



WESTERN SYDNEY
UNIVERSITY

MYVOICE PULSE SURVEY OF WSU STAFF:

WORKING THROUGH THE COVID-19 PANDEMIC

CITATION

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Western Sydney University acknowledges the peoples of the Darug, Tharawal, Eora and Wiradjuri nations. We acknowledge that the teaching, learning and research undertaken across our campuses continues the teaching, learning and research that has occurred on these lands for tens of thousands of years.

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EXECUTIVE SUMMARY

BACKGROUND

The COVID-19 pandemic profoundly affected both staff and students in higher education institutions globally, with teaching and learning moving online, and research being suspended or adapted via videotelephony. Western Sydney University (WSU) surveyed its staff to develop a comprehensive understanding of the reported impacts of COVID-19 on both their work and life, and the strengths and challenges of utilising videotelephony for teaching and research.

METHOD

All WSU staff were surveyed via the MyVoice Pulse survey, with data collected by The Voice Project. A total of 2335 staff completed the survey, with a response rate of 86%. Permission was secured from 1695 (62.4%) staff for their responses to be included in this research. Out of these respondents, 59.6% identified as female, and 33.1% identified themselves as academic staff. Diversity related questions had Cronbach's alpha of 0.63. All other questions when tested returned a Cronbach's alpha of greater than 0.75 implying those questions were consistent.

FINDINGS

Firstly, staff were surveyed about their satisfaction with key facets of their work and life. Responses were largely positive, however, important differences were evident across key staffing groups. Here the most striking trends are described. Staff who preferred to not specify their gender reported significantly lower scores than both males and females in all areas of work and life. Further, this group disclosed a much lower score than the other gender group for communication, work/life balance, involvement in decision making, health and safety awareness, and the success of executive leadership and collaboration. Academic staff reported significantly lower satisfaction in all areas: communication, access to resources, work/life balance, support for diversity, involvement in decision making, health and safety awareness, and the success of executive leadership, supervision and collaboration, and wellbeing. No differences were observed between staff who had dependent children and those who did not; or levels of professional staff. Staff in the Academic Division reported significantly lower satisfaction than staff in other Divisions in all areas: communication, access to resources, work/life balance, support for diversity, involvement in decision making, health and safety awareness, and the success of executive leadership, supervision and collaboration, and wellbeing. Level A, B and C academic staff conveyed the lowest satisfaction in involvement in decision making and the quality of supervision, and then health and safety awareness, collaboration and personal wellbeing, respectively. Staff from the School of Medicine expressed significantly higher satisfaction with work/life balance, personal wellbeing, support for diversity, and the success of executive leadership than counterparts in some other Schools.

Secondly, staff responses revealed that approximately half agreed with the success of remote teaching. Professional staff, those that have dependent children, and staff from the School of Built Environment reported higher positive responses regarding remote teaching than their counterparts.

Thirdly, the negative impacts of COVID-19 on research were substantial and impacts were pervasive with minimal variation across groups. Academic staff were more negatively affected than professional staff. Some groups, namely, females and staff who did not specify their gender, Level C academics, and staff without dependent children reported being more negatively affected for grants, publications and promotion of their work, as compared to their peers. The School of Psychology and School of Science staff reported the greatest negative impact on laboratory work.

Fourthly, staff responses indicated less than one in four agreed with the success of remote HDR supervision. Females, other gender, staff who "preferred not to specify" their gender, those with dependent children, and those who were from the School of Humanities and Communication Arts were more likely to report a higher agreement about the success of remote HDR supervision.

Finally, nearly two-thirds of respondents agreed that videotelephony was valid and facilitated benefits and access, however, nearly half also agreed there were limitations of videotelephony. Female and other gender staff, and professional staff showed significantly higher agreement with the access provided by videotelephony, and its validity for research encounters than their peers.

RECOMMENDATIONS

1. **Work and life:** That Division and School leadership identify workload and career issues affecting staff satisfaction to inform operational and strategic planning for staff wellbeing. That School leadership support and facilitate staff members with low satisfaction (Level A, B and C academic staff) to identify School level and individual actions to promote wellbeing and work/life balance. Similarly, these strategies should address the low satisfaction reported by staff who did not specify their gender. More information, however, is required to understand the nature of this group.
2. **Supporting and valuing teaching:** That university leadership develop explicit criteria for measuring excellence in teaching and link them to promotion, benchmarking levels of achievement and recognition. That the Academic Division develop a communication strategy targeting staff members who have not undertaken professional development opportunities in recent times, to raise awareness they exist, their value add and promote engagement.
3. **Supporting remote teaching and HDR supervision:** Staff with dependent children viewed the success of remote teaching and HDR supervision more favourably than their peers without children. Leadership could identify the potential of remote delivery assisting staff returning to work from parental leave and/or managing family responsibilities for dependent children.

That the Graduate Research School develop targeted advice for HDR supervisors and candidates on how to manage remote supervision, drawing on success factors identified by staff who had positive experiences.

4. **Substantial impacts on research:** That School leadership support and facilitate staff members reporting negative effects on their research (more so being mid-career Level C academic staff, females, and staff who preferred not to specify their gender) to identify opportunities for research support and ways to adapt their research for remote collaboration. That the university support research projects to function with remote collaboration and data collection/analysis (e.g. purchase of equipment or software).
5. **Affordances of videotelephony:** That the University leadership evaluate current videotelephony resources against identified limitations to inform future asset purchases. That the Academic and Research Division leadership identify opportunities to develop staff capability and awareness of the affordances of videotelephony, providing training and support. Females, other gender staff, and professional staff recognised the enhanced access videotelephony afforded to their work. Ongoing scaffolding and provision of the use of technology should be considered to help preserve the benefits post-COVID.

CONCLUSION

The current study provides valuable insight into the reported impacts of COVID-19 on the work and life of staff at WSU, as well as staff perspectives on some of the innovative practices that were adopted in response. The timeliness and the potential impact for informing University policy and practice are among the strengths of the study. The cross-sectional nature of the data means that clear temporal associations between demographic factors and outcomes cannot be established. Additionally, it is important to note that results may be impacted by the uneven sample size in some groups.

As COVID-19 transformed the work of the University and its staff dramatically, it appears that staff beliefs about the impacts of these changes varies substantially. If innovative practices such as remote teaching and HDR supervision, and videotelephony for research continue it will be important to conduct further research to identify exemplary practice given the current divide in staff opinion. Similarly, findings may serve as a catalyst for policies and practices that seek to address some of the inequities highlighted in staff voices.

INTRODUCTION

This report quantifies and documents the effects of COVID-19 on Western Sydney University (WSU) staff members, specifically the impacts on their research and teaching roles. The report provides recommendations for targeted interventions and policies which consider the lived experience for university staff with teaching and learning moving online, and research being suspended or adapted by using videotelephony.

The wellbeing and success of WSU staff are vitally important to the university. In July 2020, WSU surveyed all staff for their perceptions and experiences of the extensive changes to their working life due to COVID-19, the impacts on their work and home life and the strengths and challenges of utilising videotelephony for teaching and research.

This report presents findings that enhance our understanding of the consequences of COVID-19 on staff members' work and home life and identifies areas of inequity. It provides guidance on achieving more equitable outcomes for university staff and the use of videotelephony modes for teaching and research into the future.

The results of the study will contribute to this emerging body of research on both the impacts of COVID-19 and its mitigation. The data are available for university researchers to use, and details on the mechanisms, levels and conditions of access are provided in Appendix 4.

BACKGROUND

During 2020, disruptions and changes to work and life were widespread and extensive because of the COVID-19 pandemic. Changes to the University sector for both staff and students were significant and unprecedented with the move to working and learning at-home via videotelephony modes. COVID-19 was a pandemic, and so the impacts on universities were universal. Early evidence is that the impacts have not been felt evenly across all staff and students: differences are already being noted across gender, family situation, ethnic background, and socio-economic status (Mustajab et al., 2020). For example, parents of children forced to continue learning at home due to school closures or government recommendations to stay at home have faced major challenges (Alon Titan et al., 2020). In particular, mothers have in many cases been expected to bear the majority of responsibility for overseeing their children's home education while attempting to continue their careers in disrupted circumstances (Stanisquaski et al., 2020). As the University recognised in its 2021 academic promotion processes COVID-19

impacts included: transition to remote teaching and learning; changes in workloads to focus on teaching, student pastoralism and governance roles in response to COVID-19; and the loss of access to research resources. Additionally, there were impacts from shifts in household labour, childcare, eldercare, exacerbation of medical conditions, and physical confinement.

The social dispersal of the academic workforce to their homes, saw a rapid uptake of videotelephony modes to conduct both teaching and research (Watermeyer et al., 2020). The movement to online teaching had been a 'slow burn' up until 2020 (Doug Lederman, 2019). From March 2020, the rate of transformation accelerated dramatically as staff used innovation and creativity to make and curate teaching and learning resources supporting a diverse spectrum of online, blended, and flexible delivery options.

This was mirrored at Western Sydney University where prior to the pandemic, 8.3% of unit delivery included online and on campus options (AUT 2019), transitioning at the height of the

pandemic to almost 100% online delivery. By the start of 2021, when pandemic restrictions were minimal, this reduced back to 14.3%, as the university responded to the complexity of balancing student expectations, experience, and success in an emerging technologically enhanced learning environment. At the height of the pandemic in 2020, the uplift of digital capability of staff involved professional development supported by 120 workshops attended by 1939 staff, 7,933 user accesses to online resources, and 4,637 Yammer posts (AUT/1H 2020). Likewise, University functions such as support services and engagement activities championed by the WSU professional staff were undertaken via videotelephony services in an unprecedented way. This is a positive story of continuity, resilience and recovery, delivered in the interests of students and the public good. Similarly, pre-COVID-19 there had been a slow transition to the use of videotelephony in research, especially to replace travel associated with fieldwork, but also to defray the carbon and economic costs of assembling researchers at conferences. Videotelephony has other benefits for researchers and research students, such as extending the reach of a sample to informants globally, to those who are less mobile, more remote, socially isolated or living in dangerous places, and who might otherwise be excluded from a sample (Deakin & Wakefield 2014). It is also much less taxing upon informants to prepare for an interview using videotelephony

than it is to be interviewed in person in their office or at home (Weller, 2017). There are challenges to videotelephony too, such as the technical hurdles, uneven possession of technology and broadband, and lack of ethnographic context (Callegaro, 2011; Weller, 2017).

Western Sydney University sought to survey its staff in order to develop a comprehensive understanding of the reported impacts of COVID-19 on both their work and life, and the strengths and challenges of utilising videotelephony for teaching and research. The results of the study will contribute to this emerging body of research on both the impacts of COVID-19 and its mitigation.

AIMS AND BENEFIT

The research set out to: identify the reported consequences of COVID-19 on staff work and life; identify areas of inequity and provide guidance on achieving more equitable outcomes for university staff; and inform the future use of videotelephony modes for teaching and research.

These outcomes will be of benefit to staff at WSU, and through publication will also assist other universities and workplaces. Universities occupy a unique position in society, and they were some of the most affected workplaces as a result of the pandemic (Crawford et al.,

2020). It is imperative that universities are proactive in developing policies which minimise unequal negative effects of the changes taking place (Rzymiski & Nowicki, 2020). The data are available for University researchers to use, and details on the mechanisms, levels and conditions of access are provided in Appendix 4.

METHODOLOGY

SURVEY PLATFORM

WSU staff were surveyed via the Voice platform and data collected by the Voice Project where the survey was open 27th July to 7th August 2020. WSU named researchers obtained ethical clearance from the WSU Human Research Ethics Committee (H13948) to receive the de-identified raw data and use the data for research purposes. There was a mix of qualitative (descriptive answers) and quantitative (responses using Likert scales) data. The quantitative data has been analysed and reported here.

The specific questions in the survey appear in Appendix 1. The specific sections of the survey include questions related to:

- communication and resources within the university setting
- work/life balance
- health and safety at work
- supervision, senior management, and collaboration
- wellbeing and mental health
- teaching and research
- demographic characteristics.

The Likert scale of responses for items related to communication and resources within the university setting; work/life balance; health and safety and involvement in work; supervision, senior management, and collaboration; wellbeing and mental health; and videotelephony were scored as 'strongly agree (5)', 'tend to agree (4)', 'neutral (3)', 'tend to disagree (2)', and 'strongly disagree (1)'. For items on the impact of COVID-19 on research, a Likert scale of responses 'strongly positive (5)', 'positive (4)', 'neutral (3)', 'negative (2)', and 'strongly negative' (1) was implemented.

CHARACTERISTICS OF THE STUDY PARTICIPANTS

Informed consent was obtained from 1695 WSU staff who completed the survey (response rate = 62.4%). Survey participants responding to the gender question (n=1645) indicated 59.6% identified as female, 34.8% as male, 0.5% as other and 5.1% selected "prefer not to say". Of academic staff (n=567) who participated in the current study, 51.3% identified as female, 40.7% as male, and 0.9% as other while 7.1% chose "prefer not to say". About 23% of the study participants were employed as Academic C, and 16.2% were employed as casual academics. The highest number of responses by Division was the People and Advancement Division (15.4%), followed by the Finance and Resources Division (15.1%).

STATISTICAL ANALYSIS

For this study, a three-stage statistical analytical strategy was employed. In stage one, raw data in the form of MS Excel™ was imported to STATA version 15.0 for data cleaning in ensuring the data were correct, consistent, and usable. At this stage, 'not applicable/don't know' responses were recoded as missing and excluded from the final analysis, consistent with prior methodological studies (Dong & Peng, 2013; Langkamp et al., 2010). Statistical analyses are less likely to be biased when less than 10% of data are missing (Dong & Peng, 2013; Langkamp et al., 2010). In the current study, the proportion of missing data was less than 10% for almost all composite variables. In stage two, reliability checks were conducted using Cronbach's alpha to check consistency of indicators (e.g., publications, grants, and promotion of work related questions) and used to calculate the composite index (e.g., a composite index of

impacts of the pandemic on publications, grants, and promotion of work). Cronbach's alpha was selected for this study as Cronbach's alpha is a good internal consistency measure for one-time test administration. Except for the diversity composite index ($\alpha = 0.63$), all outcomes had Cronbach's alpha of greater than 0.75, indicating greater reliability (Rickards et al., 2012; Taber, 2018). In stage three, analyses involving descriptive statistics including frequencies, percentages, mean, and standard deviation were calculated to describe the study outcomes (including communication and resource, work/life balance, health and safety and involvement in work, supervision, senior management, and collaboration, wellbeing and mental health, and teaching and research related outcomes) across participant characteristics (including gender, type of employment, presence of dependent children, academic ranks, professional ranks, organisational units, and academic schools). In the last stage, ANOVA and correlation tests were performed to examine the impact of the study variables on different outcomes. The ANOVA test was selected in the current study for the reasons as follows: the survey questions measured had strong internal consistency (Sullivan & Artino, 2013); several composite indices were constructed to fully capture the concept being examined as a single survey item is unlikely to be sufficient (Rickards et al., 2012); and parametric analyses (including ANOVA and correlation tests) are more powerful when the researcher has a desire to prove their hypotheses are correct (Cooper & Johnson, 2016). All statistical analysis were performed using STATA version 15.0 (StataCorp, 2017) and R-studio 4.0.10 (R Core Team, 2020). A p-value of < 0.05 was used to set the statistical significance. Post-hoc analysis was also carried out for each variable of interest to further determine similarities and differences.



RESULTS

COMMUNICATION

Staff perspectives on the success of communication were measured using three questions (see Figure 1), producing a possible total score of 3-15 where higher scores indicated stronger agreement with the success of communication (Cronbach's alpha 0.78 was achieved across these questions indicating good reliability).

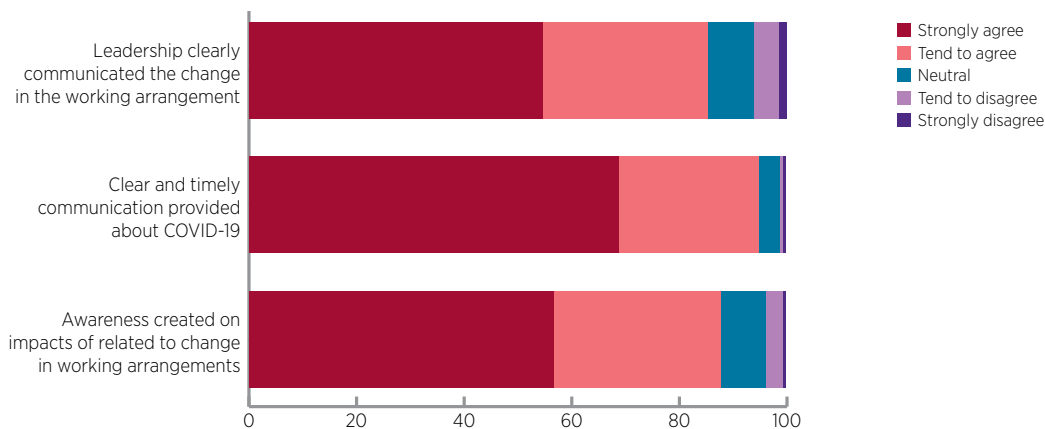
Of the participants, 94.7% and 85.2% agreed that communication about COVID-19 was clear and timely, and leaders clearly communicated about the change in working arrangements, respectively. About 87.8% agreed that they were aware of the impact that COVID-19 would have on their working arrangements (Figure 1).

Females (mean=13.46), males (mean=13.31) and other gender (mean=14.00) reported significantly higher agreement about the success of communication compared to the 'prefer not to say' group (mean=12.36). Professional staff (mean=13.50) agreed significantly higher about the success of communication compared to academic staff (mean=13.05). Staff who were from the Academic Division (mean=12.68) had a significantly lower agreement about the success of communication compared to: Division of Senior DVC (mean=13.82), Finance and Resource Division (mean= 13.70), Office

of the Vice-Chancellor and President (mean= 13.79), People and Advancement Division (mean= 13.89), and Research, Enterprise and International Division (mean= 13.71).

Significant differences were observed across academic level with academic Level E reporting the highest score (mean= 13.54), however the post-hoc analysis did not show significant differences across academic level. No significant differences were observed about the success of communication across level of professional staff, having dependent children, and academic schools (Appendix 3, Table 1).

