lecturers or tutors and cannot make themselves understood in written or spoken English."

"Previously rigorous checks were done by academics to ensure students had the necessary background knowledge to undertake the MASTERS course. However, their standard when they arrive is about the level of a 2nd year engineer, NOT a fully qualified bachelor of engineering. The international students turn up and have inadequate knowledge to undertake our courses, consume the time of educators that detracts from other students, complain via student evaluations, which then jeopardizes promotions of staff."

"Tutorials and class sizes are far too high to provide effective instruction."

"Student admission assessors are regularly put under pressure to waive or overlook low applicant grades or English language results that are lower than those required for admission under the University's admission rules."

A total of 119 respondents discussed problems with grading students. This included respondents feeling pressured to pass students irrespective of the student's ability, 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.



"High pressure from the Faculty to be lenient or extremely flexible with international students, especially Asian students, when it comes to attendance requirements and assessment."

"There is pressure to ensure certain percentages of students pass each course. This can result in grades being bumped up when work is plainly substandard (or hasn't even been completed); lowering standards/expectations; and assessment schemes with intentionally easy components."



"I have had numerous international students whose work was poor, did not complete assignments, failed exams, and I have been pressured to pass them. I have even had my grades over-ruled and modified"

"At undergraduate level, the university wants to avoid a reputation of failing students, so will pass all students wherever possible --- if prospective students hear that their is a risk of them failing courses, then they may look elsewhere."

"Constant pressure to lower educational standards and pass students who should fail a course. Uni promote that there should not be 'hard' courses, as coordinators get in trouble for having failed students."

"There is considerable pressure placed upon us to grade students favorably both to maintain our reputation as an institution to attract future income from students, and to ensure our own personal 'popularity' with respect to student teaching evaluations"

"The university has lost control of clinical requirements and many students are graduating without completing a sufficient number of procedures that are workforce ready and competent as a new graduate."

Reflecting these comments, 37 respondents discussed declining course quality or problems with accreditation and 19 described problems with students cheating.



"There is enormous cheating by students, but the university does nothing about it because expelling students means a loss of income, and bad reputation. Sure there is a policy against it, but there is an enormous workload placed back on the academic, and then the outcome is a polite request to the students not to do it. Hence, academics can't be bothered."

"I've seen people who don't speak English get their degrees here, despite the fact that all the teaching and all essays, are in English. It's common knowledge that they pay to have their essays written, and we don't do anything about it."

"in order to be accredited. I am aware that some of these indices were 'massaged' to achieve minimal requirements."

"The weighting of assessment in many courses is such that students can get only 25% for a final exam and still pass a course...from the student perspective, this is great as they will get an easy pass, and the uni is happy because they will get their student income."

QUALITATIVE COMMENTS ON RESEARCH / SCHOLARSHIP AND RESEARCH FUNDING

Various comments were received addressing concerns with research and research funding. Thirty-seven respondents discussed problems with publishing, such as pressure to publish, authorship problems and 'gaming' of citation indices.



"Students and research staff sometimes do basically 100% of the research and paper writing, but the supervisor or principal investigator wants co-authorship even if his/her contribution was minimal (eg, just a review)."

"Director insisting on being first author on reports despite not contributing to research/writing"

"Certain academic staff self-citing to get higher h indexes"

"There are several academics that participate in publication groups."

"A couple of my colleagues quite clearly publish bogus scientific research, plagiarise off others, or publish the same article many times in different journals ... all just to increase metrics to help their CV."

Seventeen respondents described some form of breaching research integrity and eight described the quality of research / science may be decreasing. Eight respondents described issues with intellectual property. Eight respondents described problems with PhD supervision and five described feeling exploited to do research work.



"Funding is dependent on publication success among other parameters. This makes the pressure to publish extremely high. It is very easy for a scientist to 1) not carry out experiments rigorously to speed up the time taken to obtain a 'good' result and 2) massage data to give the impression of a better result."

"Research groups have identified errors in their own published data. Journals have not been notified, no retractions made, no acknowledgement of the errors."

"When it comes to basic laboratory techniques and scientific rigour in pre-clinical medical science, inappropriate conduct is endemic. There is zero accountability for conducting experiments with scientific rigour, it is almost discouraged as it can be expensive and time consuming."

"Theft of intellectual property"

"I've also done work for the director during my PhD that was unrelated to my thesis and was unpaid."



“This included free research labour and more commonly significantly underpaying students for their research assistance (putting them on very low hourly rates), and also getting them to mark for free.”

Fourteen respondents described some form of favouritism in the allocation of grant or other research funding and 19 described problems of falsified data in grant applications or output.



“Misrepresentation of research outcomes, sensationalistic report of outcomes for grant applications.”

“When it comes to getting funding for research or for a PhD, you need to be part of a 'clique' which only includes the longer serving tenured academics”

“There is a circle of people who control and try to manipulate who gets funds for research, or who gets accepted as a teaching fellow”

Thirteen respondents raised concerns about working with third parties and nine raised not fulfilling grant requirements.



“Not using funding as stated in a grant, e.g. including a person and a particular research aim to increase the chance of being funded, but then not allowing that person to work on the project”

“Organisations (incl government) that fund the university to undertake research, but restrict the research outcomes that appear in the report, those can be made public, or deny permission for the research to be published.”

“The administration of research funding when there is an overlap of staff involved from SA Health and the University of Adelaide is often very opaque and poorly coordinated.”

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 49.7%^E 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 reduction in time frame from five years to three years.

Academic staff were more likely to report encountering some form of corruption / inappropriate conduct (54.6% of academic staff compared to 46.5% of professional staff and 44.8% of senior staff).

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 the University.