FIGURE 1: Responses of WSU staff about communication (MyVoice Pulse survey, Western Sydney University, 2020)



RESOURCING

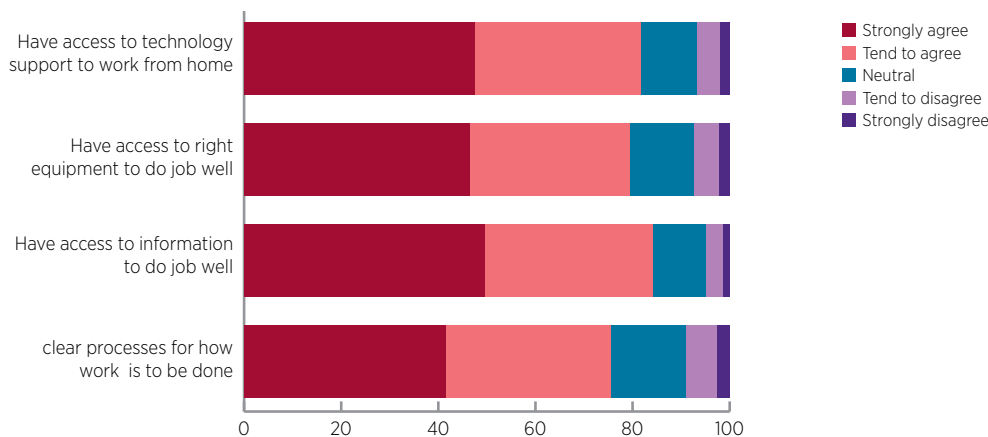
Staff perspectives on access to resources were measured using four questions (see Figure 2), producing a possible total score of 4-20 where higher scores indicated stronger reported access to resources (Cronbach's alpha 0.86 was achieved across these questions indicating good reliability).

Staff responses indicated that 84.2% and 79.5% agreed they had access to information and equipment, respectively. Also, 81.7% and 75.4% agreed they had access to technology and support, and clear working processes, respectively (Figure 2).

Females (mean=16.91) and males (mean=16.58) had higher agreement about access to resources compared to the 'prefer not to say' group (mean=15.30) and other gender (mean= 15.00). Professional staff (mean=17.40) had a significantly higher agreement about access to resources compared to academic staff (mean=15.44). Academic Division staff (mean=16.59) agreed significantly lower about the access to resources, as compared to staff from the Division of Senior DVC (mean=18.12), Finance and Resource Division (mean=17.73), and People and Advancement Division (mean=17.58) (Appendix 3, Table 1).

Significant differences were observed across levels with senior academics reporting the highest score (mean= 17.69), however the post-hoc analysis returned an outcome of no significant differences across academic levels. Further, the results indicated that there were no significant differences in the reported access to resources across the presence of dependent children, level of professional staff and academic schools (Appendix 3, Table 1).

FIGURE 2: Responses of WSU staff about access to resources (MyVoice Pulse survey, Western Sydney University, 2020)



WORK/LIFE BALANCE

Staff perspectives on work/life balance were measured using four questions (see Figure 3), producing a possible total score of 4-20 where higher scores indicated greater reported work/life balance (Cronbach's alpha 0.79 was achieved across these questions indicating good reliability).

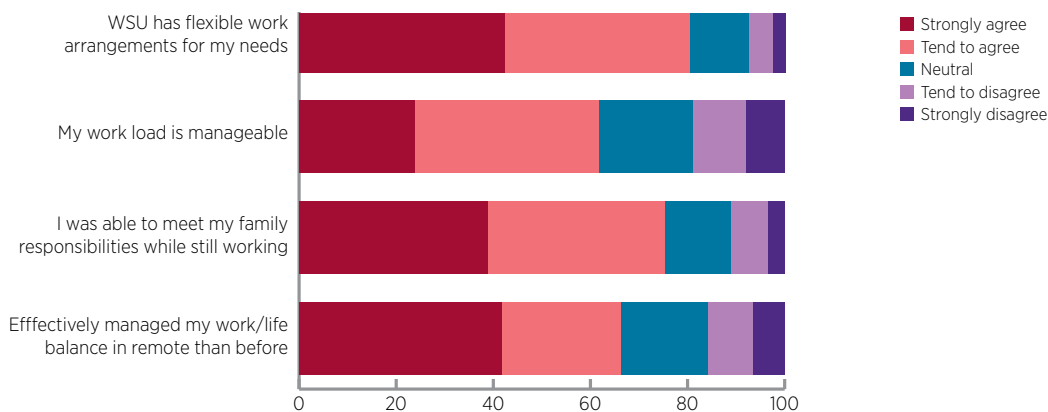
Of the participants, 80.4% and 66.3% agreed to the presence of flexible working arrangements and the effectiveness of working remotely, respectively. Additionally, 61.7% agreed that their workload was manageable, while 75.4% agreed they were able to meet family responsibilities while still working (Figure 3).

Females (mean=15.68), males (mean= 15.68) and other gender (mean=15.14) reported significantly higher work/life balance, as compared to those in the 'prefer not to say' group (mean=14.50). Professional staff (mean=16.44) reported significantly higher work/life balance compared to academic staff (mean=13.97). Significant differences were observed across academic and professional levels, however the post-hoc analysis did not show significant differences across these groups. Academic Division staff (mean=15.98) reported significantly lower work/life balance, as compared to staff in the Division of Senior DVC (mean=17.52), and similarly, staff in

the Research, Enterprise and International Division (mean=15.76) reported significantly lower work/life balance compared to staff in the Division of Senior DVC (mean=17.52) and Finance and Resources Division (mean= 16.71) (Appendix 3, Table 1).

School of Medicine (mean=16.29) staff had significantly higher work/life balance, as compared to staff in the Schools of Health Sciences (mean=13.29), Social Sciences (mean=14.35), and Psychology (mean=12.91) (Appendix 3, Table 1). On the other hand, there were no significant differences in work/life balance across the presence of dependent children.

FIGURE 3: Responses of WSU staff about work/life balance (MyVoice Pulse survey, Western Sydney University, 2020)



DIVERSITY

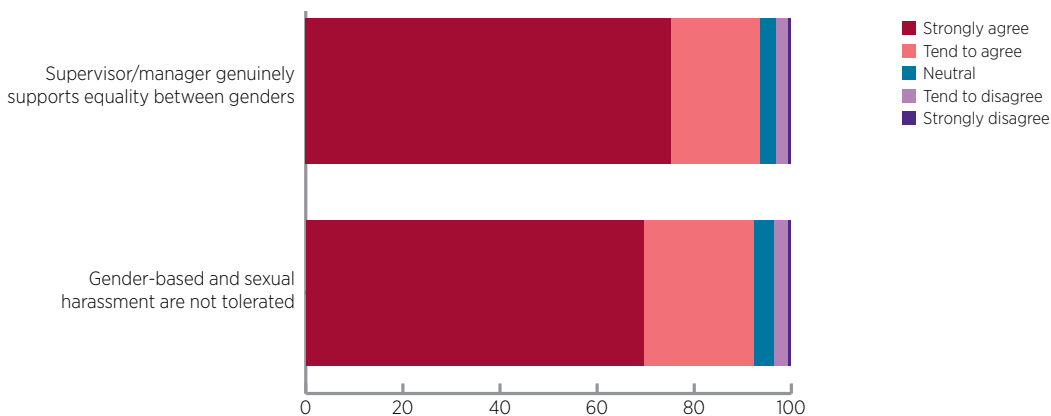
Staff perspectives on support for diversity were measured using two questions (see Figure 4), producing a possible total score of 2-10 where higher scores indicated stronger agreement with the support for diversity (Cronbach's alpha 0.63 was achieved across these questions indicating poor reliability).

Of study participants, 93.4% and 92.2% agreed that their supervisor supports equality between genders and there was no tolerance of gender-based and sexual harassment in WSU, respectively (Figure 4).

Other gender (mean=9.57) and males (mean= 9.36) reported significantly higher agreement with the support for diversity than females (mean= 9.20) and the 'prefer not to say' group (mean=8.62). Likewise, professional staff (mean= 9.39) reported significantly higher agreement regarding the support for diversity than academic staff (mean=8.88). Staff in the People and Advancement Division (mean= 9.54) had significantly higher agreement about the support for diversity compared to staff

in the Academic Division (mean= 9.15), while staff in the School of Law (mean=7.69) and the School of Social Sciences (mean= 8.33) reported significantly lower agreement about the support for diversity, as compared to the School of Medicine (mean= 9.43). The results further reveal that there were no significant differences observed on the presence of dependent children, academic level, and professional level (Appendix 3, Table 1).

FIGURE 4: Responses of WSU staff about the support for diversity (MyVoice Pulse survey, Western Sydney University, 2020)



INVOLVEMENT

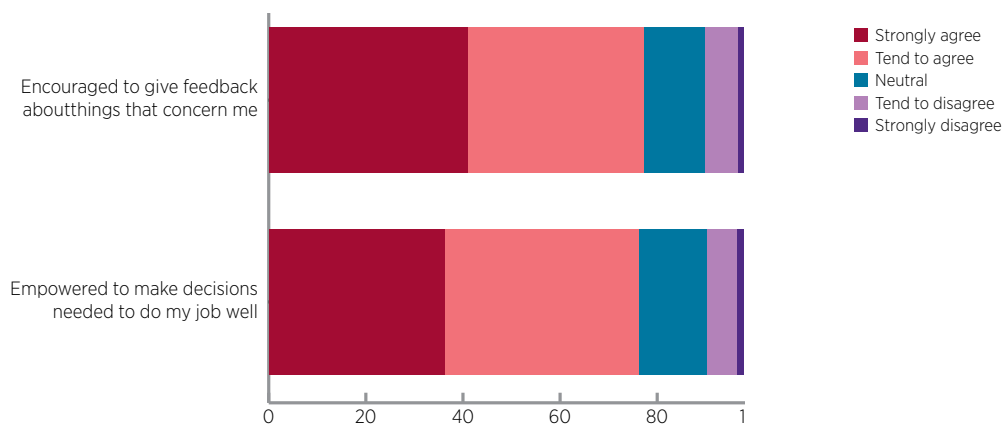
Staff perspectives on their involvement in decision making were measured using two questions (see Figure 5), producing a possible total score of 2-10 where higher scores indicated stronger agreement with their involvement (Cronbach's alpha 0.83 was achieved across these questions indicating good reliability).

About 77.2% agreed they were encouraged to provide feedback, and 76.2% also agreed they were empowered to make decisions (Figure 5).

Females (mean = 8.14) and males (mean= 8.11) reported greater perceived involvement compared to the other gender (mean=7.37) and the 'prefer not to say' group (mean= 6.77). Professional staff (mean= 8.32) reported greater perceived involvement compared to academic staff (mean= 7.50). Those who are ranked as academic Level B (mean= 6.96) reported significantly lower perceived involvement compared to staff at academic Level A (mean= 8.13) and casual academics (mean= 8.01). Likewise, staff in the Finance and Resources Division (mean= 8.40), and the

People and Advancement Division (mean= 8.51) conveyed significantly higher perceived involvement compared to staff in the Academic Division (mean 7.89) (Appendix 3, Table 2). Significant differences were observed across academic schools with staff from the School of Medicine reporting the highest score (mean= 8.25), however the post-hoc analysis did not reveal significant differences across academic schools. Similarly, no significant differences were evident across the presence of dependent children, or level of professional staff.

FIGURE 5: Responses of WSU staff about involvement (MyVoice Pulse survey, Western Sydney University, 2020)



HEALTH AND SAFETY

Staff perspectives on the provision of awareness to support health and safety were measured using five questions (see Figure 6), producing a possible total score of 5-25 where higher scores indicated stronger agreement with the provision of awareness to support health and safety (Cronbach's alpha 0.82 was achieved across these questions indicating good reliability).

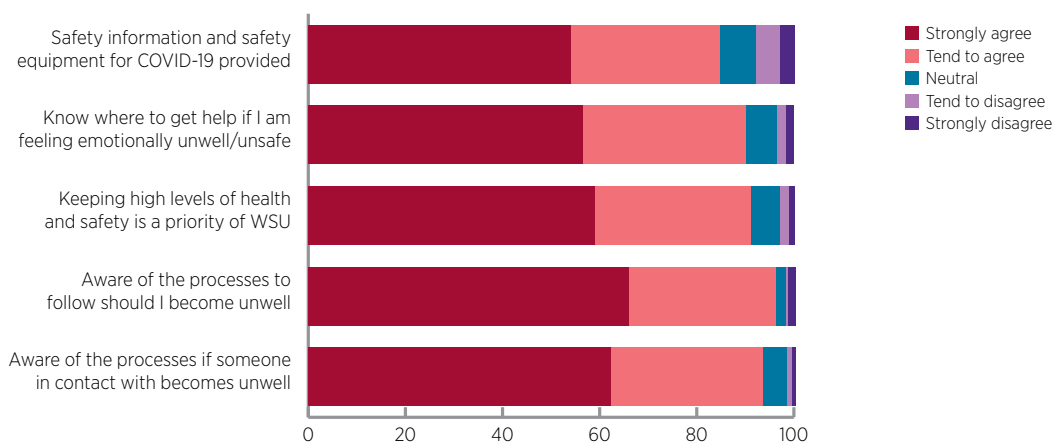
Approximately 96.3% and 93.5% agreed that they had awareness of the processes to follow if they became unwell and if another person became unwell, respectively. Around 91.1% agreed that health and safety was a priority at WSU, and 90.1% agreed that they knew where to seek help if they felt unwell (Figure 6).

For health and safety questions, other gender (mean=23.00) and females (mean= 22.75) showed higher agreement about the success of awareness for health and safety, as compared to males (mean= 22.22) and the 'prefer not to say' group (mean= 20.64).

Professional staff (mean= 22.71) had a higher agreement about the success of awareness for health and safety than academic staff (mean= 21.90), and academic staff who ranked as Level B (mean= 21.01) reported lower agreement as compared to academic Level

E (mean=22.67) and senior academic staff (mean=23.59). Staff in the Academic Division (mean= 22.12) showed significantly lower agreement about the success of awareness for health and safety, as compared to staff in the People and Advancement Division (mean= 23.16), and the Division of Research, Enterprise and International (mean= 23.13) (Appendix 3, Table 2). In contrast, there were no significant differences across the presence of dependent children, professional staff level or academic schools.

FIGURE 6: Responses of WSU staff about the success of awareness for health and safety (MyVoice Pulse survey, Western Sydney University, 2020)



EXECUTIVE LEADERSHIP

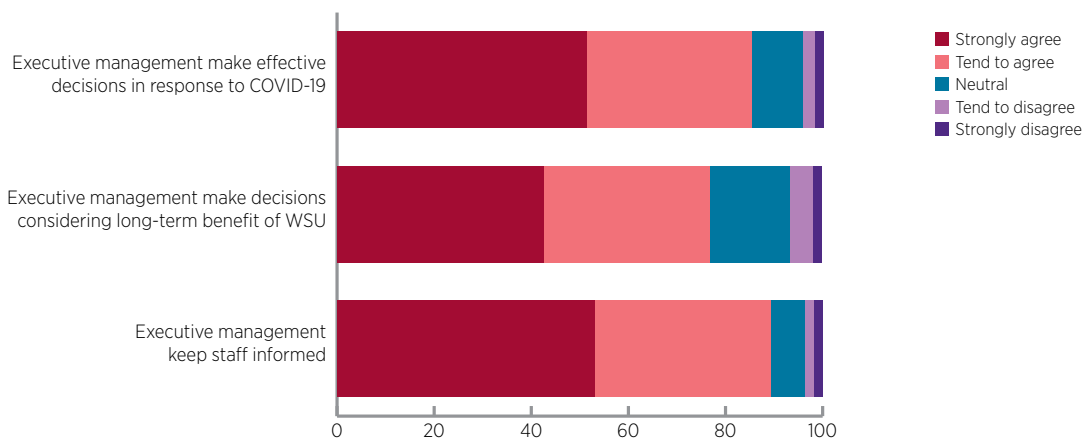
Staff perspectives on the effectiveness of executive management were measured using three questions (see Figure 7), producing a possible total score of 3-15 where higher scores indicated stronger agreement with the effectiveness of executive management (Cronbach's alpha 0.86 was achieved across these questions indicating good reliability).

The results revealed that 89.3% agreed that the executive management kept staff informed, and 85.4% and 76.5% agreed that decisions of the executive management for the COVID-19 response were effective and considered the long-term benefit of WSU, respectively (Figure 7).

Other gender (mean=13.50), females (mean= 12.98) and males (mean= 12.71) reported greater agreement with the success of executive leadership, as compared to the 'prefer not to say' group (mean= 11.32). Further, professional staff (mean= 13.10) exhibited significantly higher agreement about the success of executive leadership compared to academic staff (mean= 12.24). Staff in the Academic Division (mean= 12.38) reported significantly lower agreement about the success of executive leadership, as compared to those in the Finance and Resources Division

(mean= 13.25), the Office of the Vice-Chancellor and President (mean= 13.72), the People and Advancement Division (mean= 13.33), and the Research, Enterprise and International Division (mean= 13.15). Staff who worked in the School of Medicine (mean= 13.32) expressed a higher agreement about the success of executive leadership than staff in the School of Social Sciences (mean= 11.20). Then again, there were no significant differences across the presence of dependent children, academic or professional level (Appendix 3, Table 2).