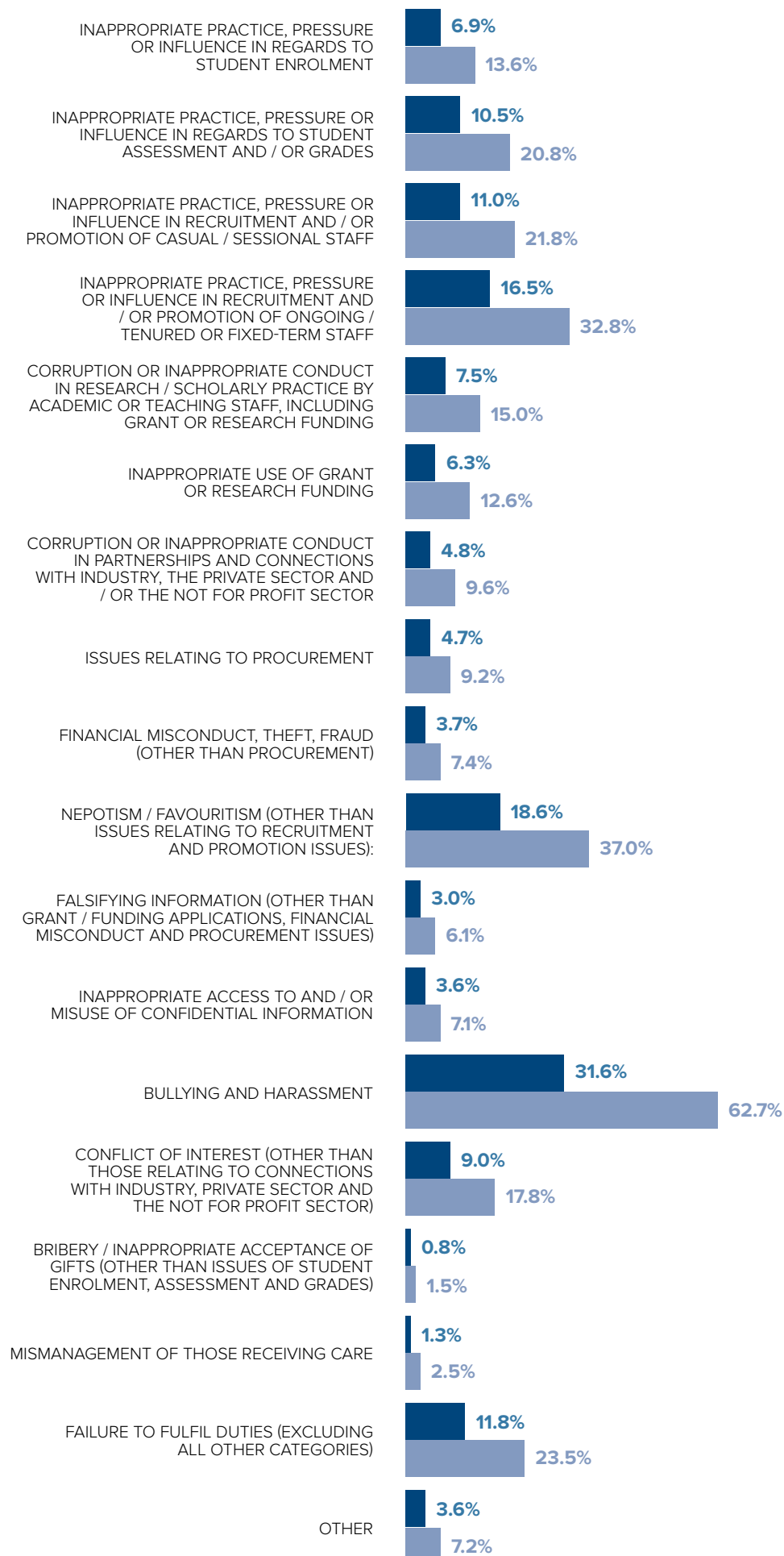
^E This is calculated excluding 52 respondents who did not select 'Not encountered' but also did not select any of the individual corruption categories.

ENCOUNTERED CORRUPTION / INAPPROPRIATE CONDUCT

■ % ALL RESPONDENTS ■ % ENCOUNTERED

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

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

There were no significant differences between the proportions of academic staff, professional staff and senior staff in encountering bullying / harassment.

Less senior academics were more likely to encounter nepotism / favouritism than senior academics.

Academic staff were more likely to encounter inappropriate practice, pressure or influence in regards to both student assessment and / or grades and student enrolment.

Less senior academic staff and more senior professional staff were more likely to report encountering inappropriate practice, pressure or influence in recruitment and / or promotion of ongoing / tenured or fixed term staff.

Academic staff were more likely to have encountered inappropriate use of grant or research funding.

When considering only those whom encountered corruption or inappropriate conduct, one in four academics (25.5%) agreed they had encountered inappropriate conduct in research / scholarly practice.

QUALITATIVE FEEDBACK

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

Forty-four respondents described what could be seen as poor integrity behaviours (hiding problems, putting reputation above resolving problems) or described the organisation as corrupt.



“The university has had a bad reputation of letting it happen under their watch and also using all its power and resources to protect its reputation (which means the bullying claimant loses their case unfairly)”

“Problems are buried and those who seek help for corruption or misconduct are dissuaded from submitting reports and treated as trouble-makers or outsiders.”

“there is a culture here of sweeping under the carpet and god forbid you don't stir up problems.”

“In such a situation it is clear that the University holds all the cards and is willing to be ruthless - there is a clear presumption of guilt over innocence. From this time I have viewed the university as inherently corrupt and self-serving.”

“Corruption and inappropriate conduct are widespread across the university. There is a general tolerance --- staff who try to report it see that management take no action, or if they do take action, it is purely defensive.”

“They were just trying, as usual, to cover their backsides and avoid reputational damage.”

Eighty-two participants described the University as having limited integrity controls or that these were problematic.



“...deficiencies in procedures that undermine what seems to be best practice policies, initiatives and programs.”

“For the most part the recruitment processes would appear to be sound however, it is quite clear there are always ways to bypass the process.”

“Discretionary decisions by snr managers on the application of policy (such as bullying) in terms of perceived severity of potential breaches of policy and the severity of the penalties as they apply to individuals. Lack of consistency across misconduct policies.”

“The financial system in the University provides no means for me as a staff member to track who has spent on my accounts. Quite literally, anyone can charge any amount to any account code.”

“There could be a better system for reporting and tracking conflicts of interest.”