FIGURE 7: Responses of WSU staff about executive leadership (MyVoice Pulse survey, Western Sydney University, 2020)



SUPERVISION

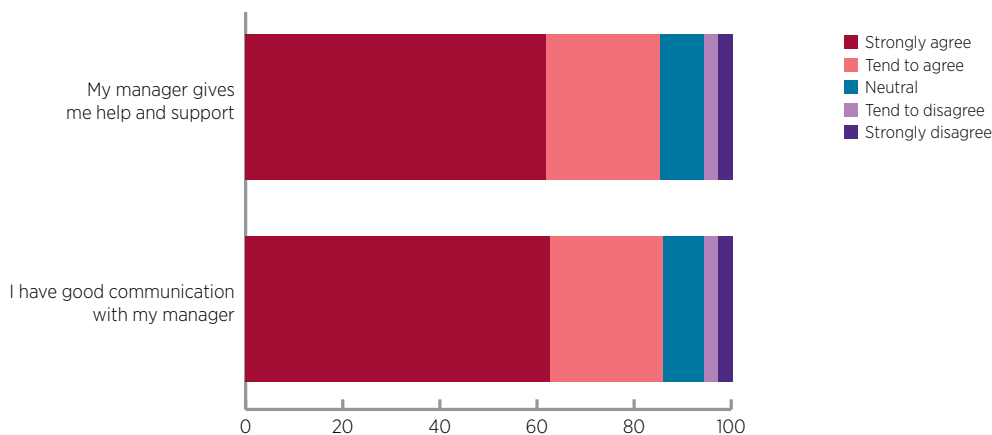
Staff perspectives on the quality of their relationship with their manager were measured using two questions (see Figure 8), producing a possible total score of 2-10 where higher scores indicated a higher quality of supervision (Cronbach's alpha 0.95 was achieved across these questions indicating good reliability).

Of study participants, 85.3% and 85.8% of staff agreed they received their manager's help and support, and had good communication with their managers, respectively (Figure 8).

Other gender (mean=9.25), females (mean= 8.81) and males (mean= 8.89) reported significantly higher quality supervision, as compared to the 'prefer not to say' group (mean= 8.05). Professional staff (mean= 9.01) reported significantly higher quality supervision than academic staff (mean = 8.38). Among academic staff, those who ranked as academic Level A (mean= 9.09) and senior academic (mean= 8.59) reported higher quality supervision than staff at academic Level B (mean= 7.97). Further, staff in the Academic

Division (mean= 8.65) reported significantly lower quality supervision, as compared to staff in the People and Advancement Division (mean= 9.13). Staff who worked in the School of Medicine (mean= 8.95) had significantly higher agreement about the success of supervision, as compared to those who worked in the School of Law (mean= 6.89). Alternatively, no significant differences were observed across the presence of dependent children or professional level (Appendix 3, Table 2).

FIGURE 8: Responses of WSU staff about the quality of supervision (MyVoice Pulse survey, Western Sydney University, 2020)



COLLABORATION

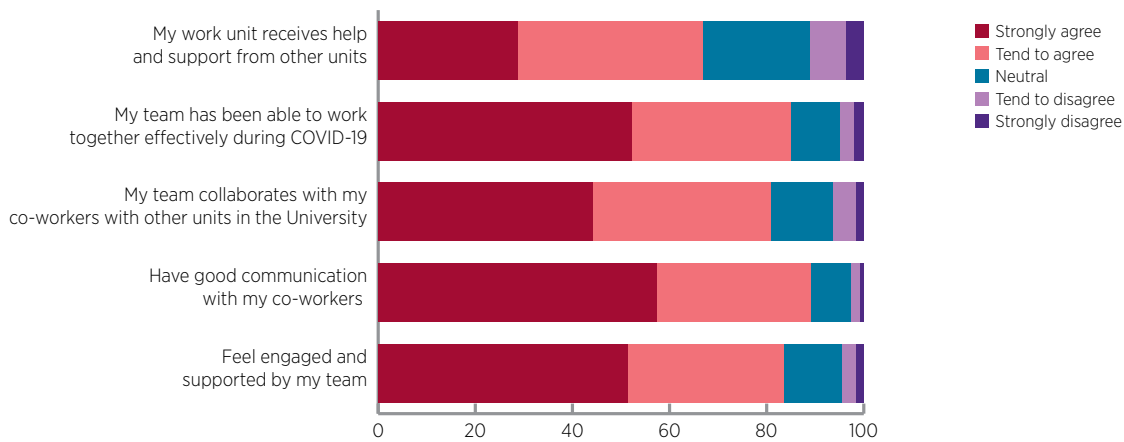
Staff perspectives on the success of collaboration were measured using five questions (see Figure 9), producing a possible total score of 5-25 where higher scores indicated greater success of collaboration (Cronbach's alpha 0.78 was achieved across these questions indicating good reliability).

Of study participants, 89.1% and 85.2% agreed that they had strong communication with co-workers, and their team worked effectively during the pandemic, respectively (Figure 9).

For collaboration, the 'prefer not to say' group (mean= 19.51) had significantly lower agreement about the success of collaboration compared to males (mean= 21.19), females (mean= 21.17) and other gender (mean=21.67). Professional staff (mean= 21.78) reported significantly higher agreement for the same questions, as compared to academic staff (mean= 19.68). Staff who were ranked at academic Level B (mean= 18.66) had lower agreement about the success of collaboration

than academic Level E staff (mean= 20.66) and senior academics (mean= 22.06). Staff who worked in the People and Advancement Division (mean= 22.33) indicated higher agreement about the success of collaboration, as compared to staff in the Academic Division (mean= 21.20). No significant differences were observed about the success of collaboration across the presence of dependent children and level of professional staff (Appendix 3, Table 3).

FIGURE 9: Responses of WSU staff about collaboration (MyVoice Pulse survey, Western Sydney University, 2020)



PERSONAL WELLBEING

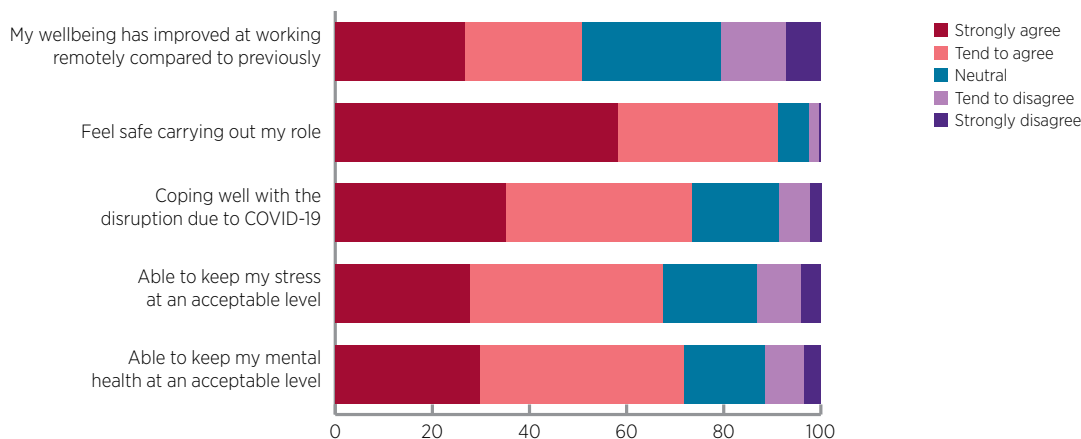
Staff perspectives on personal wellbeing were measured using five questions (see Figure 10), producing a possible total score of 5-25 where higher scores indicated greater personal wellbeing (Cronbach's alpha 0.85 was achieved across these questions indicating good reliability).

For personal wellbeing questions, 90.5% and 73.4% agreed that they felt safe in carrying out their role, and were coping well with the disruptions as a result of the pandemic, respectively (Figure 10).

Other gender (mean=19.75), females (mean=19.66) and males (mean=19.55) expressed a higher feeling of wellbeing compared to the 'prefer not to say' group (mean= 18.27), while professional staff (mean= 20.38) reported significantly higher wellbeing than academic staff (mean= 18.03). Staff ranked as an academic Level B (mean= 17.16) and academic Level C (mean= 17.42) reported a lower feeling of wellbeing than staff at academic Level E (mean= 19.55), and those who worked in the Academic Division (mean= 19.52) reported significantly lower feelings of wellbeing, as compared to staff in the Divisions of Finance and Resources (mean= 20.92), and the People and Advancement Division (mean= 20.67). Staff in the Division of Finance and Resource also showed significantly higher feelings of personal wellbeing than staff in the Division of Research, Enterprise and International (mean= 19.70).

Staff in the School of Medicine (mean= 20.69) reported significantly higher feelings of personal wellbeing, as compared to staff in the School of Humanities and Communication Arts (mean= 17.88), the School of Law (mean= 15.11), the School of Health Sciences (mean= 17.48), the School of Science (mean = 17.46), the School of Social Sciences (mean= 17.22), and the School of Psychology (mean= 16.78). Staff in the School of Nursing and Midwifery (mean= 19.57) also reported significantly higher wellbeing. In contrast, no significant differences were observed about the feeling of wellbeing across the presence of dependent children and level of professional staff (Appendix 3, Table 3).

FIGURE 10: Responses of WSU staff about personal wellbeing (MyVoice Pulse survey, Western Sydney University, 2020)



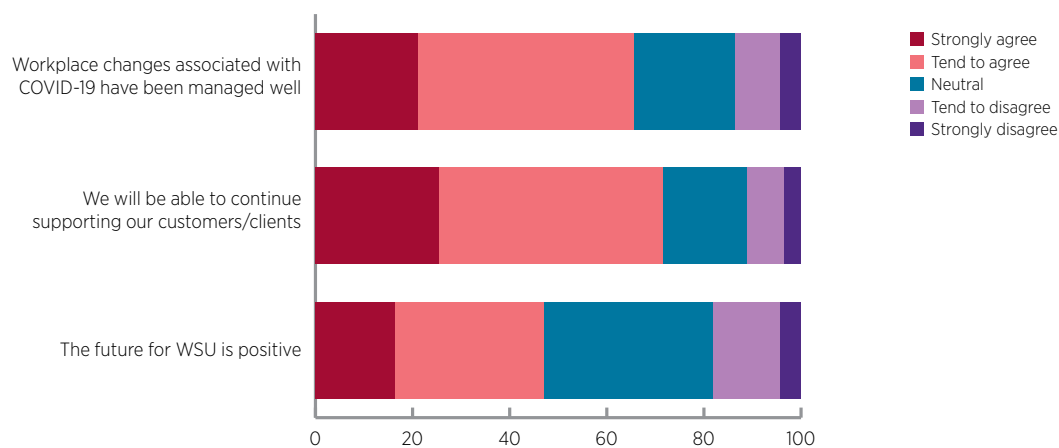
PROGRESS

Staff perspectives on progress was measured using three questions (see Figure 11), producing a possible total score of 3-15 where higher scores indicate stronger agreement with progress (Cronbach's alpha 0.95 achieved across these questions indicating good reliability).

When study participants strongly disagreed to at least one of the prior questions (e.g., communication, resources, collaboration, and wellbeing), the survey then asked them to respond to progress related questions. Of the respondents, 752 (44%) were asked the progress questions. Approximately 65% of this subgroup of respondents agreed that the workplace changes associated with COVID19 have been managed well while nearly half (47%) of them believed the future is positive for WSU (Figure 11).

Professional staff (mean= 11.24) reported a higher agreement about the success of progress compared to academic staff (mean= 10.57), and those who worked in the Academic Division (mean= 10.16) reported significantly lower agreement for similar questions, as compared to staff in the Office of VC and President and the Division of Senior DVC (mean= 12.00 each). No significant differences were reported about the success of progress across the presence of dependent children, academic and professional level, gender and academic schools (Appendix 3, Table 3). It is important to note that the participants who responded to this part of the survey did so as they had responded 'strongly disagree' to an earlier question about work and life. Therefore, the views presented here are that of a subgroup of the total sample.

FIGURE 11: Responses of WSU staff about progress (MyVoice Pulse survey, Western Sydney University, 2020)



REMOTE TEACHING

Respondents to questions about remote teaching included 515 staff (437 academic and 25 professional staff). Staff perspectives on the success of remote teaching were measured using four questions (see Figure 12), producing a possible total score of 4-20 where higher scores indicated greater agreement with the success of remote teaching (Cronbach's alpha 0.97 was achieved across these questions indicating good reliability).

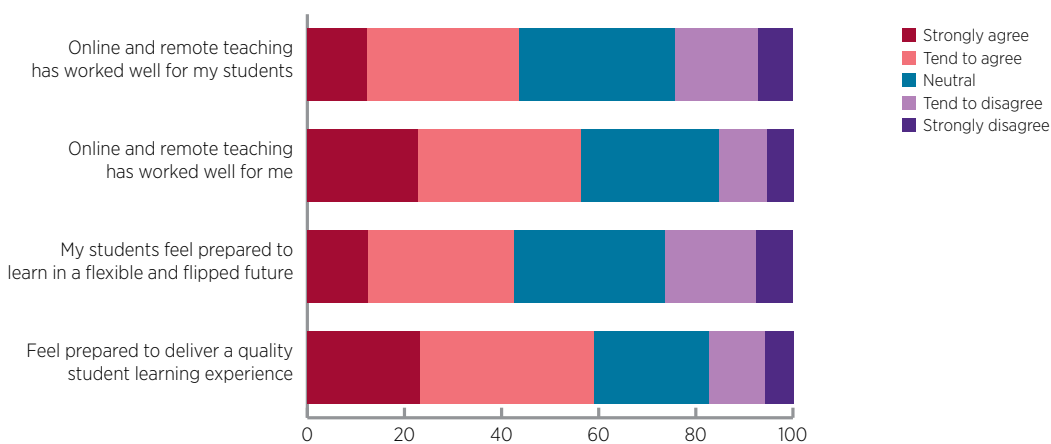
Of study participants, 43.6% agreed that online and remote teaching worked well for students while 56.2% agreed that it had worked well for themselves (Figure 12). No more than one-quarter of respondents disagreed that online teaching had worked well, or that they were not prepared.

Professional staff (mean= 15.60) believed remote teaching was more successful compared to academic staff (mean= 13.37), although it is unclear what exact roles they played in teaching. Staff with dependent children (mean= 13.94) reported significantly higher agreement about the success of remote teaching, as compared to staff without dependent children (mean= 13.20). Staff who worked in the School of Built Environment (mean= 15.93) had higher agreement about the

success of remote teaching compared to staff in the School of Law (mean= 10.92), and staff in the School of Business (mean= 14.10) conveyed higher agreement as compared to staff in the School of Health Sciences (mean= 11.53) and the School of Science (mean= 12.27).

No significant differences were reported about the success of remote teaching across gender groups, academic and professional levels, and organisational divisions (Appendix 3, Table 3).

FIGURE 12: Responses of WSU staff about the success of remote teaching (MyVoice Pulse survey, Western Sydney University, 2020)



LABORATORY WORK

Staff perspectives on the impact of COVID-19 on laboratory work were measured by one single question (see Figure 13), producing a possible total score of 1-5 where lower scores indicated greater negative impact.

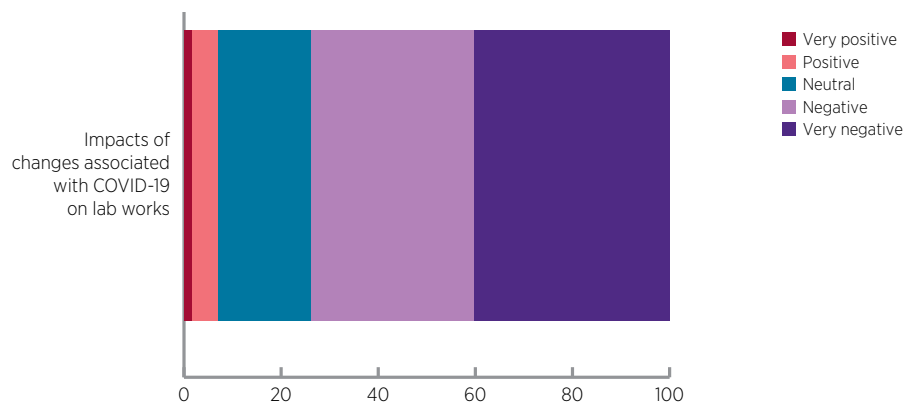
About 43.5% of the study participants responded to the impact of COVID-19 on their laboratory work, and out of which 73.9% felt the impact was negative or very negative (Figure 13).

Professional staff (mean= 2.42) were significantly less negatively affected by the impact of COVID-19 on laboratory work compared to academic staff (mean= 1.88), and those who were from the School of Computer, Data and Mathematics (mean= 3.08) were less negatively affected by the impact on COVID-19 on laboratory work, as compared to staff in the School of Engineering (mean= 1.90), the School of Health Sciences (mean= 1.67), the School of Science (mean= 1.40), and the School of Psychology (mean= 1.27). Similarly, staff in

the School of Built Environment (mean= 2.60) were less negatively affected by the impact of COVID-19 on laboratory work, as compared to staff in the School of Science (mean= 1.40) (Appendix 3, Table 4). Clearly the laboratory disruption generated by COVID-19 was more profound in the STEM areas than others.

No significant differences were found on the impact of COVID-19 on laboratory work across gender groups, the presence of dependent children, academic and professional level (Appendix 3, Table 4).

FIGURE 13: Responses of WSU staff about the impact of COVID-19 on laboratory work (MyVoice Pulse survey, Western Sydney University, 2020)



GRANTS, PUBLICATIONS AND PROMOTION OF WORK

Staff perspectives on the impact of COVID-19 on research grants, publications and the promotion of work were measured using three questions (see Figure 14), producing a possible total score of 3-15 where lower scores indicated greater negative impact (Cronbach's alpha 0.90 was achieved across these questions indicating good reliability).

Of study participants, 42.9%, 47.0% and 45.5% were very negative or negative about the impact on publications, grant applications, and promotion of works, respectively (Figure 14).

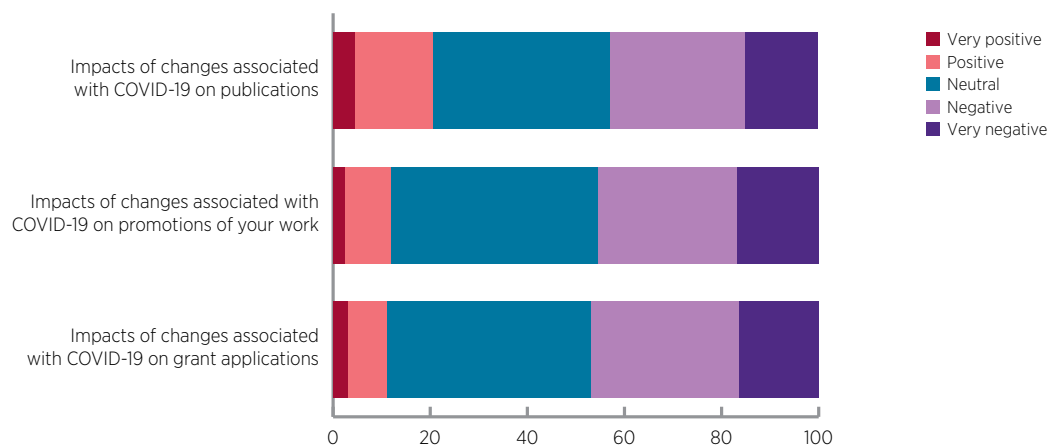
The reported negative impact of COVID-19 on research appears to be profound with only a small portion describing the impact as positive. Females (mean=7.30) and the 'prefer not to say' group (mean=6.27) were more negatively impacted with regards to grants, publications, and promotion of their work compared to other gender (mean=10.00) and males (mean=8.02). Academic staff (mean= 7.46) reported being more negatively affected by the impact of COVID-19 on grants, publications, and promotion of their work compared to professional staff (mean= 9.00). Staff who had dependent children (mean=7.87) reported being less negatively affected by the impacts of COVID-19 for grants, publications, and promotion of work than those without children

(mean= 7.28), and academic staff who ranked as Level E (mean= 8.28) were less negatively affected by the impact of COVID-19 compared to those ranked as academic Level C (mean= 6.86).

Significant differences were observed across academic schools with staff from the School of Education and School of Law experiencing the most negative impact, however the post-hoc analysis did not show significant differences across academic schools.

No significant differences were observed for grants, publication and promotion of work across professional level and organisational division (Appendix 3, Table 4).

FIGURE 14: Responses of WSU staff about the impact of COVID-19 on grants, publications and promotion of work (MyVoice Pulse survey, Western Sydney University, 2020)



CONFERENCES AND RESEARCH EVENTS

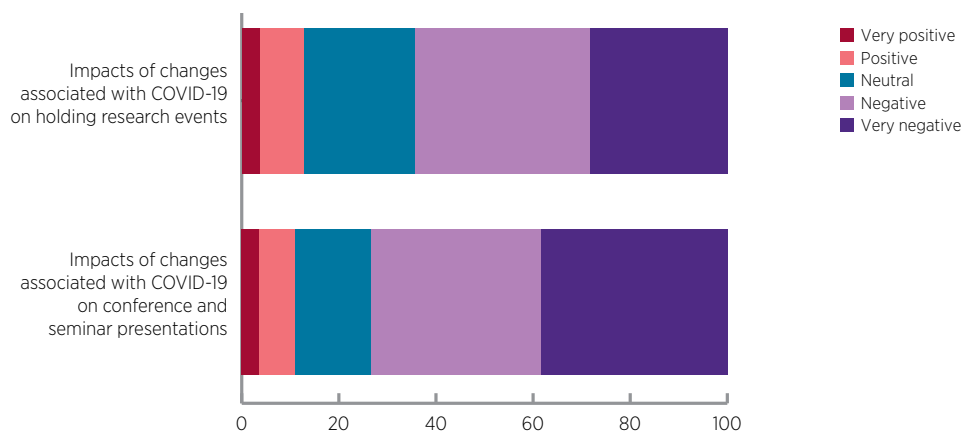
Staff perspectives on the impact of COVID-19 on conferences and research events were measured using two questions (see Figure 15), producing a possible total score of 2-10 where lower scores indicated greater negative impact (Cronbach's alpha 0.86 was achieved across these questions indicating good reliability).

Of study participants, 64.4% and 73.5% reported negative or very negative impacts of COVID-19 on conference and seminar presentations, and research events (Figure 15).

Study participants reported largely negative impacts of COVID-19 for conferences and research events. The only significant differences witnessed between groups was that academic staff (mean= 4.12) reported being significantly more negatively affected in terms of conferences and research events than professional staff (mean= 5.15). This result could signal the greater reliance on conferencing and research events for academic staff.

No significant differences were observed in the impacts of COVID-19 on conferences and research events across gender groups, the presence of dependent children, academic and professional level, and academic schools suggesting the negative impacts were experienced quite similarly for all groups (Appendix 3, Table 4).

FIGURE 15: Responses of WSU staff about the impact of COVID-19 on conferencing, seminar and research events (MyVoice Pulse survey, Western Sydney University, 2020)



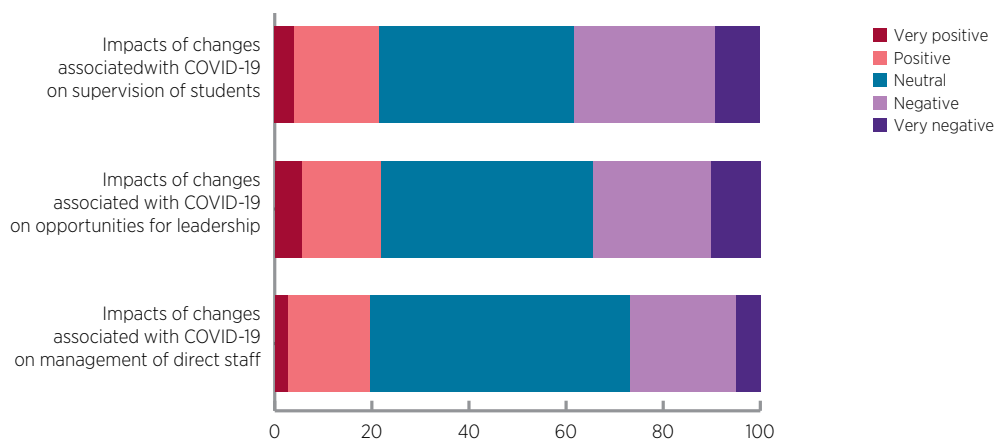
RESEARCH LEADERSHIP AND SUPERVISION

Staff perspectives on the impact of COVID-19 on research leadership and supervision were measured using three questions (see Figure 16), producing a possible total score of 3-15 where lower scores indicated greater negative impact (Cronbach's alpha 0.89 was achieved across these questions indicating good reliability).

Impacts of COVID-19 on opportunities for leadership, supervision of HDR candidates, and management of staff was recorded as very negative or negative for 38.3% in terms of supervising students and 34.4% in terms of opportunities for leadership, respectively. The most common response was that the impact was neutral (Figure 16).

The results indicate that about one-third of staff felt that the COVID-19 pandemic had a negative impact on their research supervision of HDRs and staff and on their ability to lead. This impact appears to be equally spread with no significant differences reported in the impacts of COVID-19 for research leadership and supervision across gender groups, type of work, presence of dependent children, academic and professional levels. Variations in the impacts of COVID-19 for research leadership and supervision were observed across academic schools ($P = 0.036$), however the post-hoc analysis did not show significant differences across academic schools (Appendix 3, Table 4).

FIGURE 16: Responses of WSU staff about the impacts of COVID-19 on research leadership (MyVoice Pulse survey, Western Sydney University, 2020)



RESEARCH ENGAGEMENT AND COLLABORATION

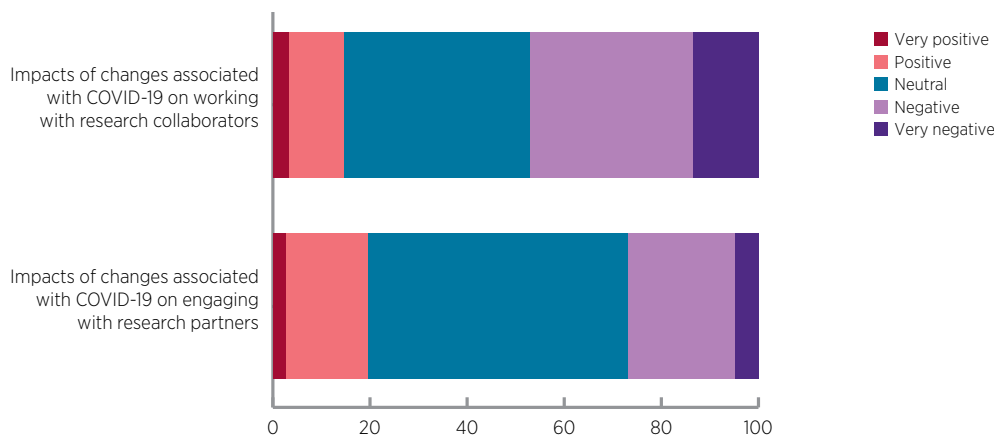
Staff perspectives on the impact of COVID-19 on research engagement and collaboration were measured using two questions (see Figure 17), producing a possible total score of 2-10 where lower scores indicated greater negative impact (Cronbach’s alpha 0.86 was achieved across these questions indicating good reliability).

About 47% and 26.9% of study participants cited the impacts of COVID-19 on engagement in research and collaboratively work as very negative or negative, respectively (Figure 17). Again, a sizeable number identified the impact as neutral.

Findings on the level of impacts of COVID-19 for research engagement and collaboration showed that more negative impacts were reported by academic staff (mean= 5.23) than professional staff (mean = 6.07), and those without dependent children (mean = 5.10) compared to those with children (mean= 5.51).

No significant variations were observed on the impacts of COVID-19 for research engagement and collaboration across gender groups, academic and professional levels, academic schools and organisational divisions (Appendix 3, Table 5).

FIGURE 17: Responses of WSU staff about the impacts of COVID-19 on research engagement and collaboration (MyVoice Pulse survey, Western Sydney University, 2020)



RESEARCH SUPPORT

Staff perspectives on the impact of COVID-19 on research support were measured using two questions (see Figure 18), producing a possible total score of 2-10 where lower scores indicated greater negative impact (Cronbach’s alpha 0.89 was achieved across these questions indicating good reliability).

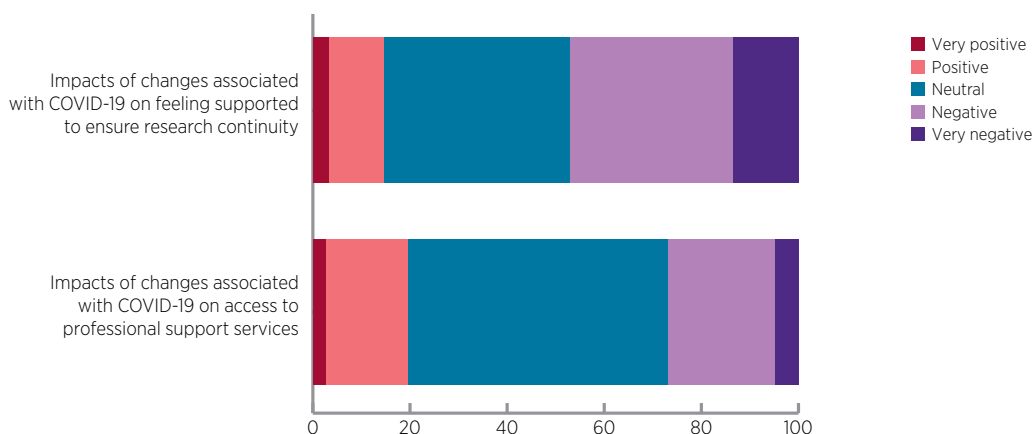
About 38.3% and 39.4% of staff were very negative or negative about support for ensuring research continuity and access to professional support services, respectively (Figure 18).

Significant differences in the impacts of COVID-19 on research support were reported across the type of job and academic schools. In post hoc analysis, professional staff (mean=6.66) reported being less negatively affected by the impacts of COVID-19 for research supports, as compared to academic staff (mean= 5.75) while no difference was found across academic schools. Given the focus of academic staff compared to professional staff on research, this result is not surprising. With regards to gender groups, the

‘prefer not to say’ group (mean= 5.00) was more negatively impacted with regards to research support compared to other gender (mean=6.75), females (mean=5.98) and males (mean= 5.93).

No significant differences were observed for the impacts of COVID-19 on research supports across academic and professional levels, the presence of dependent children, and organisational divisions and academic schools (Appendix 3, Table 5).

FIGURE 18: Responses of WSU staff about the impacts of COVID-19 on research support (MyVoice Pulse survey, Western Sydney University, 2020)



REMOTE HDR SUPERVISION

Staff perspectives about the success of remote HDR supervision were measured using four questions (see Figure 19), producing a possible total score of 4-20 where higher scores indicated greater success (Cronbach's alpha 0.98 was achieved across these questions indicating good reliability).

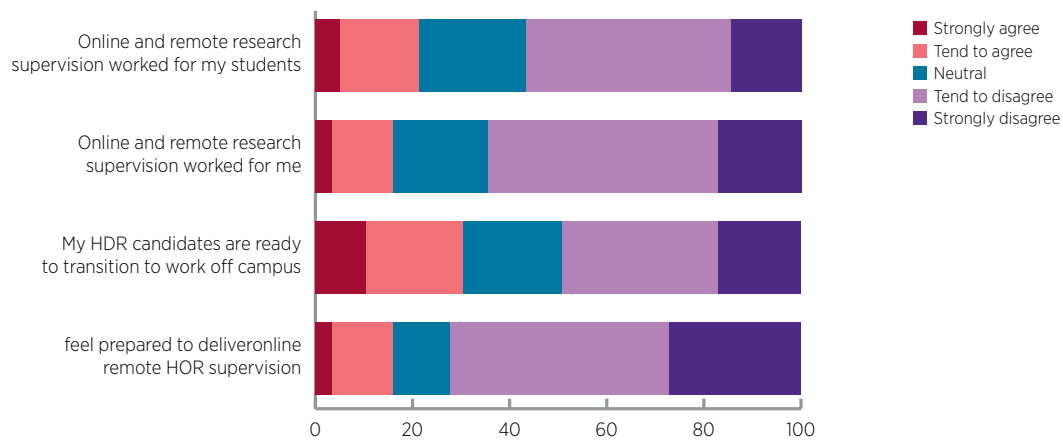
About 72.4% and 56.9% of staff strongly disagreed or disagreed that they felt prepared to deliver online remote HDR supervision, and online and remote research HDR supervision worked well for candidates, respectively (Figure 19).

The majority of staff disagreed that remote HDR supervision was a success, or felt there was a neutral impact at best. Other gender (mean=15.33), females (mean= 14.72) and the "prefer not to say" group (14.13) showed significantly higher agreement about the success of remote HDR supervision, as compared to males (mean= 13.33). Staff with dependent children (mean= 14.53) reported higher agreement about the success of HDR supervision compared to their counterparts without children (mean= 13.63), and those

who worked in the School of Humanities and Communication Arts (mean= 15.31) reported significantly higher agreement, as compared to staff in the School of Science (mean= 11.09). HDR supervision in the STEM laboratory based disciplines seems to have been more negatively impacted than in other areas.

No significant differences about the success of remote HDR supervision were detected across type of jobs, academic and professional staffs, and organisational divisions (Appendix 3, Table 5).

FIGURE 19: Responses of WSU staff about the success of remote HDR supervision (MyVoice Pulse survey, Western Sydney University, 2020)



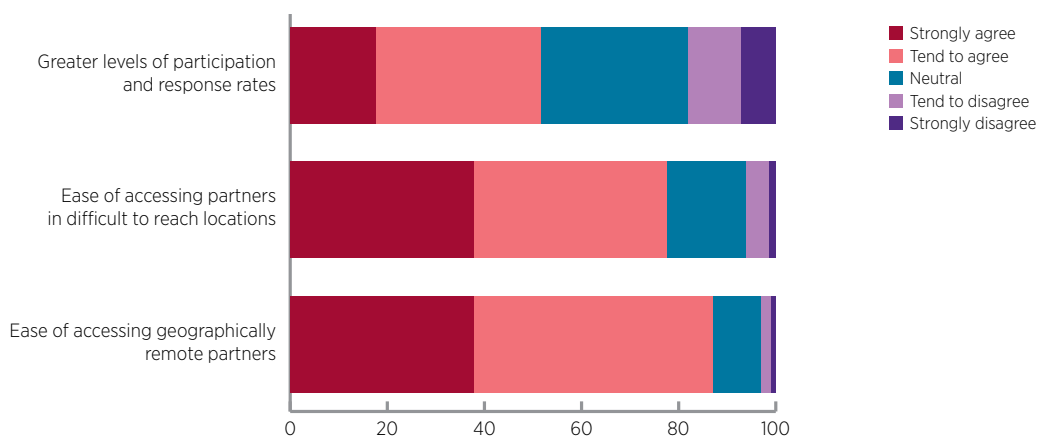
VIDEOTELEPHONY POTENTIAL TO FACILITATE ACCESS FOR RESEARCH

Staff perspectives about the ability of videotelephony to facilitate access were measured by the addition of three questions (see Figure 20), producing a possible total score of 3-15 where higher scores indicated stronger agreement (Cronbach’s alpha 0.96 was achieved across these questions indicating good reliability).

The majority of staff strongly agreed or agreed (51.6% and 77.6%) that videotelephony facilitated greater levels of participation and response rates and ease of access to research partners in difficult to reach locations, respectively (Figure 20).

Other gender (mean=12.60) and females (mean= 11.90) agreed significantly more that videotelephony facilitated access compared to the ‘prefer not to say’ group (mean= 10.52), while professional staff (mean= 12.40) reported significantly stronger beliefs that videotelephony facilitated access compared to academic staff (mean= 11.72). No significant differences were found about the capacity of videotelephony to facilitate access across the presence of dependent children, academic and professional levels, academic schools and organisational divisions (Appendix 3, Table 5).

FIGURE 20: Responses of WSU staff about videotelephony facilitating access (MyVoice Pulse survey, Western Sydney University, 2020)



BENEFITS OF VIDEOTELEPHONY FOR RESEARCH

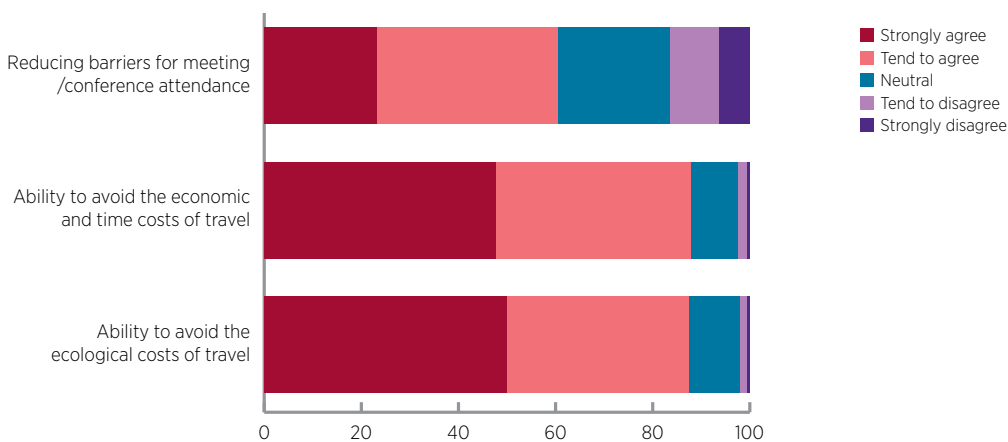
Staff perspectives about the benefits of videotelephony were measured by the addition of three questions (see Figure 21), producing a possible total score of 3-15 where higher scores indicated stronger agreement (Cronbach's alpha 0.98 was achieved across these questions indicating good reliability).