“More could be done to educate mid-level staff regarding appropriate practice re: procurement, delegation etc.”

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



“The University of Adelaide is concentrating on Academic Integrity this year, and has updated its Academic Integrity Policy. A lot of effort is being put into the student side of academic integrity...”

“There are many more financial checks and balances in place than in years gone by. Some are even frustrating due to the delays they can cause but they are a necessary evil.”

“There is sometimes a hesitancy about dealing with more senior level academic staff/researchers who may not have behaved in a completely professional manner. I think the University is improving its approach and practices though.”

“Wasa problem but this area is now well managed at this University. Staff still attempt to report system but gets stopped and checks and balances working”

“...our Faculty has appropriate monitoring of assessments and grades to ensure that they are accurate and have face validity...”

“Given the potential vulnerability of any university to various forms of corruption and inappropriate conduct, I have always been pleasantly surprised by how little I have tended to encounter.”

When considering specific examples of inappropriate conduct, 93 respondents described bullying / harassment, 88 respondents described some form of favouritism / nepotism (including favouritism in hiring) and 28 had encountered discrimination.



"There is a culture of bullying and harassment at the university, so no-one wants to report anything for fear of losing their job, being suspended, and an ongoing issues... people just put their head down, turn a blind eye."

"Bullying is the norm. Everyone knows that there will be a massive personal cost and victimisation if issues are raised."

"From my experiences: - bullying and harassment is rife and supported. Coercive, inappropriate behaviour is commonplace. intimidation and gaslighting are normal and occur on a daily basis."

"Similarly, there appears to be favouritism (nepotism) given to people working for the agency that some of the ITDS Directors used to work for."

"very hard to crack into the old boy network"

"Some colleagues have been unfairly impacted by nepotism and cronyism"

"I would also like to express that I have face discrimination in the workplace, which I could not report."

Thirty-three respondents raised concerns with hiring procedures (outside of favouritism) and 24 respondents discussed problems with work contracts or employment types.



"I have also seen areas where people were not promoted even though they were the best candidate due to personal issues. The manager who used to have a reputation for hiring this way has since left the university but it still occurs ad hoc throughout the institution."

"a recruitment position in Civil Engineering which was advertised as female only and no candidate was offered the place. When re-advertised again the same result ensued and a male appointee was somehow selected without any re-advertising or opening to anyone."

"staff currently in management positions that have been previously let go due to (financial) corruption, and subsequently re-hired in another area of the University"

"Admin staff are paid more than academics, work less hours than academics, enjoy job security unlike academics, and are afforded better benefits than academics."

"Both of these conditions were clearly stated and defined in written correspondence during recruitment, and [redacted] contract. However [redacted] the School administration was not responsive..."

Fifty-seven respondents discussed apparent financial misconduct or misuse (including grant monies) and 31 described concerns with procurement and consultancies.



“he writes his own 'consulting payment' claims and pays himself; he does deals with friends that gives free access to university labs with no financial return.”

“The flagrant use of expensive external consulting companies such as Deloitte and KPMG has wasted the University's money with little delivered but documentation”

“Financial mismanagement of academic programs whereby University funds are sequestered into state-funded organisations, including payment for false services.”

“The practice of having preferred providers for travel, etc. whilst no doubt legal, seems to me against the spirit of using public funds in the most effective way. My experience is mainly with travel...which is usually more expensive than booking direct with the airline, hotel, etc. This unnecessary spending is coming out of ARC grants. I assume the company pays the university to become the preferred provider, so essentially, this is a way for the university to 'move' ARC grant money into its general budget”

“Some resource providers are questionable and still are hired to provide products/service.”

Thirty-eight respondents raised a failure to follow policies, procedure or legislation.



“...where a (typically senior) academic has their name added on a paper/report/grant even though they contributed nothing...Despite policies discouraging it, these are toothless and action is never taken to prevent this free-loading.”

“I am concerned about hiring, staff reallocation and organisational structural change being performed in conflict with Enterprise Agreement and/or current HR policies and practice. I think this is especially relevant for new managers and senior management who are focused on strategic goals but do not consider their obligations sufficiently.”

“Severe workload mismanagement is used to force research active staff (who are not within the inner circle of entitlement) into non-research activities. This practice effectively redirects funds granted for research into inequitable teaching and administrative workloads in violation of the grant conditions and EBA.”

A failure to appropriately declare and manage conflicts of interest was noted by 26 respondents and 27 respondents discussed problems in working with connections with industry or third parties.



“Some University staff do not prioritise the interests of the University appropriately, e.g. they share confidential/sensitive information with clients while negotiations are ongoing. Some University staff are also slow and/or unwilling to acknowledge potential conflicts of interest and the University does not seem to see this as a major problem.”

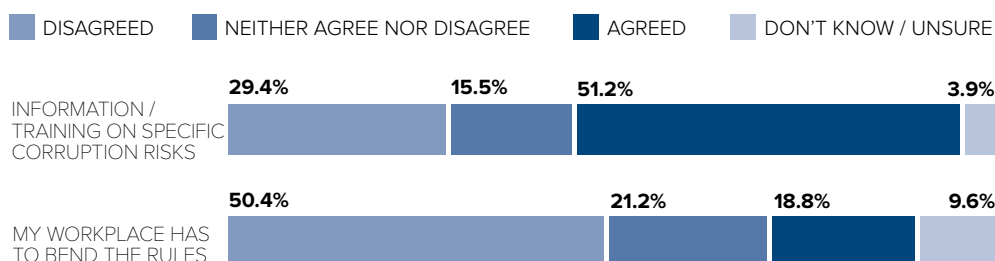
“PhD students have noted observing superiors undertaking bribery/conflict of interest/ etc but fear reporting this as it may lead to them not being able to conclude their degree.”

“Senior management involvement in student selection processes when their own close relatives are applicants.”

“Hence, this 'deal' was extremely suspicious-- there was no need for it, there is little benefit, it was extremely expensive, no-one was consulted about it, so why did she do it?”

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 University of Adelaide respondents than in broader public administration agreed they had been provided information or training on corruption risks (51.2% compared to 60%).