The majority (87.5%) of staff strongly agreed or agreed with the benefits related to avoiding the ecological costs of travel, and 60.5% strongly agreed or agreed videotelephony reduced barriers of personal circumstance (Figure 21).

The large majority of participants agreed that videotelephony afforded benefits for users.

Whilst there was a variation in agreement with the benefits of videotelephony reported across gender groups ($P = 0.023$), the finding did not persist in the post-hoc analysis. Moreover, no significant differences were detected about the benefits of videotelephony across type of jobs, presence of dependent children, academic and professional levels, organisational divisions, and academic schools (Appendix 3, Table 6).

FIGURE 21: Responses of WSU staff about the benefits of Videotelephony (MyVoice Pulse survey, Western Sydney University, 2020)



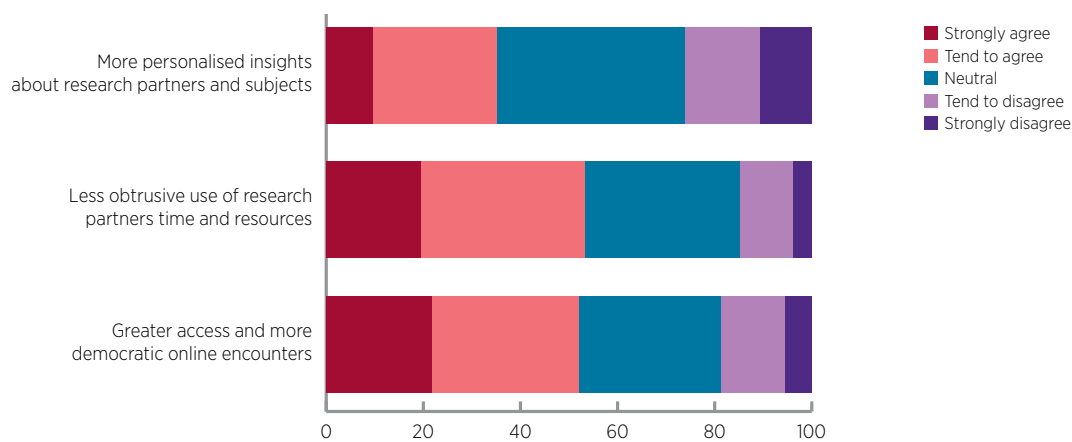
VALIDITY OF VIDEOTELEPHONY FOR RESEARCH

Staff perspectives about the validity of videotelephony were measured by the addition of three questions (see Figure 22), producing a possible total score of 3-15 where higher scores indicated stronger agreement (Cronbach's alpha 0.95 was achieved across these questions indicating good reliability).

One-half (52%) and one-third (35.2%) strongly agreed or agreed that videotelephony provided greater access and democratic online encounters, and gave personalised insights about the contexts of research partners and subjects (Figure 22). Respondents were more likely to agree than disagree with both of these asserted benefits of videotelephony for research.

Significant differences were observed about the validity of videotelephony for research encounters across gender groups ($P = 0.050$), type of jobs ($P < 0.001$) and academic schools ($P = 0.015$). Other gender (mean= 10.25), females (mean= 10.18) and males (mean= 10.17) showed higher agreement with the validity of videotelephony for research encounters, as compared to the 'prefer not to say' group (mean= 8.69). Professional staff (mean= 11.63) had higher agreement than academic staff (mean =9.88). However, no significant difference was noted in post-hoc analysis about the validity of videotelephony for research encounters across academic schools, academic and professional levels, and the presence of dependent children (Appendix 3, Table 6).

FIGURE 22: Responses of WSU staff about the validity of videotelephony for research encounters (MyVoice Pulse survey, Western Sydney University, 2020)



LIMITATIONS OF VIDEOTELEPHONY FOR RESEARCH

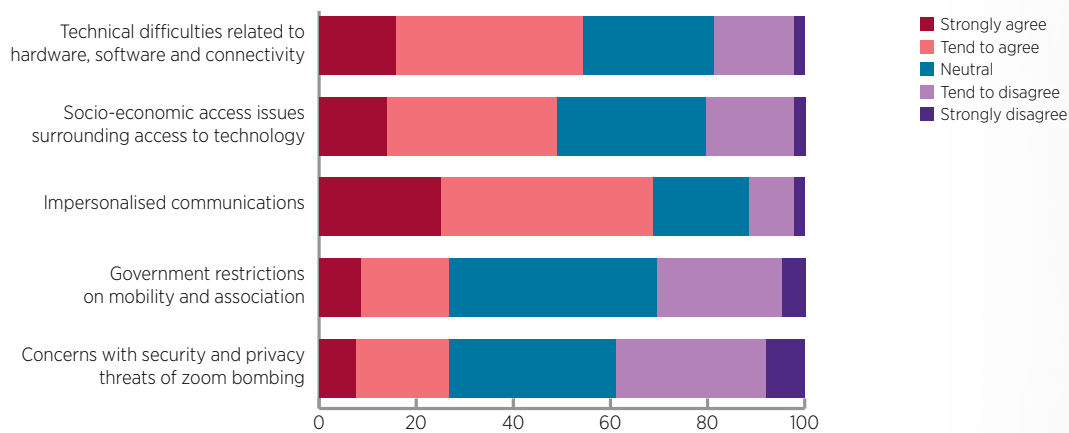
Staff perspectives about the limitations of videotelephony were measured by the addition of five questions (see Figure 23), producing a possible total score of 5-25 where higher scores indicated stronger agreement with the limitation (Cronbach's alpha 0.97 was achieved across these questions indicating good reliability).

Of participants, 68.7% strongly agreed or agreed that impersonalised communication was a limitation of videotelephony, and about half (48.9%) strongly agreed or agreed that it was also limited by issues in access created by socio-economic inequities (Figure 23).

The majority agreed that there were limitations with videotelephony or they provided a neutral response. Significant differences were observed about the limitations of videotelephony across academic schools ($P = 0.015$), but the statistical significance did not persist in the post-hoc analysis.

No significant variations were found among gender groups, type of jobs, the presence of dependent child, academic and professional levels, academic schools and organisational division (Appendix 3, Table 6).

FIGURE 23: Responses of WSU staff about the limitations of Videotelephony (MyVoice Pulse survey, Western Sydney University, 2020)





SUMMARY OF FINDINGS

STAFF WORK AND LIFE

It is encouraging that the survey responses of WSU staff demonstrated largely positive support for how WSU managed the response to the COVID-19 pandemic. Higher relative support was evident about the success of communication, access to resources, support for diversity, awareness of health and safety and the quality of supervision. Further analysis identified significant differences according to a number of key staff characteristics.

With regards to *gender*, staff who selected “prefer not to say” reported significantly lower scores than both males and females in all areas being examined. Further, this group disclosed a much lower score than the other gender for communication, work/life balance, involvement in decision making, health and safety awareness, and the success of executive leadership, collaboration, progress and well-being. Males recorded a lower average score in most of the areas than females except in diversity, collaboration and working arrangements where they felt that there was greater support at WSU. Additionally, staff from the other gender and ‘prefer not to say’ groups reported significantly lower wellbeing than females. In all, these trends suggest that staff who preferred not to specify their gender reported relative lower satisfaction across most of the areas related to work and life. Without knowing why these staff did not wish to specify their gender, it is difficult to hypothesise what may have driven their low satisfaction.

In comparing the work and life of *professional and academic staff*, academic staff reported significantly lower satisfaction in all areas: communication, access to resources, work/life balance, support for diversity, involvement in decision making, health and safety awareness, the success of executive leadership, supervision and collaboration, as well as wellbeing. Findings demonstrate a consistent trend whereby academic staff were less satisfied than professional staff.

Interestingly, no significant differences were observed between work and life reported by staff who had *dependent children* and those who did not. The research literature suggests that those with dependent children (especially mothers) experienced difficulties prior to COVID-19 (e.g. Harris, Myers & Ravenswood, 2019; Klocker & Drozdowski, 2012; van Engen, Bleijenbergh & Beijer, 2019). As such, this finding of no difference may in fact signal responses that are relative to one's prior experience. Similarly, no significant differences were reported for work and life across the various *levels or ranks for professional staff*.

In terms of differences across *levels or ranks for academic staff*, results indicated that of all levels, those at academic Level A reported lower agreement for questions related to involvement in decision making and the quality of supervision, while staff at Level B were lowest for health and safety awareness, collaboration and personal wellbeing. Academics at Level C also reported lower levels of personal wellbeing. Academics at Level A and B warrant particular attention to support their working lives.

Various trends were evident across the *Organisational Divisions*, however, the most consistent finding was the lower relative satisfaction amongst staff in the Academic Division who reported significantly lower satisfaction in all areas: communication, access to resources, work/life balance, support for diversity, involvement in decision making, health and safety awareness, the success of executive leadership, supervision and collaboration, as well as wellbeing. Findings demonstrate a consistent trend whereby staff in the Academic Division were less satisfied than staff in other Divisions.

In terms of *academic schools*, significant differences were observed for a number of factors with staff in the School of Medicine reporting significantly higher satisfaction than their counterparts listed here. Staff in the School of Psychology reported lower work/life balance and wellbeing, while staff in the School of Social Sciences reported lower work/life balance, support for diversity, and success of executive leadership. Staff in the School of Law reported lower support for diversity, lower wellbeing and lower success of executive leadership. Staff in the School of Health Sciences reported lower work/life balance and wellbeing, while staff in the School of Humanities and Communication Arts reported lower wellbeing compared to staff in the School of Medicine.

SUCCESS OF REMOTE TEACHING

Approximately half of the study participants agreed that remote teaching was successful while less than half agreed it worked well for students. Professional staff believed that remote teaching was a greater success than did the academic staff, although it is unclear what role these professional staff played in remote teaching and therefore the basis of their perspective. Interestingly, staff with dependent children believed that remote teaching was more successful than those without dependent children. Perhaps remote teaching provided these staff with greater flexibility to care for their children or their experience of supporting their own children in remote teaching from school shaped their perspective. Finally, staff from the School of Built Environment reported the highest agreement about the success of remote teaching, while those from the School of Law the lowest.

IMPACTS OF COVID-19 ON RESEARCH

Less than one in five WSU staff were very positive or positive about the impacts of the COVID-19 pandemic on research. Perspectives tended to be largely consistent across various groups suggesting the nature of the impact was widespread.

Given the focus on research for *academic staff*, it was not surprising that academic staff reported being more negatively impacted than professional staff on most factors, including laboratory work, grants, publications, and promotion of work, conferences and research events, research engagement and collaboration and research support.

With regard to *gender*, females and the 'prefer not to say' group reported being more negatively affected in terms of grants, publications and promotion of work than did males. In contrast, the other gender group registered the highest agreement score in this area.

With the impact for research being felt greater by academic staff, it was also apparent that experience varied by *academic level* with those in mid-career (i.e., Level C) more negatively affected with regard to grants, publications and promotion of work than their more senior (i.e., Level E) colleagues.

Surprisingly, staff with *dependent children* reported being less impacted in regards to grants, publications, promotion of work, and research engagement and collaboration than their counterparts without children.

Finally, it appeared that *academic schools* with a focus on STEM reported greater impact on laboratory work (i.e., School of Engineering, School of Health Sciences, School of Science, School of Psychology) than others (i.e., School of Computer, Data and Mathematics, School of Built Environment). Staff from the School of Education and School of Law reported experiencing the most negative impacts in terms of grants, publications and promotion of their work.

SUCCESS OF REMOTE HDR SUPERVISION

Only less than one in four strongly agreed or agreed about the success of remote HDR supervision.

With regard to *gender*, females, other gender and "prefer not to say" reported that HDR remote supervision was more successful than did males.

Staff with *dependent children* reported that remote HDR supervision was more successful than did their counterparts without dependent children. This mirrors similar support for remote teaching and signals a trend in more positive beliefs towards remote delivery for those that care for dependent children.

Across the *academic schools*, staff in the School of Humanities, Communications and Arts believed HDR remote supervision was more successful than staff from the School of Science.

SUCCESS OF VIDEOTELEPHONY FOR RESEARCH

Approximately two-thirds of the respondents strongly agreed or agreed that videotelephony was valid for research encounters and facilitated access and benefits, while nearly half also strongly agreed or agreed that there were limitations in the use of videotelephony. There were little differences witnessed across groups suggesting that staff perspectives were largely consistent irrespective of characteristics.

For *gender*, however, females and other gender reported stronger agreement than the 'prefer not to say' group that videotelephony facilitated access and was a valid tool for research encounters.

In comparing the perspectives of *professional and academic staff*, professional staff reported stronger agreement than academic staff that videotelephony facilitated access and was valid for research encounters.

CONCLUSION

The current study provides valuable insight into the reported impacts of COVID-19 on the work and life of staff at WSU, as well as staff perspectives on some of the innovative practices that were adopted in response. The timeliness and the potential impact for informing University policy and practice are among the strengths of the study. One limitation is that we do not have time series data to assess changes in experience and disposition. Additionally, it is important to note that results may be impacted by the uneven sample size in some groups.

The findings show that participants' responses about their work and life were largely positive with variations evident across demographic characteristics, namely gender and academic versus professional role. It appears that the success of remote teaching is contentious with similar portions of staff both agreeing and disagreeing with its success. The negative, or at best neutral, impact of COVID-19 on all aspects of research was pervasive. Staff largely disagreed that remote HDR supervision was successful. Finally, whilst staff largely agreed that there were benefits and validity in the use of videotelephony, staff also agreed that there were limitations in its use. As COVID-19 transformed the work of the University and its staff dramatically, it appears that staff beliefs about the impacts of these changes varies substantially. If innovative practices continue, such as remote teaching, HDR supervision and videotelephony for research, it will be important to conduct further research to identify exemplary practice. Similarly, findings may serve as a catalyst for policies and practices that seek to address some of the inequities highlighted in staff voices.





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APPENDIX



APPENDIX 1: SURVEY QUESTIONS

WSU MYVOICE COVID-19 CHECK IN SURVEY 2020

You are rating: WSU

Welcome

Thank you for taking the time to complete the WSU MyVoice COVID-19 Staff Check-In Survey.

This short survey is one of the ways we will be checking in to see how we can best support you at this time. For most professional staff, it should take 5-10 minutes to complete. There are additional questions for teaching and research staff and each section should take another 5 minutes to complete.

We appreciate your open and honest feedback so that we can adjust how we support you as the situation evolves.

Organiser Message

A lot has changed in the world and in our work lives with the emergence of the COVID-19 pandemic. We have all had to adapt to new ways of living and working and we have learnt a lot from doing things differently and will make the most of the opportunity to look at how we can do things differently in the future. Understanding how our staff have fared and what has and hasn't worked for them will be important in helping us to design our new way of doing things. The University leadership is committed to continuing to improve the work culture at Western Sydney and your feedback is important and will help to shape and inform that work culture.

Confidentiality & Use of Data

Your responses are treated with strict confidentiality. Voice Project will only report results from groups with **10** or more completed surveys. Voice Project may also use the raw data in research and benchmarking but at no time will any individual or organisation be directly or indirectly identified in the published research.

Survey data will also be made available to WSU for further research (ethics approval code H13948, see participant information statement **here**). Only the researchers approved as part of the WSU Human Ethics protocol (Professors Kevin Dunn, Simon Bedford, Danielle Tracey and Maria Estela Varua) will have access to the de-identified raw data. However, the data may be used in related projects, over an extended period of time, for research purposes. As per the Human Ethics protocol, other WSU researchers may be able to access the de-identified data in order to produce publications based on the data set. Staff will need to apply to Chief Investigators Dunn and Bedford for permission to access the data. To ensure your responses remain anonymous, reports will only be produced where there are 10 or more completed surveys for a specific group (such as female staff with disability; or HEW 6 staff in a given unit). Where there are less than 10, the data will be summed (e.g HEW 4-6) to achieve the size needed, or this data will not be reported.

SURVEY INSTRUCTIONS

→ You must reach the general “open-ended”/text-comment section of this survey for your responses to be included in the final report - a partially completed survey will not be included in the final results.

→ You should aim to complete the survey in one go. If you would like to be able to complete the survey over multiple sessions or to return to your answers at a later time, you must click the “Email Return Link” button below to email yourself a copy of your unique Return Link.

QUESTIONS

If you have any further questions about this survey, please contact Cindy Leung, Senior Consultant at Voice Project at cindy.leung@voiceproject.com, or the survey contact at WSU listed below.

Survey Contact

NAME: Renae Dean
myvoice@westernsydney.edu.au
 (02) 9678 7198

Privacy & Consent

For more detailed information about this survey and how your data will be used please [click here](#).

Consent form questions

- I consent for my responses to be used by Voice Project for reporting, benchmarking and research and by WSU for research
- I consent for my responses to be used by Voice Project for reporting and benchmarking

Please provide your feedback via this check in survey by Friday 7 August.

HOW TO FILL IN THE SURVEY:

- **Answer the questions based on how you feel today.** Don't try to think how other people might answer the questions, or what might be happening in other parts of the organisation.
- When you don't feel as though a question is appropriate for you, don't have an opinion, or don't know the answer, respond “Not Applicable/Don't Know”.
- Towards the end of the survey there are open-ended questions where you can give more information about your previous answers or bring things up that aren't covered in other places in the survey. Unidentified copies of your comments will be included in the final report.