Slightly fewer respondents than in broader public administration agreed their workplace had to ‘bend the rules’ (18.8% compared to 22%).

STATISTICAL FINDINGS

Information / training on specific corruption risks

- ▶ Senior staff were more likely (77.4%) and academic staff were less likely (46.9%) to agree they had received information / training on specific corruption risks.⁶²
- ▶ Those aged 45 to 54 were more likely (57.0%) to agree they had received information / training on specific corruption risks.⁶³

My workplace has to bend the rules

- ▶ Men were more likely (22.4%) than women (14.5%) to agree that their workplace sometimes has to bend the rules to achieve its goals.⁶⁴
- ▶ Academic staff were more likely (21.7%) to agree their workplace sometimes has to bend the rules to achieve its goals. Senior staff were more likely (81.3%) to *disagree* their workplace sometimes has to bend the rules to achieve its goals.⁶⁵
- ▶ Permanent staff were more likely (22.0%) and fixed term staff were less likely (13.5%) to agree that their workplace sometimes has to bend the rules to achieve its goals.⁶⁶
- ▶ Those who had worked in the University for 11 to 20 years were more likely (28.7%) and those who had worked in the University for less than one year were less likely (6.7%) to agree that their workplace sometimes has to bend the rules to achieve its goals.⁶⁷
- ▶ Those who had worked in the sector for 11 to 20 years were more likely (23.7%) and those who had worked in the sector for less than one year were less likely (5.7%) to agree that their workplace sometimes has to bend the rules to achieve its goals.⁶⁸

Academic staff had less positive responses on both questions. Post hoc analysis shows less senior academic and less senior professional staff were less likely to have received information / training on specific corruption risks.

Older and longer term staff are more likely to agree their workplace had to bend the rules. This difference may derive from having more opportunities to observe this behaviour occurring in the workplace or from a more relaxed attitude regarding the rules.

Corruption / inappropriate conduct vulnerability

A total of 45.7% of respondents answered 'Yes' their organisation was vulnerable to corruption / inappropriate conduct, 26.0% answered 'No' and 28.3% answered 'Don't know / not sure'.

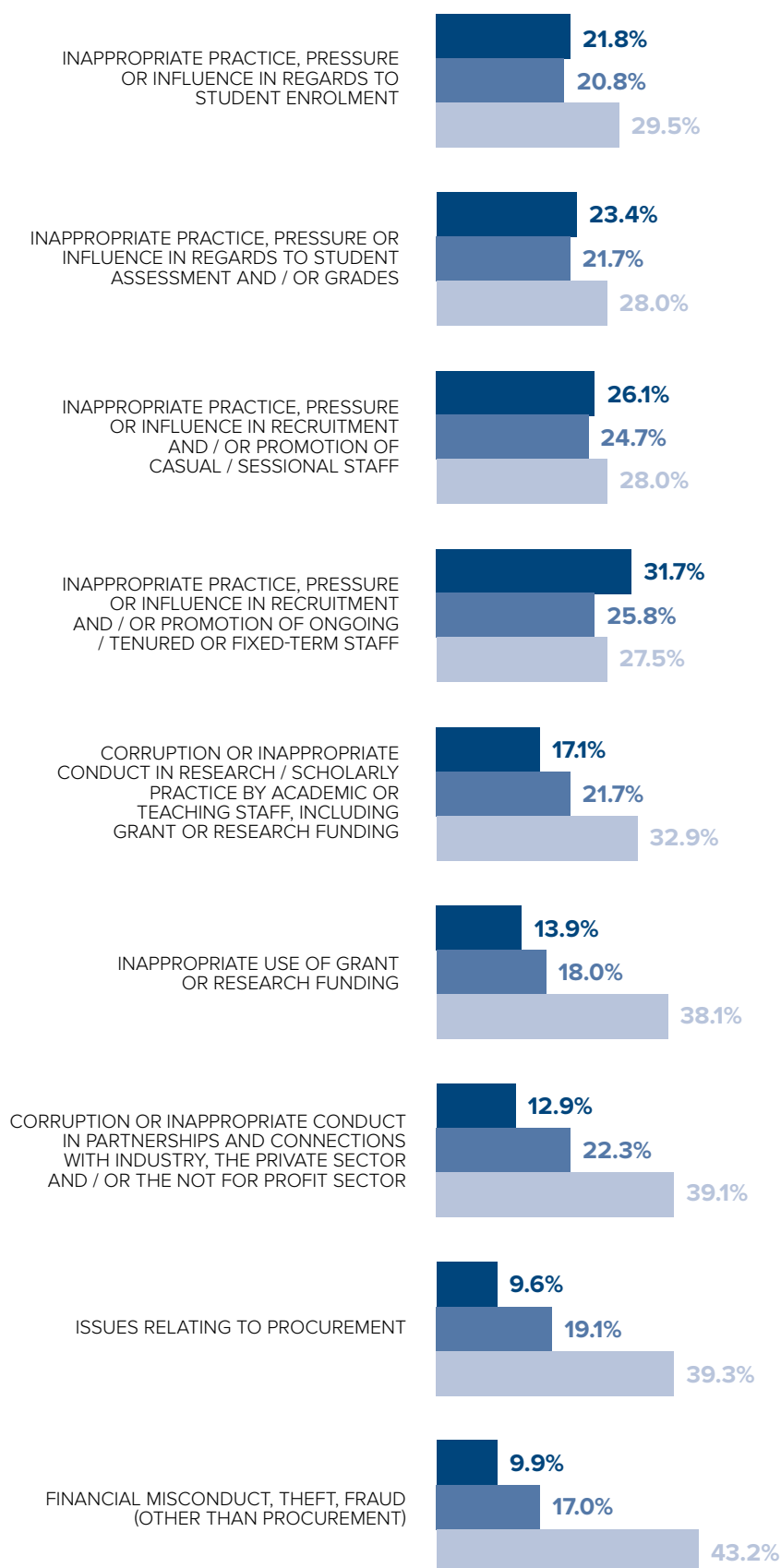
Academic staff and senior staff were more likely to agree the University was vulnerable to corruption / inappropriate conduct (50.2% of academic staff and 51.6% of senior staff compared to 41.6% of professional staff). Permanent staff and longer term workers (within the University and the university sector) were also more likely to agree the University of Adelaide would be vulnerable.

Those who agreed the University was vulnerable could 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.

VULNERABILITY TO CORRUPTION /
INAPPROPRIATE CONDUCT

■ SOMEWHAT VULNERABLE ■ MODERATELY VULNERABLE ■ HIGHLY OR EXTREMELY VULNERABLE

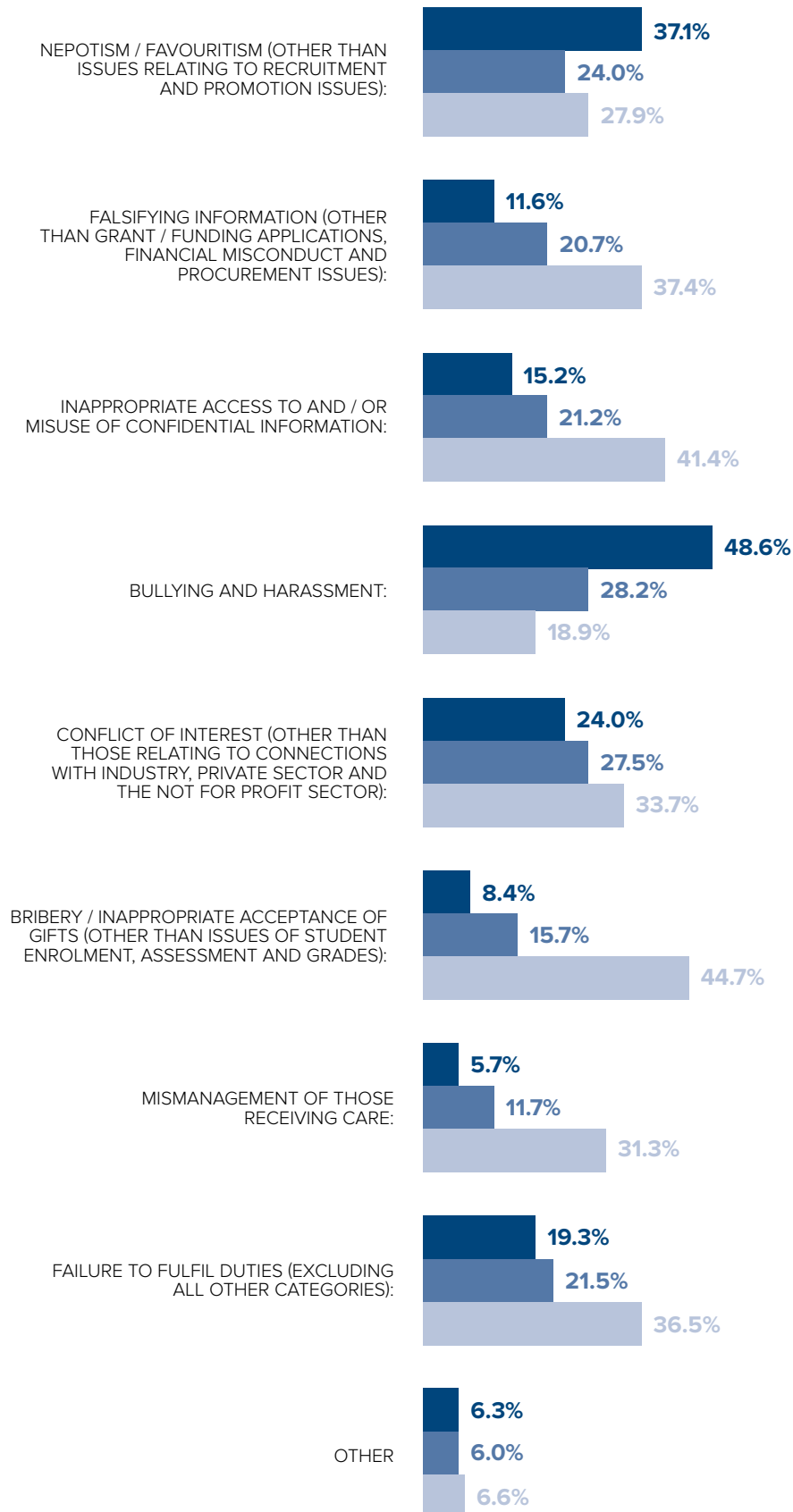


VULNERABILITY TO CORRUPTION / INAPPROPRIATE CONDUCT CONT.

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■ SOMEWHAT VULNERABLE ■ MODERATELY VULNERABLE ■ HIGHLY OR EXTREMELY VULNERABLE



SPECIFIC RISKS OF CORRUPTION AND INAPPROPRIATE CONDUCT

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 21.1% replied 'Yes', 62.9% answered 'No' and 16.0% answered 'Not Applicable'. Professional staff were more likely to say their workplace had databases / systems that were accessible in this way (24.1% of professional staff compared to 16.9% of academic staff).

Verification of qualifications

Respondents were asked whether as part of the recruitment for their current job, they had to provide evidence of their qualifications? Three quarters replied 'Yes' (74.3%). The remaining responses were 20.0% 'No' and 5.6% 'Not Applicable'. 'No' was a more common response for professional staff (27.8% of professional staff compared to 9.6% of academic staff and 19.4% of senior staff).

FACULTY AND DIVISION DIFFERENCES

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Respondents were able to select which Faculty or Division they worked in.

TABLE 2. UNIVERSITY OF ADELAIDE FACULTIES AND DIVISIONS	N*	%†
Faculty of Arts	91	6.8
Faculty of Engineering, Computer & Mathematical Sciences	165	12.3
Faculty of Health and Medical Sciences	283	21.0
Faculty of the Professions	128	9.5
Faculty of Sciences	234	17.4
Division of University Operations	186	13.8
Division of Academic and Student Engagement	136	10.1
Division of Research and Innovation	53	3.9
Other	70	5.2

* 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.