			Score
Communication	1	WSU's communication about COVID-19 has been clear and timely	
	2	Current changes to my working arrangements have been communicated clearly by leadership	
	3	I am aware the impact that COVID-19 will have on my working arrangements	
Resources	4	I have access to the information I need to do my job well	
	5	I have access to the right equipment to do my job well	
	6	I have access to the technology and support I need to work from home (please select N/A if you are unlikely to work from home)	
	7	There are clear processes for how work is to be done	
Work/Life Balance	8	My workload is manageable	
	9	WSU has enough flexible work arrangements to meet my needs	
	10	I am able to meet my family responsibilities while still doing what is expected of me at work	
	11	I have been able to more effectively manage my work/life balance under the remote working arrangements than before	
Diversity	12	At Western Sydney University, gender-based harassment and sexual harassment is not tolerated	
	13	My immediate supervisor/manager genuinely supports equality between genders	
Involvement	14	I am empowered to make decisions needed to do my job well	
	15	I am encouraged to give feedback about things that concern me	

		Score	
Health & Safety	16	Keeping high levels of health and safety is a priority of WSU	
	17	We are given all necessary safety information and safety equipment to manage the risk of COVID-19	
	18	I know where to get help if I am feeling emotionally unwell or unsafe	
	19	I am aware of the processes to follow should I become unwell	
	20	I am aware of the processes to follow should someone I have been in contact with becomes unwell	
'Executive management' refers to the Executive: VC, SDVC, DVCs, VPs, PVCs, Deans and Chief Officers			
Executive Leadership	21	Executive management keep staff informed	
	22	Executive management are making effective decisions in response to COVID-19	
	23	Executive management are making effective decisions for the longer term benefit of the University	
'My manager' refers to the person you directly report to			
Supervision	24	My manager gives me help and support	
	25	I have good communication with my manager	
Collaboration	26	My team has been able to work together effectively during the disruption caused by COVID-19	
	27	I have good communication with my co-workers	
	28	My work unit receives help and support from other work units	
	29	My team collaborates with other units across the University	
	30	I feel engaged and supported by my team	
Wellbeing	31	I am coping well with the disruption due to COVID-19	
	32	I feel safe carrying out my role	
	33	I am able to keep my stress at an acceptable level	
	34	I am able to keep my mental health at an acceptable level	
	35	My personal wellbeing has improved since working remotely as compared to previously	
Progress	36	Workplace changes associated with COVID-19 have been managed well	
	37	We will be able to continue supporting our customers/clients	
	38	The future for WSU is positive	
Working Arrangements	39	I feel ready to return to campus	
	40	I would prefer the option to work from both home and campus going forward	

► (Displayed if 'tend to disagree'/'strongly disagree' is selected in any of the questions above)

Your answers to earlier questions suggest that you might be finding some difficulty in managing your wellbeing.

Western Sydney University acknowledges that this is a challenging time and if you are feeling anxious or concerned, it is encouraged you seek support.

Our wellbeing website has links to resources additional support is available through the Employee Assistance Program (EAP) for you and your immediate family members on **1800 818 728**.

41. Please select the option that best describes your role at Western Sydney University: **42. Employment basis:**

- My role involves teaching students (show Q43-82)
- My role involves research (show Q83-118)
- My role involves both teaching and research (show Q43-118)
- None of the above (Go to Q119)
- Ongoing
- Limited-Term/Contract
- Casual Academic

TEACHING

The next set of questions are designed for staff whose work involves teaching.

The 'new normal' for teaching, learning and assessment post COVID-19 should be better for students, staff and the University. We should preserve the resilience we have achieved through the reduction of our various dependencies on being on campus. In planning for a more flexible and flipped future for teaching at Western Sydney University, we need to learn from what has worked well during our response to COVID -19 and remember what worked better before. Responding to these questions will help us identify and retain the efficiencies and other successes from using online teaching.

Thinking about your own context (e.g. as a DAP, UC or teacher), how much do you agree with the following statements:

- | | | |
|-----------------|-----------|---|
| Teaching | 43 | Online and remote teaching has worked well for me this session |
| | 44 | Online and remote teaching has worked well for my students this session |
| | 45 | I now feel prepared to deliver a quality student learning experience in a flexible and flipped future |
| | 46 | My students now feel prepared to learn in a flexible and flipped future |

(Displayed if 'tend to agree'/'strongly agree' is selected in any of the questions above)

47. Please explain why you rated one or more statements as **'Tend to agree'** or **'Strongly agree'**

(Displayed if 'tend to disagree'/'strongly disagree' is selected in any of the questions above)

48. Please explain why you rated one or more statements as **'Tend to disagree'** or **'Strongly disagree'**

For the next set of questions, you may wish to consider the following:

- Online content delivery mode (e.g. lectures, workshops, seminars)
- Practicals (e.g. labs, virtual labs, fieldwork, simulations)
- Online content engagement (e.g. polling, Panopto in-video quizzes, open-education resources)
- Examinations
- Online Assessments and feedback
- Data and learning analytics (evaluation)
- Technologies to support online delivery

From the list below, please select all things that **did work well** and you **want to keep for a flexible and flipped future**:

- | | | | |
|---------------------------|-------------|---|--------------------------|
| Effective Teaching | 49 | Online Lecture Pod Capture System (WOS Studio) | <input type="checkbox"/> |
| Tools | 50 | Panopto | <input type="checkbox"/> |
| | 51 | Online examinations | <input type="checkbox"/> |
| | 52 | Zoom | <input type="checkbox"/> |
| | 53 | Blackboard Collaborate Ultra | <input type="checkbox"/> |
| | 54 | vUWS collaboration/reflection tool e.g. Discussion Boards, Blogs, Wikis, Journals | <input type="checkbox"/> |
| | 55 | Learning analytics e.g. vUWS Course Reports, vUWS Retention Centre | <input type="checkbox"/> |
| | 56 | Turnitin and/or Feedback Studio | <input type="checkbox"/> |
| | 57 | vUWS assessments tools e.g. Quizzes, Assignment Dropbox, Rubric Tool, GradeCentre | <input type="checkbox"/> |
| | 58 | Other | <input type="checkbox"/> |
| | 58.5 | Please Specify: | |

59. Please explain why they worked well or you'd like to keep these in a flexible flipped future.

From the same list, please select all the things that you feel **didn't work well** and you **wouldn't like to see in a flexible and flipped future**:

Ineffective Teaching Tools	60	Online Lecture Pod Capture System (WOS Studio)	<input type="checkbox"/>
	61	Panopto	<input type="checkbox"/>
	62	Online examinations	<input type="checkbox"/>
	63	Zoom	<input type="checkbox"/>
	64	Blackboard Collaborate Ultra	<input type="checkbox"/>
	65	vUWS collaboration/reflection tool e.g. Discussion Boards, Blogs, Wikis, Journals	<input type="checkbox"/>
	66	Learning analytics e.g. vUWS Course Reports, vUWS Retention Centre	<input type="checkbox"/>
	67	Turnitin and/or Feedback Studio	<input type="checkbox"/>
	68	vUWS assessments tools e.g. Quizzes, Assignment Dropbox, Rubric Tool, GradeCentre	<input type="checkbox"/>
	69	Other	<input type="checkbox"/>
69.5	Please Specify:		

70. Please explain why they didn't work well or why you would not like to keep these in a flexible flipped future

Select all the professional learning opportunities you have utilised to support you in developing online teaching expertise that as an institution, we should continue to provide in a flexible and flipped future?

Professional Development	71	Online Learning Futures workshops	<input type="checkbox"/>
	72	Online workshop recordings	<input type="checkbox"/>
	73	Online resources	<input type="checkbox"/>
	74	School customised workshops facilitated by Learning Futures	<input type="checkbox"/>
	75	School self-organised workshops	<input type="checkbox"/>
	76	Online modules in the Professional Learning & Recognition vUWS site	<input type="checkbox"/>
	77	External MOOCs, seminars, conferences	<input type="checkbox"/>
	78	Collegial mentoring and/or peer review	<input type="checkbox"/>
	79	Other	<input type="checkbox"/>
	79.5	Please Specify:	

80. What further support can Western provide to help support the transformation of your curriculum to achieve a flexible and flipped future for teaching? E.g. Transition & Retention Pedagogies (TaRP), policy procedures, unit variations, accreditation processes**81. What is something Western Sydney University could do differently to achieve a flexible and flipped future for teaching?**

RESEARCH

The next set of questions are designed for staff whose work involves research.

The 'new normal' for research post COVID-19 should deliver efficiencies and other benefits for academic staff and research students of the University. We should preserve the resilience we have achieved through the reduction of our various dependencies on travel for research engagement and data gathering. We need to learn from what has worked well during our response to COVID-19 and remember what worked better before. We need to retain the efficiencies and other successes from using online research methods, 'fieldwork', engagement and events.

For this set of questions (Q82-93), please use the following rating scale:

- Very Positive
- Positive
- Neither positive nor negative
- Negative
- Very Negative
- Not Applicable/Don't Know

Please tell us how have the changes associated with COVID-19 impacted your:

Impact on Research	82	Lab work
	83	Publications
	84	Grant applications
	85	Conference and seminar presentations
	86	Promotion of your work
	87	Opportunities for leadership
	88	Supervision of students
	89	Management of direct staff
	90	Access to professional support services (finance, ordering, grant support, research services, animal facilities, platforms)
	91	Engaging with research partners
	92	Holding research events
	93	Working with research collaborators
	Research Support	94
95		I feel I have been supported to ensure research continuity

Rate the benefits/limits or frustrations from the use of videotelephony/Zoom

Benefits of Videotelephony	96	Greater levels of participation and response rates
	97	Ease of accessing geographically remote partners
	98	Ability to avoid the economic and time costs of travel
	99	Ability to avoid the ecological costs of travel
	100	Ease of accessing partners in difficult to reach locations
	101	Greater access and more democratic online encounters
	102	Less obtrusive use of research partners time and resources
	103	More personalised insights into lives and contexts of research partners and subjects
	104	Reducing barriers due to personal circumstances to meeting/conference attendance

Limitations of Videotelephony	105	Impersonalised communications, compared to face-to-face encounters
	106	Technical difficulties associated with hardware, software and connectivity
	107	Socio-economic access issues surrounding access to technology
	108	Government restrictions on mobility and association
	109	Concerns with security and privacy threats of 'zoom bombing'

110. Do you currently supervise Higher Degree Research (HDR) students? (Yes/No) *(Display Q111-114 if 'Yes' is selected in Q110)*

HDR Supervision	111	Online and remote research HDR supervision worked well in this session for me
	112	Online and remote research supervision has worked well for my students
	113	I feel prepared to deliver online remote HDR supervision
	114	My HDR candidates are ready to transition to work off campus

115. Identify up to five things that the University implemented to support HDR supervision and HDR candidates during the response to COVID 19 that were beneficial and could be maintained?

116. Identify up to five things that the University could have done differently to support HDR supervision and HDR candidates during the response to COVID 19?

5-Point Agree/Disagree Question

Yes/No Question

Open-Ended Questions

GENERAL OPEN-ENDED QUESTIONS

Your responses to the following 'open-ended' questions will be included in full in the final report.

Please don't mention names or provide any information that would enable yourself or others to be identified.

To save your comments, press the 'save' button underneath each text box, or simply proceed to the next section.

117. What steps can we take to better support staff safety, health and wellbeing during the COVID-19 pandemic?

118. How can we better support you to do your job well?

119. Do you have anything else you would like to raise?

Your answers to the questions below will NOT be used to identify individuals. Rather, they will enable us to identify how best to support staff at this time. Results will only be reported for groups with 10 or more completed respondents so as to ensure no individual can be identified. (Voice Project standard COVID-19 check in demographics)

120. At the moment, what best describes how you complete your work?

- Not Selected All or most of my work is completed from home I split my time between working at home and at work All or most of my work is completed at work or onsite

121. Which of the following best describes your role?

- Not Selected Frontline Customer Facing Frontline Non-Customer Facing Team Leader/Supervisor Middle Management Senior Management

122. Are you a parent with dependent children?

- Not Selected No Yes

123. Do you have personal caring responsibilities for someone other than children?

- Not Selected No Yes

124. Are you in a **high-risk category** for COVID-19?

- Not Selected No Yes Don't know

(WSU-SPECIFIC DEMOGRAPHICS)

All work area options go to Q135 unless otherwise specified

125. Please select the School or Division that you belong to. If you are from a Research Centre/Group, please select the School you report into. *Note that if you work in more than one area, please choose the one you spend most time in.*

If you are unsure of which School or Division you belong to, please refer to the organisational chart [here](#) or check with your manager.

1	Academic Division	Go to Q	126
2	Division of Senior DVC	Go to Q	127
3	Finance & Resources Division	Go to Q	128
4	Office of the Vice-Chancellor and President		
5	People & Advancement Division	Go to Q	130
6	Research, Enterprise and International Division (Institutes Included)	Go to Q	132
7	School of Business		
8	School of Education		
9	School of Humanities and Communication Arts		
10	School of Law		
11	School of Medicine		
12	School of Nursing and Midwifery		
13	School of Built Environment		
14	School of Computer, Data and Math Sciences		
15	School of Engineering		
16	School of Health Sciences		
17	School of Science		
18	School of Social Science		
19	School of Psychology		
0	Not Selected		

126. If you are from the ACADEMIC DIVISION, choose the specific area from the list below: *Note that if you work in more than one area, please choose the one you spend most time in.*

1	Office of the DVC and Vice President (Academic)
2	Office of the PVC (Learning Futures)
3	Office of Quality and Review
4	Library
5	The Academy
6	Technical Support Services
0	Not Selected

127. If you are from the DIVISION OF SENIOR DVC, choose the specific area from the list below: *Note that if you work in more than one area, please choose the one you spend most time in.*

1	Office of the Senior DVC
2	PVC Engagement & ATSI Leadership
3	Office of University Secretary and General Counsel
4	The Whitlam Institute
0	Not Selected

128. If you are from the FINANCE AND RESOURCES DIVISION, choose the specific area from the list below: *Note that if you work in more than one area, please choose the one you spend most time in.*

1	Office of the Vice-President (Finance and Resources)
2	Finance Office
3	Information Technology and Digital Services Go to Q131
4	Office of Estate and Commercial
5	Project Management Office
6	Strategy, Business Development and Procurement
0	Not Selected

129. If you are from the Information Technology and Digital Services, choose the specific area from the list below: *Note that if you work in more than one area, please choose the one you spend most time in.*

1	Academic and Campus Experience (ACE)
2	Digital Strategy, Security and Risk
3	IT Operations
4	Service Delivery and Improvement
5	Solution and Project Services
0	Not Selected

130. If you are from the PEOPLE AND ADVANCEMENT DIVISION, choose the specific area from the list below:

Note that if you work in more than one area, please choose the one you spend most time in.

1	Office of the Vice-President (People and Advancement)
2	Equity and Diversity
3	Office of Advancement
4	Office of Business Intelligence and Performance
5	Office of Employability and Graduate Success
6	Office of Human Resources
7	Office of Marketing and Communication
8	The Student Experience Office Go to Q131
0	Not Selected

131. If you are from THE STUDENT EXPERIENCE OFFICE choose the specific area from the list below:

Note that if you work in more than one area, please choose the one you spend most time in.

1	Office of the Chief Student Experience Officer
2	Campus Safety and Security
3	Student Administration and Operations
4	Student Engagement
5	Strategy and Performance
6	Student Services
0	Not Selected

132. If you are from RESEARCH, ENTERPRISE AND INTERNATIONAL DIVISION, choose the specific area from the list below: *Note that if you work in more than one area, please choose the one you spend most time in.*

1	Australia-China Institute for Art and Culture
2	Hawkesbury Institute for the Environment
3	Institute for Culture and Society
4	MARCS Institute for Brain, Behaviour & Development
5	National Institute of Complementary Medicine (NICM)
6	Office of DVC & VP (Research and Innovation)
7	PVC (International)
8	Graduate Research School
9	Research Services
10	Translation Health Research Institute
0	

133. What is your location? *Note that if you work in more than one area, please choose the one you spend most time in.*

1	Bankstown campus
2	Campbelltown campus
3	Hawkesbury campus
4	Parramatta South campus
5	Parramatta City campus (includes 100 George street)
6	Penrith campus (Werrington and Kingswood)
7	Other (includes Clinical Schools, Hospitals, Precincts, Sydney City, Lithgow and Westmead)
0	Not Selected

133.5 Are you an Academic or Professional staff?

1	Academic (Display Q136)
2	Professional (Display Q137)
0	Not Selected

134. What is your academic classification level?

1	Academic A
2	Academic B
3	Academic C
4	Academic D
5	Academic E
6	Senior Academic above Academic E
7	Casual Academic
0	Not Selected

135. What is your professional classification level? *Note: For staff working in a broadbanded position, choose the HEW Level of your substantive position (the level you were appointed to)*

1	HEW 1-4
2	HEW 5-7
3	HEW 8-9
4	Senior Staff above level 9
0	Not Selected

136. Gender Identity:

Female Male Other Prefer not to say Not Selected

137. Age:

Under 30 30-39 40-49 50-54 55 and above Not Selected

138. Length of service:

Less than 2 years 2-5 years 5-10 years More than 10 years Not Selected

139. Are you of Aboriginal and/or Torres Strait Islander descent?

No Yes Not Selected

140. Is your first language English?

No Yes Not Selected

141. Do you have a disability?

No Yes Not Selected

142. Do you require a work-related adjustment for your disability? (Displayed when 'Yes' is selected in Q143)

No Yes Not Selected

SURVEY COMPLETE**Thank you for completing the survey.**

Your responses have been saved. You can now choose to review or edit your responses, come back to them at a later time, or finalise the survey.

REVIEW RESPONSES: If you wish, you can revise your responses by clicking the "Review" button which will return you to the beginning of the survey, or you can use the "Previous Section" button to move backwards one page at a time.

RETURN LATER: If you think you may want to return to your answers at a later time, you should click the "**Email Return Link**" button below to send yourself a copy of your unique Return Link. You can then close your browser window to exit the survey. Your Return Link will remain open up to the point you either Finalise, or the survey close time is reached.

FINALISE: If you are happy with your responses, please click the "Finalise" button below. This will close off your survey and prevent any further changes from being made. You will be unable to return to your survey answers after you Finalise.

If you have any questions about this survey please contact the survey contact listed below.