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

ICAC

- Respondents from the Division of University Operations and the Faculty of Arts were more likely (88.6% and 77.8%) and the Faculty of Engineering, Computer and Mathematical Sciences, and the Faculty of Sciences were less likely (52.5% and 55.8%) to agree they had heard of ICAC.⁶⁹
- Respondents from the Division of University Operations were more likely (77.5%) and those from the Faculty of Arts were less likely (41.0%) to agree they had reporting obligations.⁷⁰
- Regarding willingness to report to ICAC / OPI, there were no statistically significant differences between University sections.

Internal reporting and attitudes

Not all attitude questions were tested for differences between Faculties and Divisions.

- Respondents from the Faculty of Health and Medical Sciences were more likely (80.5%) and those from the Division of University Operations (62.6%) were less likely to agree they would report internally. Those from the Division of University Operations were also more likely (15.2%) to *disagree* they would report internally.⁷¹
- While not reaching statistical significance, the Faculty of the Professions had a higher proportion of staff agreeing (21.3%) that their organisation discouraged reporting.
- While not reaching statistical significance, the Faculty of Arts had a much higher proportion of staff agreeing (37.3%) there were adequate protections for those who report.
- The Faculty of the Professions were less likely (41.8%) to agree they had been provided with information / training on specific corruption risks.⁷²
- The Faculty of the Professions was more likely (30.1%) and the Faculty of Sciences and the Division of Academic and Student Engagement were less likely (11.3% and 11.8%) to agree their workplace sometimes has to bend the rules.⁷³
- While not reaching statistical significance, the Faculty of Arts had a much higher proportion of staff agreeing (42.2%) they were confused about what to report.
- The Faculty of the Professions were more likely (43.1%) to *disagree* they were confident action would be taken after a report. The Faculty of Sciences were more likely (30.6%) to neither agree nor *disagree* they were confident action would be taken after a report.⁷⁴
- While not reaching statistical significance, the Faculty of the Professions had a higher proportion of staff agreeing (52.5%) they would be worried about their job if they reported.
- While not reaching statistical significance, the Faculty of Engineering, Computer & Mathematical Sciences had a higher proportion of staff agreeing (50.4%) that the organisation places its reputation over addressing problems.

Corruption^F

- Respondents in the Faculty of the Professions were more likely (64.4%) and those in the Division of Academic and Student Engagement were less likely (40.8%) to have encountered corruption / inappropriate conduct.⁷⁵ This excluded those respondents who did not select 'Not encountered corruption' but also did not select any of the individual corruption categories.
- Respondents in the Division of University Operations were more likely (52.9%) and those in the Division of Academic and Student Engagement were less likely (31.0%) to say the University was vulnerable to corruption / inappropriate conduct. The Faculty of the Professions were less likely (19.0%) to say there was no vulnerability to corruption.⁷⁶
- Respondents in the Faculty of the Professions were more likely (22.4%) and those in the Division of University Operations were less likely (1.2%) to agree they had encountered corruption / inappropriate conduct in relation to both student enrolment⁷⁷ and student assessment and / or grades (32.9% and 2.4%).⁷⁸
- While not reaching statistical significance the Faculty of Engineering, Computer and Mathematical Sciences, the Division of University Operations and the Division of Academic and Student Engagement all had higher proportions of staff (42.2%, 41.5% and 44.9%) reporting there were issues in relation to the recruitment and / or promotion of ongoing / tenured or fixed term staff.
- Respondents in the Faculty of Engineering, Computer and Mathematical Sciences and the Faculty of Health and Medical Sciences were more likely (29.7% and 20.9%) and those in the Division of University Operations, and the Division of Academic and Student Engagement were less likely (1.2% and 0.0%) to report encountering corruption or inappropriate conduct in research / scholarly practice.⁷⁹
- Respondents in the Faculty of Engineering, Computer and Mathematical Sciences were more likely (23.4%) and those in the Division of University Operations, and the Division of Academic and Student Engagement were less likely (4.9% and 4.1%) to report encountering inappropriate use of grant or research funding.⁸⁰
- Respondents in the Faculty of Engineering, Computer and Mathematical Sciences and the Division of University Operations were more likely (15.6% and 20.7%) to report encountering issues relating to procurement.⁸¹
- Respondents in the Faculty of Health and Medical Sciences were more likely (46.5%) and those in the Faculty of Sciences were less likely (24.5%) to report encountering Nepotism / Favouritism.⁸²
- While not reaching statistical significance the Division of Research and Innovation had a higher proportion of respondents (74.1%) reporting encountering Bullying / Harassment.

^F 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 Division of University Operations were more likely (29.5%) to agree there were databases or systems storing sensitive information which could be accessed with generic or shared login details.⁸³
- Respondents in the Faculty of Engineering, Computer & Mathematical Sciences, the Faculty of Health and Medical Sciences and the Faculty of Sciences were more likely (85.5%, 81.1% and 82.4%) and those in the Division of University Operations and the Division of Research and Innovation were less likely to agree (57.0% and 54.5%) they had provided evidence of their qualifications for their current role.⁸⁴

The Faculty of the Professions stands out as having a series of more negative responses. This was in relation to attitudes towards reporting as well as being more likely to have encountered some forms of corruption / inappropriate conduct.

Respondents from the Faculty of Engineering, Computer and Mathematical Sciences was more likely to report having encountered issues with recruitment, research / scholarly practice, use of grant or research funding, and procurement.

The Division of University Operations was frequently highlighted, however, this feedback was often mixed between more positive and more negative responses.

The conclusions reached in the public report are pertinent and should be considered by the University of Adelaide's management.

A key point is that responses are not homogenous and that different patterns of behaviours 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, particular less senior academics, consistently held less positive views across all topics considered by this survey. Academic staff were also more likely to indicate encountering some form of corruption or inappropriate conduct.

Older and longer term staff also tended to have less positive views.

Senior staff consistently had more positive views across survey topics. Their perceptions do not reflect those of other employees.

The quantitative data shows large proportions of University of Adelaide staff may not be confident of what to report, 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, or if reputation would be placed above addressing problems.

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

Of those who had previously reported internally, the majority were dissatisfied with the process. This 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
RESPONDENTS		
Gender	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)
Age	What is your age?	20 years and under; 21-34; 35-44; 45-54; 55 years and above
Workplace	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
Work	What Faculty or Division do you predominantly work in? (If you are employed by a Division but predominantly work in or support a Faculty, please select the Faculty you work in. Remember no questions are mandatory.)	Faculty of Arts; Faculty of Engineering, Computer & Mathematical Sciences; Faculty of Health and Medical Sciences; Faculty of the Professions; Faculty of Sciences; Division of University Operations; Division of Academic and Student Engagement; Division of Research and Innovation; Other
Role	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
Employment	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)
Time with the university	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
Time in the sector	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
AWARENESS OF THE ICAC AND THE OPI		
Aware of the OPI	Have you heard of the Office for Public Integrity?	Yes; No; Don't know / not sure
Aware of the ICAC	Had you heard of South Australia's Independent Commissioner Against Corruption (ICAC) before receiving this survey?	Yes; No; Don't know / not sure

QUESTION TOPIC	SPECIFIC WORDING	RESPONSE SCALE
PERCEPTIONS OF THE ICAC		
(Questions were presented in randomised order)		
ICAC decisions are made free from interference	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
ICAC is trustworthy	ICAC is trustworthy	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
Important for ICAC to have appropriate power	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
Important to have the ICAC	It is important that South Australia has an ICAC	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
ICAC treats people fairly	ICAC treats people fairly	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
REPORTING TO THE ICAC AND THE OPI		
Have reporting obligations to the ICAC / OPI	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
Willing to report to the ICAC / OPI	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
REPORTING INTERNALLY		
Willing to report internally	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
My organisation discourages reporting	My organisation discourages reporting	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
My organisation provides information about reporting	My organisation provides information about reporting	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
My organisation has policies / procedures for reporting	My organisation has policies and procedures for reporting	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
Confused about what to report	I'm confused about what conduct should be reported	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
Confident my organisation would take action	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
My organisation places reputation over addressing the problem	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
Consider negative consequences to the organisation before reporting	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
Adequate protections for those who report	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

QUESTION TOPIC	SPECIFIC WORDING	RESPONSE SCALE
EXPERIENCES WITH REPORTING INTERNALLY		
Have reported	Have you previously reported corruption or inappropriate conduct to someone inside your current university?	Yes; No
Whom reported to	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
The following questions were presented in a randomised order:		
How would you describe this most recent report?		
Informed	I was informed of the process that would occur	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
Anonymity	My anonymity was maintained	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
Looked into	My report was looked into	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
Serious	I feel my organisation took my report seriously	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
Satisfaction	I was satisfied with the process	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
ATTITUDES TO REPORTING		
Code of Conduct	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
Report with clear evidence	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
Not serious it's ok not to report	If corruption or inappropriate conduct is not too serious it's ok to not report it	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
Prefer anonymity	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
Know of others who had experienced negative consequences from reporting	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
Worried about their job	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
Reporting causes troubles with colleagues	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
Not responsibility to report	It's not my responsibility to report	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure
Feel intimidated to report	I would feel intimidated to report	Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree; Don't know / not sure

QUESTION TOPIC	SPECIFIC WORDING	RESPONSE SCALE
CORRUPTION / INAPPROPRIATE CONDUCT ENCOUNTERED IN THE LAST THREE YEARS		
Corruption / inappropriate conduct encountered in the last three years	In your work for this university have you personally encountered any of the following corruption or in the last three years? (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)
Information / Training on specific corruption risks	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
My workplace has to bend the rules	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
SPECIFIC RISKS		
Vulnerability to corruption	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)
Qualitative feedback	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)
	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)