Survey Contact

Renaë Dean
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(02) 9678 7198

APPENDIX 2: LIST OF VARIABLES

Scales for items C1 to WB135

LIKERT RESPONSE DESCRIPTIONS

- Not applicable/don't know Strongly disagree Tend to Disagree
 Mixed feelings/neutral Tend to Agree Strongly Agree

Scales for items 82-109 and 111-114

LIKERT RESPONSE DESCRIPTIONS

- Not applicable/don't know Very Negative Negative
 Neither positive nor negative Positive Very Positive

Variable Name	My VOICE QUESTION	Construct
ID	Respondent Number	Respondent Count
C1	WSU's communication about COVID-19 has been clear and timely	Communication
C2	Current changes to my working arrangements have been communicated clearly by leadership	Communication
C3	I am aware the impact that COVID-19 will have on my working arrangements	Communication
R4	I have access to the information I need to do my job well	Resources
R5	I have access to the right equipment to do my job well	Resources
R6	I have access to the technology and support I need to work from home (please select N/A if you are unlikely to work from home)	Resources
R7	There are clear processes for how work is to be done	Resources
WLB8	My workload is manageable	Work/Life Balance
WLB9	WSU has enough flexible work arrangements to meet my needs	Work/Life Balance
WLB10	I am able to meet my family responsibilities while still doing what is expected of me at work	Work/Life Balance
WLB11	I have been able to more effectively manage my work/life balance under the remote working arrangements than before	Work/Life Balance
D12	At Western Sydney University, gender-based harassment and sexual harassment is not tolerated	Diversity
D13	My immediate supervisor/manager genuinely supports equality between genders	Diversity
I14	I am empowered to make decisions needed to do my job well	Involvement
I15	I am encouraged to give feedback about things that concern me	Involvement
HS16	Keeping high levels of health and safety is a priority of WSU	Health & Safety
HS17	We are given all necessary safety information and safety equipment to manage the risk of COVID-19	Health & Safety
HS18	I know where to get help if I am feeling emotionally unwell or unsafe	Health & Safety

HS19	I am aware of the processes to follow should I become unwell	Health & Safety
HS20	I am aware of the processes to follow should someone I have been in contact with becomes unwell	Health & Safety
EL21	Executive management keep staff informed	Executive Leadership
EL22	Executive management are making effective decisions in response to COVID-19	Executive Leadership
EL23	Executive management are making effective decisions for the longer term benefit of the University	Executive Leadership
S24	My manager gives me help and support	Supervision
S25	I have good communication with my manager	Supervision
C26	My team has been able to work together effectively during the disruption caused by COVID-19	Collaboration
C27	I have good communication with my co-workers	Collaboration
C28	My work unit receives help and support from other work units	Collaboration
C29	My team collaborates with other units across the University	Collaboration
C30	I feel engaged and supported by my team	Collaboration
WB31	I am coping well with the disruption due to COVID-19	Wellbeing
WB32	I feel safe carrying out my role	Wellbeing
WB33	I am able to keep my stress at an acceptable level	Wellbeing
WB34	I am able to keep my mental health at an acceptable level	Wellbeing
WB35	My personal wellbeing has improved since working remotely as compared to previously	Wellbeing
P36	Workplace changes associated with COVID-19 have been managed well	Progress
P37	We will be able to continue supporting our customers/clients	Progress
P38	The future for WSU is positive	Progress
WA39	I feel ready to return to campus	Working Arrangements
WA40	I would prefer the option to work from both home and campus going forward	Working Arrangements
ROLE41	Please select the option that best describes your role at Western Sydney University:	Open
EMPLOY42	Employment basis:	Open
T43	Online and remote teaching has worked well for me this session	Teaching
T44	Online and remote teaching has worked well for my students this session	Teaching
T45	I now feel prepared to deliver a quality student learning experience in a flexible and flipped future	Teaching
T46	My students now feel prepared to learn in a flexible and flipped future	Teaching
TC49	Online Lecture Pod Capture System (WOS Studio)	Effective Teaching Tools
TC50	Panopto	Effective Teaching Tools

TC51	Online examinations	Effective Teaching Tools
TC52	Zoom	Effective Teaching Tools
TC53	Blackboard Collaborate Ultra	Effective Teaching Tools
TC54	vUWS collaboration/reflection tool e.g. Discussion Boards, Blogs, Wikis, Journals	Effective Teaching Tools
TC55	Learning analytics e.g. vUWS Course Reports, vUWS Retention Centre	Effective Teaching Tools
TC56	Turnitin and/or Feedback Studio	Effective Teaching Tools
TC57	vUWS assessments tools e.g. Quizzes, Assignment Dropbox, Rubric Tool, GradeCentre	Effective Teaching Tools
TC58	Other	Effective Teaching Tools
ITT60	Online Lecture Pod Capture System (WOS Studio)	Ineffective Teaching Tools
ITT61	Panopto	Ineffective Teaching Tools
ITT62	Online examinations	Ineffective Teaching Tools
ITT63	Zoom	Ineffective Teaching Tools
ITT64	Blackboard Collaborate Ultra	Ineffective Teaching Tools
ITT65	vUWS collaboration/reflection tool e.g. Discussion Boards, Blogs, Wikis, Journals	Ineffective Teaching Tools
ITT66	Learning analytics e.g. vUWS Course Reports, vUWS Retention Centre	Ineffective Teaching Tools
ITT67	Turnitin and/or Feedback Studio	Ineffective Teaching Tools
ITT68	vUWS assessments tools e.g. Quizzes, Assignment Dropbox, Rubric Tool, GradeCentre	Ineffective Teaching Tools
ITT69	Other	Ineffective Teaching Tools
IR82	Lab work	Impact on Research
IR83	Publications	Impact on Research
IR84	Grant applications	Impact on Research
IR85	Conference and seminar presentations	Impact on Research
IR86	Promotion of your work	Impact on Research
IR87	Opportunities for leadership	Impact on Research
IR88	Supervision of students	Impact on Research
IR89	Management of direct staff	Impact on Research
IR90	Access to professional support services (finance, ordering, grant support, research services, animal facilities, platforms)	Impact on Research
IR91	Engaging with research partners	Impact on Research
IR92	Holding research events	Impact on Research
IR93	Working with research collaborators	Impact on Research

RS94	Videophony/Zoom has worked for me since late March	Research Support
RS95	I feel I have been supported to ensure research continuity	Research Support
BVT96	Greater levels of participation and response rates	Benefits of Videotelephony
BVT97	Ease of accessing geographically remote partners	Benefits of Videotelephony
BVT98	Ability to avoid the economic and time costs of travel	Benefits of Videotelephony
BVT99	Ability to avoid the ecological costs of travel	Benefits of Videotelephony
BVT100	Ease of accessing partners in difficult to reach locations	Benefits of Videotelephony
BVT101	Greater access and more democratic online encounters	Benefits of Videotelephony
BVT102	Less obtrusive use of research partners time and resources	Benefits of Videotelephony
BVT103	More personalized insights into lives and contexts of research partners and subjects	Benefits of Videotelephony
BVT104	Reducing barriers due to personal circumstances to meeting/conference attendance	Benefits of Videotelephony
LVT105	Impersonalized communications, compared to face-to-face encounters	Limitations of Videotelephony
LVT106	Technical difficulties associated with hardware, software and connectivity	Limitations of Videotelephony
LVT107	Socio-economic access issues surrounding access to technology	Limitations of Videotelephony
LVT108	Government restrictions on mobility and association	Limitations of Videotelephony
LVT109	Concerns with security and privacy threats of 'zoom bombing'	Limitations of Videotelephony
SHDR110	Do you currently supervise Higher Degree Research (HDR) students?	Open
HDR111	Online and remote research HDR supervision worked well in this session for me	HDR Supervision
HDR112	Online and remote research supervision has worked well for my students	HDR Supervision
HDR113	I feel prepared to deliver online remote HDR supervision	HDR Supervision
HDR114	My HDR candidates are ready to transition to work off campus	HDR Supervision
COVID120	At the moment, what best describes how you complete your work?	Open
ROLE121	Which of the following best describes your role?	Open
CHILD122	Are you a parent with dependent children?	Open
CARING123	Do you have personal caring responsibilities for someone other than children?	Open
HRISK124	Are you in a high-risk category for COVID-19? https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert/advice-for-people-at-risk-of-coronavirus-covid-19/coronavirus-covid-19-advice-for-people-with-chronic-health-conditions	Open

DIV125	Please select the School or Division that you belong to. If you are from a Research Centre/Group, please select the School you report into. Note that if you work in more than one area, please choose the one you spend most time in. If you are unsure of which School or Division you belong to, please refer to the organisational chart: https://vpcloud2.blob.core.windows.net/template/WSU/Organisational_Chart_2020_V12.pdf	Open
DIV126	If you are from the ACADEMIC DIVISION, choose the specific area from the list below: Note that if you work in more than one area, please choose the one you spend most time in.	Open
DIV127	If you are from the DIVISION OF SENIOR DVC, choose the specific area from the list below: Note that if you work in more than one area, please choose the one you spend most time in	Open
DIV128	If you are from the FINANCE AND RESOURCES DIVISION, choose the specific area from the list below: Note that if you work in more than one area, please choose the one you spend most time in	Open
DIV129	If you are from the Information Technology and Digital Services, choose the specific area from the list below: Note that if you work in more than one area, please choose the one you spend most time in	Open
DIV130	If you are from the PEOPLE AND ADVANCEMENT DIVISION, choose the specific area from the list below: Note that if you work in more than one area, please choose the one you spend most time in	Open
DIV131	If you are from THE STUDENT EXPERIENCE OFFICE choose the specific area from the list below: Note that if you work in more than one area, please choose the one you spend most time in	Open
DIV132	If you are from RESEARCH, ENTERPRISE AND INTERNATIONAL DIVISION, choose the specific area from the list below: Note that if you work in more than one area, please choose the one you spend most time in	Open
LOC133	What is your location? Note that if you work in more than one area, please choose the one you spend most time in.	Open
D133	Are you an Academic or Professional Staff?	Open
D134	What is your academic classification level?	Open
D135	What is your professional classification level? Note: For staff working in a broadbanded position, choose the HEW Level of your substantive position (the level you were appointed to)	Open
GENDER136	What is your gender identity?	Open
AGE137	What is your age?	Open
SERVICE138	What is your length of service?	Open
ETHNICITY 139	Are you of Aboriginal and/or Torres Strait Islander descent?	Open
LANG140	Is your first language English?	Open
DIS141	Do you have a disability?	Open
DIS142	Do you require a work-related adjustment for your disability?	Open



APPENDIX 3: ANOVA RESULTS**TABLE 1:** Responses related to communication, resources, work/life balance, and diversity (My Voice Pulse survey, Western Sydney University, 2020)

Variables	Communication			Resources			Work/Life Balance			Diversity		
	n	Mean	SD	P-value	n	Mean	SD	P-value	n	Mean	SD	P-value
Gender												
Female	973	13.46	1.99		966	16.91	3.28		944	15.68	3.66	
Male	571	13.31	1.98	<0.001***	552	16.58	3.42	<0.001***	539	15.68	3.35	0.033**
Other	8	14.00	1.69		8	15.00	2.93		7	15.14	2.79	
Prefer not to say	84	12.36	2.48		83	15.30	3.45		82	14.50	3.76	
Total	1636	13.35	2.03		1607	16.71	3.36		1572	15.62	3.56	
Type of work												
Academic	564	13.05	2.22	<0.001***	557	15.44	3.77	<0.001***	532	13.97	3.86	<0.001***
Professional	1004	13.50	1.87		985	17.40	2.85		973	16.44	3.12	
Total	1568	13.34	2.01		1542	16.69	3.35		1505	15.57	3.60	
Having dependent children												
Yes	841	13.30	2.14	0.445	824	16.61	3.41	0.356	795	15.71	3.51	0.136
No	823	13.38	1.91		812	16.76	3.30		803	15.44	3.66	
Total	1664	13.34	2.03		1636	16.68	3.36		1598	15.57	3.59	
Academic level												
Academic A	48	13.48	2.06		48	16.06	4.34		45	14.38	4.02	
Academic B	119	12.55	2.25		120	14.82	3.84		114	13.18	4.04	
Academic C	126	13.09	2.23		125	15.18	3.25		124	13.06	3.97	
Academic D	71	13.15	2.08	0.034**	70	15.07	4.12	0.009***	67	14.10	3.46	<0.001***
Academic E	74	13.54	2.06		73	16.16	3.60		73	14.60	2.82	
Senior Academic	16	13.75	1.98		16	17.69	2.06		16	16.00	2.19	
Casual Academic	87	12.90	2.39		82	16.13	3.77		71	15.61	3.73	
Total	541	13.06	2.22		534	15.52	3.75		510	14.01	3.81	
Professional level												
HEW 1-4	93	13.26	2.06		84	17.36	3.06		84	16.88	2.82	
HEW 5-7	595	13.50	1.91	0.059	588	17.37	2.97	0.807	581	16.63	2.99	0.029**
HEW 8-9	235	13.46	1.79		232	17.45	2.60		228	16.00	3.34	
Senior Staff	60	14.08	1.49		60	17.73	2.37		59	15.98	3.20	
Total	983	13.51	1.88		964	17.41	2.86		952	16.46	3.09	

Organisational divisions												
Academic Division	180	12.68	2.48	177	16.59	3.38	178	15.98	3.21	170	9.15	1.29
Division of Senior DVC	51	13.82	1.16	52	18.12	2.05	52	17.52	2.35	49	9.33	1.11
Finance & Resources	247	13.70	1.57	240	17.73	2.48	239	16.71	2.87	236	9.40	1.03
Office of the VC and President	57	13.79	1.72	<0.001***	53	17.96	2.44	<0.001***	0.002**	55	9.55	0.83
People & Advancement Division	251	13.89	1.63	252	17.58	2.73	244	16.39	3.36	239	9.54	0.95
Research, Enterprise & International	156	13.71	1.55	152	17.16	2.93	147	15.76	3.05	150	9.33	1.17
Total	942	13.57	1.83	926	17.41	2.82	915	16.37	3.12	899	9.38	1.09
Academic schools												
School of Business	54	12.78	2.25	54	15.30	4.22	50	15.10	3.57	52	8.85	1.61
School of Education	32	13.00	2.33	33	16.03	3.46	33	14.00	4.44	33	8.97	1.36
School of Human. & Comm. Arts	82	13.07	1.98	80	16.07	3.05	71	14.73	3.48	80	9.24	1.54
School of Law	19	12.11	3.38	18	14.11	4.73	18	12.39	4.12	16	7.69	2.15
School of Medicine	63	13.78	1.76	61	17.00	3.88	59	16.29	3.87	61	9.43	1.10
School of Nursing and Midwifery	98	13.20	2.37	97	15.90	3.19	96	14.98	3.41	89	9.20	1.45
School of Built Environment	33	13.24	1.95	32	16.38	3.23	31	14.13	4.13	30	8.43	2.11
School of Computer, Data and Math.	45	13.11	1.89	45	15.11	4.00	42	14.88	3.64	40	9.22	1.19
School of Engineering	38	13.05	2.29	38	15.08	4.87	38	14.66	4.17	33	9.24	1.58
School of Health Sciences	63	12.76	2.10	61	15.52	3.46	62	13.29	3.38	57	9.11	1.26
School of Science	62	12.94	2.25	60	15.12	3.49	57	14.35	3.83	57	8.82	1.64
School of Social Sciences	59	12.47	2.42	59	14.78	4.17	55	13.38	4.27	57	8.33	2.29
School of Psychology	35	12.57	2.87	34	15.53	4.11	33	12.91	4.31	33	8.64	2.10
Total	683	12.99	2.25	672	15.63	3.77	645	14.43	3.89	638	8.97	1.65
Cronbach's alpha*			0.78			0.86			0.79			0.63

Organisational divisions												
Academic Division	180	7.89	1.96	180	22.12	3.36	173	12.38	2.69	180	8.65	2.00
Division of Senior DVC	52	8.42	1.41	50	23.02	2.48	50	13.22	1.57	52	9.08	1.52
Finance & Resources	247	8.40	1.71	242	22.82	2.46	239	13.25	1.96	247	9.09	1.57
Office of the VC and President	56	8.66	1.47	57	22.65	2.96	58	13.72	1.74	58	9.14	1.57
People & Advancement Division	252	8.51	1.71	247	23.16	2.24	247	13.33	1.83	252	9.13	1.53
Research, Enterprise & International	155	8.35	1.87	150	23.13	2.25	154	13.15	2.18	156	9.08	1.57
Total	942	8.34	1.77	926	22.83	2.63	921	13.12	2.12	945	9.02	1.66
Academic schools												
School of Business	54	7.96	1.98	53	21.58	3.83	54	12.06	2.68	55	8.78	1.52
School of Education	33	7.39	2.09	33	22.30	2.71	33	12.36	2.64	33	8.39	2.11
School of Human. & Comm. Arts	82	7.74	1.84	79	22.24	2.94	75	12.00	2.52	81	8.60	2.01
School of Law	18	6.61	2.73	18	20.56	4.23	18	11.50	3.31	19	6.89	2.73
School of Medicine	64	8.25	1.72	64	22.88	2.72	62	13.32	2.35	63	8.95	1.71
School of Nursing and Midwifery	98	7.83	1.89	95	22.09	3.33	92	12.86	2.60	98	8.61	1.85
School of Built Environment	32	8.06	1.83	32	22.06	3.24	31	13.16	2.18	32	8.81	2.04
School of Computer, Data & Math.	45	7.80	1.79	43	21.09	3.48	44	12.73	2.19	45	8.64	1.84
School of Engineering	37	7.92	2.22	35	22.14	3.08	38	12.74	2.74	38	8.47	2.50
School of Health Sciences	63	7.38	2.14	60	21.10	3.24	61	11.82	2.70	62	8.61	1.94
School of Science	62	7.44	1.92	60	21.60	3.15	61	12.11	2.97	62	8.06	2.30
School of Social Sciences	59	7.00	2.36	55	21.35	3.72	59	11.20	3.32	59	8.07	2.24
School of Psychology	35	6.80	3.34	32	22.19	3.63	35	11.86	3.53	35	7.54	3.27
Total	682	7.63	2.11	659	21.84	3.31	663	12.31	2.78	682	8.45	2.12
Cronbach's alpha			0.83			0.82			0.86			0.95