QUESTION TOPIC	SPECIFIC WORDING	RESPONSE SCALE
SPECIFIC RISKS		
Generic or shared login details	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
Evidence of qualifications	As part of your recruitment for your current job, did you have to provide evidence of your qualifications?	Yes; No; Not Applicable
OTHER		
Other	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 $r=0.00$, 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 $\chi^2(4) = 18.5$, $p=.001$, $\phi=.117$ (small effect size)
- 3 $\chi^2(4) = 65.1$, $p<.001$, $\phi=.220$ (medium)
- 4 $\chi^2(6) = 89.9$, $p<.001$, $\phi=.260$ (large)
- 5 $\chi^2(8) = 70.9$, $p<.001$, $\phi=.230$ (large)
- 6 $\chi^2(8) = 57.0$, $p<.001$, $\phi=.207$ (large)
- 7 Respondents who were not aware of ICAC were provided a brief summary of the ICAC and OPI's function prior to answering this question.
- 8 $\chi^2(6) = 28.8$, $p<.001$, $\phi=.153$ (medium)
- 9 $\chi^2(6) = 13.0$, $p<.05$, $\phi=.103$ (small)
- 10 $\chi^2(12) = 23.7$, $p<.05$, $\phi=.139$ (medium)
- 11 $\chi^2(12) = 34.1$, $p=.001$, $\phi=.167$ (large)
- 12 $\chi^2(3) = 24.5$, $p<.001$, $\phi=.142$ (small)
- 13 $\chi^2(12) = 34.8$, $p=.001$, $\phi=.168$ (large)
- 14 $\chi^2(12) = 39.3$, $p<.001$, $\phi=.179$ (large)
- 15 $\chi^2(9) = 17.7$, $p<.05$, $\phi=.121$ (medium)
- 16 $\chi^2(6) = 19.7$, $p<.01$, $\phi=.126$ (medium)
- 17 $\chi^2(6) = 19.4$, $p<.01$, $\phi=.125$ (medium)
- 18 $\chi^2(9) = 19.9$, $p<.05$, $\phi=.127$ (medium)
- 19 $\chi^2(12) = 41.7$, $p<.001$, $\phi=.184$ (large)
- 20 $\chi^2(12) = 36.3$, $p<.001$, $\phi=.172$ (large)
- 21 $\chi^2(6) = 17.7$, $p<.01$, $\phi=.120$ (small)
- 22 $\chi^2(6) = 20.5$, $p<.01$, $\phi=.129$ (medium)
- 23 $\chi^2(6) = 18.1$, $p<.01$, $\phi=.121$ (small)
- 24 $\chi^2(9) = 18.1$, $p<.05$, $\phi=.122$ (medium)
- 25 $\chi^2(12) = 23.6$, $p<.05$, $\phi=.138$ (medium)
- 26 $\chi^2(12) = 29.0$, $p<.01$, $\phi=.154$ (large)
- 27 $\chi^2(9) = 29.1$, $p=.001$, $\phi=.154$ (medium)
- 28 $\chi^2(12) = 21.7$, $p<.05$, $\phi=.133$ (medium)
- 29 $\chi^2(6) = 25.3$, $p<.001$, $\phi=.143$ (medium)
- 30 $\chi^2(6) = 24.4$, $p<.001$, $\phi=.140$ (medium)
- 31 $\chi^2(12) = 58.6$, $p<.001$, $\phi=.218$ (large)
- 32 $\chi^2(12) = 53.3$, $p<.001$, $\phi=.209$ (large)
- 33 $\chi^2(6) = 22.1$, $p=.001$, $\phi=.134$ (medium)
- 34 $\chi^2(6) = 13.5$, $p<.05$, $\phi=.105$ (small)
- 35 $\chi^2(12) = 27.7$, $p<.01$, $\phi=.150$ (large)
- 36 $\chi^2(6) = 14.5$, $p<.05$, $\phi=.109$ (small)
- 37 $\chi^2(9) = 23.1$, $p<.01$, $\phi=.138$ (medium)
- 38 $\chi^2(12) = 35.1$, $p<.001$, $\phi=.170$ (large)
- 39 $\chi^2(6) = 23.4$, $p=.001$, $\phi=.138$ (medium)
- 40 $\chi^2(6) = 19.6$, $p<.01$, $\phi=.125$ (medium)
- 41 $\chi^2(9) = 21.6$, $p=.01$, $\phi=.133$ (medium)
- 42 $\chi^2(12) = 46.3$, $p<.001$, $\phi=.193$ (large)
- 43 $\chi^2(12) = 40.4$, $p<.001$, $\phi=.181$ (large)
- 44 $\chi^2(6) = 16.7$, $p=.01$, $\phi=.116$ (small)
- 45 $\chi^2(9) = 20.3$, $p<.05$, $\phi=.129$ (medium)
- 46 $\chi^2(9) = 17.6$, $p<.05$, $\phi=.120$ (medium)
- 47 $\chi^2(3) = 14.3$, $p<.01$, $\phi=.108$ (small)
- 48 $\chi^2(9) = 47.9$, $p<.001$, $\phi=.198$ (large)
- 49 $\chi^2(12) = 25.1$, $p<.05$, $\phi=.143$ (medium)
- 50 $\chi^2(6) = 18.6$, $p<.01$, $\phi=.123$ (medium)
- 51 $\chi^2(12) = 40.2$, $p<.001$, $\phi=.181$ (large)
- 52 $\chi^2(12) = 28.9$, $p<.01$, $\phi=.154$ (large)
- 53 $\chi^2(6) = 23.5$, $p=.001$, $\phi=.138$ (medium)
- 54 $\chi^2(9) = 33.8$, $p<.001$, $\phi=.167$ (large)
- 55 $\chi^2(12) = 21.4$, $p<.05$, $\phi=.132$ (medium)
- 56 $\chi^2(12) = 31.2$, $p<.01$, $\phi=.160$ (large)
- 57 $\chi^2(12) = 28.8$, $p<.01$, $\phi=.153$ (large)
- 58 $\chi^2(12) = 25.0$, $p<.05$, $\phi=.143$ (medium)
- 59 $\chi^2(3) = 14.1$, $p<.01$, $\phi=.108$ (small)
- 60 $\chi^2(6) = 18.3$, $p<.01$, $\phi=.122$ (medium)
- 61 $\chi^2(9) = 31.9$, $p<.001$, $\phi=.162$ (medium)
- 62 $\chi^2(6) = 23.3$, $p=.001$, $\phi=.138$ (medium)
- 63 $\chi^2(9) = 25.1$, $p<.01$, $\phi=.144$ (medium)
- 64 $\chi^2(3) = 15.0$, $p<.01$, $\phi=.111$ (small)
- 65 $\chi^2(6) = 18.1$, $p<.01$, $\phi=.121$ (small)
- 66 $\chi^2(6) = 36.6$, $p<.001$, $\phi=.172$ (medium)
- 67 $\chi^2(12) = 51.5$, $p<.001$, $\phi=.204$ (large)
- 68 $\chi^2(12) = 34.8$, $p<.001$, $\phi=.168$ (large)
- 69 $\chi^2(16) = 88.5$, $p<.001$, $\phi=.258$ (large)
- 70 $\chi^2(16) = 75.6$, $p<.001$, $\phi=.248$ (large)
- 71 $\chi^2(24) = 40.2$, $p<.05$, $\phi=.181$ (large)
- 72 $\chi^2(24) = 45.7$, $p<.01$, $\phi=.193$ (large)
- 73 $\chi^2(24) = 41.8$, $p<.05$, $\phi=.184$ (large)

- 74 $\chi^2(24) = 44.8, p < .01, \phi = .191$ (large)
- 75 $\chi^2(8) = 19.7, p < .05, \phi = .129$ (medium)
- 76 $\chi^2(16) = 33.7, p < .01, \phi = .167$ (large)
- 77 $\chi^2(8) = 20.2, p = .01, \phi = .185$ (large)
- 78 $\chi^2(8) = 44.9, p < .001, \phi = .277$ (large)
- 79 $\chi^2(8) = 42.3, p < .001, \phi = .268$ (large)
- 80 $\chi^2(8) = 22.5, p < .01, \phi = .196$ (large)
- 81 $\chi^2(8) = 27.9, p = .001, \phi = .218$ (large)
- 82 $\chi^2(8) = 19.1, p < .05, \phi = .180$ (large)
- 83 $\chi^2(16) = 32.1, p = .01, \phi = .169$ (large)
- 84 $\chi^2(16) = 71.8, p < .001, \phi = .251$ (large)