TABLE 3: Responses related to collaboration, wellbeing, progress and remote teaching (MyVoice Pulse survey, Western Sydney University, 2020)

Variables	Collaboration			Wellbeing			Progress			Working Arrangement			
	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	P-value
Gender													
Female	863	21.17	3.68	953	19.66	4.38	445	11.06	2.56	454	7.50	1.52	
Male	511	21.19	3.70	552	19.55	4.08	247	10.79	2.64	257	7.87	1.41	<0.001***
Other	6	21.67	1.86	8	19.75	5.09	4	12.00	1.41	4	6.00	1.63	
Prefer not to say	70	19.51	3.80	82	18.27	4.43	47	10.28	2.90	53	7.17	1.40	
Total	1450	21.10	3.70	1595	19.55	4.29	743	10.92	2.61	768	7.59	1.49	
Type of work													
Academic	456	19.68	4.09	557	18.03	4.72	333	10.57	2.72	358	7.59	1.57	0.967
Professional	932	21.78	3.25	974	20.38	3.81	384	11.24	2.42	382	7.60	1.41	
Total	1388	21.09	3.68	1531	19.53	4.32	717	10.93	2.58	740	7.60	1.49	
Having dependent children													
Yes	741	21.14	3.64	816	19.54	4.25	395	10.89	2.75	414	7.58	1.54	0.599
No	732	21.06	3.75	804	19.53	4.34	366	10.98	2.43	371	7.63	1.43	
Total	1473	21.10	3.69	1620	19.53	4.29	761	10.93	2.60	785	7.60	1.49	
Academic level													
Academic A	37	19.92	4.41	48	17.63	5.31	26	10.85	2.59	26	10.85	2.59	
Academic B	97	18.66	4.25	118	17.16	4.97	78	10.40	2.47	78	10.40	2.47	
Academic C	107	19.46	3.55	125	17.42	4.90	81	10.46	2.50	81	10.46	2.50	
Academic D	62	19.65	4.81	70	18.04	4.60	43	10.23	2.63	43	10.23	2.63	0.178
Academic E	70	20.66	3.19	74	19.55	3.32	42	11.38	2.65	42	11.38	2.65	
Senior Academic	17	22.06	2.25	17	19.88	3.12	6	12.67	2.94	6	12.67	2.94	
Casual Academic	47	20.30	4.19	82	19.09	4.71	41	10.39	3.50	41	10.39	3.50	
Total	437	19.73	4.02	534	18.09	4.72	317	10.60	2.71	317	10.60	2.71	
Professional level													
HEW 1-4	82	21.78	3.42	81	20.06	4.20	32	11.47	2.71	31	7.61	1.71	
HEW 5-7	543	21.74	3.28	586	20.40	3.95	230	11.23	2.72	232	7.47	1.36	0.067
HEW 8-9	229	21.77	3.20	227	20.36	3.53	91	14.39	2.57	89	7.78	1.46	
Senior Staff	59	22.41	2.86	59	20.59	3.21	23	14.83	2.57	23	8.17	1.15	
Total	913	21.79	3.25	953	20.37	3.83	376	14.37	2.67	375	7.60	1.41	

Organizational divisions												
Academic Division	164	21.20	3.65	173	19.52	4.33	86	10.16	2.63	86	7.84	1.50
Division of Senior DVC	45	21.89	2.66	52	21.15	3.20	15	12.00	1.89	15	7.73	1.62
Finance & Resources	232	21.99	3.28	236	20.92	3.26	66	11.26	2.28	64	7.69	1.33
Office of the VC and President	48	22.31	2.92	53	20.51	3.92	<0.001***	20	12.00	2.27	20	7.85
People & Advancement Division	248	22.33	2.90	249	20.67	3.75	106	11.88	2.15	106	7.45	1.36
Research, Enterprise & Internat.	143	21.57	3.26	148	19.70	3.61	81	11.27	2.35	84	7.86	1.54
Total	880	21.88	3.22	911	20.38	3.74	374	11.25	2.41	375	7.70	1.43
Academic schools												
School of Business	41	19.95	4.16	55	18.84	4.01	26	11.00	2.62	28	6.79	1.13
School of Education	26	18.73	4.02	33	17.85	4.89	19	10.58	2.34	20	7.15	2.08
School of Human. & Comm. Arts	58	20.48	3.67	80	17.88	4.50	44	11.05	2.43	50	7.38	1.54
School of Law	14	17.14	4.93	19	15.11	6.00	14	10.14	3.30	15	7.07	1.28
School of Medicine	55	20.98	4.10	61	20.69	4.26	28	11.25	2.66	27	7.93	1.33
School of Nursing and Midwifery	79	19.81	3.64	97	19.57	3.69	49	10.73	2.69	49	7.82	1.24
School of Built Environment	28	20.89	3.46	31	19.16	3.85	<0.001***	20	12.05	2.86	19	7.37
School of Computer, Data & Math.	37	19.97	3.77	45	18.84	4.50	24	11.00	2.23	25	7.40	1.22
School of Engineering	32	21.06	4.02	37	18.73	5.50	18	10.39	3.52	18	7.83	1.54
School of Health Sciences	57	19.35	4.13	63	17.48	4.72	41	10.22	2.57	44	7.91	1.22
School of Science	53	19.09	3.30	61	17.46	4.64	31	9.42	2.91	39	7.95	1.19
School of Social Sciences	48	18.88	4.48	58	17.22	5.29	37	10.00	2.74	40	6.95	1.96
School of Psychology	29	19.41	5.49	32	16.78	5.67	20	9.70	3.10	20	7.40	1.67
Total	557	19.81	4.06	672	18.36	4.72	371	10.57	2.76	394	7.50	1.51
Cronbach's alpha		0.78		0.78	0.85			0.92			0.95	

TABLE 4: Responses related to the impacts of COVID-19 on laboratory work; grants, publications and promotion of work; conference and research events; and research leadership and supervision (MyVoice Pulse survey, Western Sydney University, 2020)

Variables	Laboratory work				Grant and publications				Conference				Research leadership and supervision			
	n	Mean	SD	P-value	n	Mean	SD	P-value	n	Mean	SD	P-value	n	Mean	SD	P-value
Gender																
Female	86	2.03	0.99		213	7.30	2.51		221	4.25	1.94		149	8.79	2.40	
Male	134	1.95	0.96	0.097*	170	8.02	2.46	<0.001***	173	4.21	1.73	0.595	123	8.34	2.15	0.173
Other	2	1.00	0.00		4	10.00	1.83		4	4.50	2.38		5	8.4.0	1.52	
Prefer not to say	15	1.47	0.83		26	6.27	2.27		28	3.71	2.16		19	7.74	2.62	
Total	237	1.94	0.97		413	7.56	2.52		426	4.20	1.87		296	8.53	2.31	
Type of work																
Academic	201	1.88	0.93		376	7.46	2.53	0.013**	372	4.12	1.83	0.002***	267	8.51	2.32	0.409
Professional	31	2.42	1.15	0.004**	18	9.00	2.68		34	5.15	2.24		17	9.00	3.06	
Total	232	1.95	0.98		394	7.53	2.56		406	4.20	1.89		284	8.54	2.37	
Having dependent children																
Yes	119	2.00	1.03		196	7.87	2.51	0.017**	209	4.32	1.90	0.240	144	8.77	2.38	0.109
No	125	1.87	0.92	0.304	222	7.28	2.5		223	4.11	1.86		155	8.34	2.24	
Total	244	1.93	0.97		418	7.56	2.52		432	4.21	1.88		299	8.55	2.31	
Academic level																
Academic A	24	1.71	0.69		26	8.19	2.15		29	4.31	1.47		17	8.12	2.37	
Academic B	34	1.85	0.86		74	7.08	2.82		73	3.77	1.76		41	8.32	2.59	
Academic C	50	1.84	1.00		104	6.86	2.61		102	4.08	1.82		76	8.39	2.14	
Academic D	38	2.00	0.99	0.132	65	7.60	2.29	0.004***	61	4.31	1.91	0.393	49	8.14	1.84	0.122
Academic E	32	1.69	0.69		65	8.28	2.25		66	4.30	1.86		56	9.21	2.45	
Senior Academic	3	2.67	0.58		8	8.75	2.38		8	5.00	1.77		7	9.86	1.86	
Casual Academic	10	2.50	1.35		16	7.69	2.75		16	4.06	2.21		9	8.11	3.37	
Total	191	1.88	0.92		358	7.47	2.56		355	4.14	1.82		255	8.53	2.31	
Professional level																
HEW 1-4	3	2.00	1.00		2	7.00	2.83		2	6.00	0.00		2	7.50	2.12	
HEW 5-7	22	2.41	1.26		12	9.42	3.00	0.665	24	4.63	2.26	0.143	10	9.20	3.74	0.920
HEW 8-9	4	2.75	0.96	0.876	2	8.00	1.41		4	5.75	2.36		3	9.00	1.00	
Senior Staff	2	2.50	0.71		2	9.50	0.71		4	7.25	1.26		2	9.50	3.54	
Total	31	2.42	1.15		18	9.00	2.68		34	5.15	2.24		17	9.00	3.06	

Organisational divisions												
Academic Division	13	2.46	1.45	7	9.29	4.72	12	5.67	2.53	10	9.50	3.21
Division of Senior DVC	0	.	.	2	9.50	0.71	3	5.00	1.00	1	7.00	.
Finance & Resources	1	4.00	.	0	.	.	0	.	.	0	.	.
Office of the VC and President	0	.	.	1	4.00	.	1	6.00	.	1	14.00	0.161
People & Advancement Division	0	.	.	0	.	.	0	.	.	0	.	.
Research, Enterprise & International.	47	1.85	0.75	69	9.30	1.75	71	4.56	1.74	56	9.20	2.13
Total	61	2.02	0.99	79	9.24	2.18	87	4.75	1.86	68	9.28	2.35
Academic schools												
School of Business	3	2.33	0.58	20	8.45	2.76	18	4.11	1.84	14	8.93	2.50
School of Education	3	2.67	1.15	17	5.94	2.25	20	3.95	1.88	14	8.36	1.98
School of Human. & Comm. Arts	9	1.89	1.17	37	7.54	2.56	34	4.09	1.93	17	8.12	2.39
School of Law	1	3.00	.	6	5.67	2.34	7	3.14	1.21	3	8.33	0.58
School of Medicine	17	2.06	0.90	28	8.54	2.12	27	4.52	1.97	25	9.16	2.25
School of Nursing and Midwifery	10	2.10	0.88	31	7.84	2.42	38	4.26	2.04	27	9.15	1.92
School of Built Environment	10	2.60	1.07	14	8.14	2.32	16	4.63	1.75	12	9.25	3.41
School of Computer, Data & Math.	13	3.08	0.95	22	6.82	1.92	21	3.76	1.89	15	8.40	2.61
School of Engineering	31	1.90	0.87	28	7.36	2.21	30	4.43	1.57	22	7.86	1.91
School of Health Sciences	18	1.67	0.97	34	6.53	2.34	30	3.57	1.25	19	7.53	2.14
School of Science	47	1.40	0.61	40	7.08	2.78	40	3.88	1.92	27	7.07	1.88
School of Social Sciences	6	2.50	0.84	37	7.19	2.54	41	4.44	2.25	23	8.48	2.06
School of Psychology	11	1.27	0.47	22	6.27	2.78	20	3.20	1.44	13	8.08	2.36
Total	179	1.91	0.96	336	7.27	2.52	342	4.07	1.86	231	8.33	2.27
Cronbach's alpha						0.90			0.86			0.89

TABLE 5: Responses related to the impacts of COVID-19 on research engagement, research support; remote HDR supervision; and videotelephony facilitating access (MyVoice Pulse survey, Western Sydney University, 2020)

Variables	Research engagement			Research support			Remote HDR supervision			Videotelephony access		
	n	Mean	SD	P-value	n	Mean	SD	P-value	n	Mean	SD	P-value
Gender												
Female	245	5.44	1.82		234	5/98	1.75		160	14.72	3.46	
Male	190	5.18	1.81	0.109	186	5.93	1.78	0.035**	134	13.33	4.23	0.022**
Other	4	6.00	1.41		4	6.75	1.50		3	15.33	4.04	0.016**
Prefer not to say	29	4.69	1.89		28	5.00	1.85		22	14.18	4.25	
Total	468	5.29	1.82		452	5.90	1.78		319	14.10	3.90	
Type of work												
Academic	406	5.23	1.82		386	5.75	1.79	<0.001***	304	14.16	3.91	0.827
Professional	42	6.07	1.83	0.005***	50	6.66	1.85		3	13.67	5.13	0.036**
Total	448	5.31	1.84		436	5.86	1.82		307	14.16	3.91	
Having dependent children												
Yes	227	5.51	1.82		224	6.03	1.80	0.055	147	14.53	3.98	0.038**
No	248	5.10	1.80	0.014**	242	5.71	1.79		176	13.63	3.81	0.869
Total	475	5.30	1.82		466	5.86	1.80		323	14.04	3.91	
Academic level												
Academic A	33	5.12	1.62		31	5.90	1.80	0.218	15	13.20	2.88	0.244
Academic B	87	5.18	1.95		80	5.49	1.86		53	14.09	3.65	0.630
Academic C	106	5.10	1.73		103	5.64	1.72		94	14.38	4.17	
Academic D	63	5.24	1.78	0.490	62	5.58	1.71		57	13.42	4.14	
Academic E	70	5.47	1.67		70	6.00	1.73		64	14.70	3.57	
Senior Academic	8	5.75	2.25		8	6.63	0.92		7	16.29	1.89	
Casual Academic	19	5.95	2.20		15	6.40	2.20		0	.	.	
Total	386	5.27	1.81		369	5.74	1.77		290	14.20	3.86	
Professional level												
HEW 1-4	2	5.50	0.71		3	6.00	1.00		0	.	.	
HEW 5-7	32	6.00	1.87		36	6.47	1.98	0.409	2	13.00	7.07	0.122
HEW 8-9	6	5.67	1.21	0.125	7	7.29	1.11		1	15.00	.	
Senior Staff	2	9.00	1.41		4	7.75	1.89		0	.	.	
Total	42	6.07	1.83		50	6.66	1.85		3	13.67	5.13	

Organisational divisions														
Academic Division	17	5.94	2.11	20	6.20	2.19	5	12.60	2.97	23	12.35	1.97		
Division of Senior DVC	3	6.00	2.00	3	7.00	1.00	0	.	.	3	11.00	0.00		
Finance & Resources	0	.	.	0	.	.	0	.	.	4	12.75	1.50		
Office of the VC and President	1	9.00	.	0.293	1	8.00	1	20.00	.	0.188	2	12.50	3.54	0.667
People & Advancement Division	0	.	.	0	.	.	0	.	.	1	15.00	.		
Research, Enterprise & International.	77	5.65	1.71	78	6.78	1.47	50	14.66	3.84	71	12.38	2.06		
Total	98	5.74	1.80	102	6.69	1.63	56	14.57	3.83	104	12.38	2.01		
Academic schools														
School of Business	21	5.71	1.93	21	5.86	1.77	19	13.00	3.83	25	11.56	2.00		
School of Education	20	4.70	2.03	20	5.75	1.89	16	14.50	2.97	21	12.05	1.99		
School of Human. & Comm. Arts	36	5.03	2.06	35	6.11	1.75	26	15.31	3.67	35	10.89	2.75		
School of Law	7	4.29	1.50	9	4.11	1.69	8	12.75	4.30	12	10.83	2.04		
School of Medicine	31	5.81	1.64	29	6.28	1.19	20	14.55	3.89	28	12.96	1.57		
School of Nursing and Midwifery	43	5.56	1.62	37	5.89	1.93	26	16.31	2.80	43	11.60	2.45		
School of Built Environment	16	5.31	2.09	0.170	16	6.06	1.69	15.10	4.12	<0.001***	16	11.94	2.08	0.053
School of Computer, Data & Math.	24	5.13	2.17	21	5.62	1.75	16	13.31	3.16	22	12.09	1.85		
School of Engineering	31	5.00	1.34	29	5.38	1.80	23	13.22	4.72	32	12.09	2.68		
School of Health Sciences	35	4.89	1.47	34	4.94	1.77	26	14.38	4.00	31	11.26	1.71		
School of Science	46	4.76	1.86	45	5.51	1.58	33	11.09	3.90	43	11.14	1.93		
School of Social Sciences	43	5.44	1.84	42	5.48	1.95	28	14.68	3.15	40	11.53	2.86		
School of Psychology	20	4.80	1.67	23	5.22	1.73	16	13.88	3.83	19	11.32	2.73		
Total	373	5.17	1.81	361	5.61	1.77	267	13.99	3.91	367	11.62	2.32		
Cronbach's alpha			0.86		0.89			0.98			0.96			

TABLE 6: Responses related to the benefits, validity and limitations of videotelephony (MyVoice Pulse survey, Western Sydney University, 2020)

Variables	Benefits of video telephony			Validity of videotelephony			Limitations of videotelephony					
	n	Mean	SD	P-value	n	Mean	SD	P-value	n	Mean	SD	P-value
Gender												
Female	263	12.56	2.12		230	10.18	2.78		213	16.62	3.84	
Male	205	12.13	2.17	0.023**	184	10.17	2.80	0.050**	174	16.42	3.42	0.830
Other	5	12.80	1.30		4	10.25	2.87		5	12.60	4.56	
Prefer not to say	32	11.53	3.14		29	8.69	3.50		30	13.97	3.27	
Total	505	12.32	2.22		447	10.08	3.50		422	16.51	3.69	
Type of work												
Academic	425	12.28	2.23	0.087	381	9.88	2.82	<0.001***	355	16.51	3.75	0.380
Professional	58	12.81	2.11		49	11.63	2.55		51	16.02	3.70	
Total	483	12.34	2.22		430	10.08	2.84		406	16.45	3.74	
Having dependent children												
Yes	252	12.24	2.35	0.469	223	9.99	2.98	0.532	214	16.58	3.80	0.617
No	262	12.39	2.13		233	10.15	2.76		215	16.40	3.62	
Total	514	12.32	2.24		456	10.07	2.86		429	16.49	3.71	
Academic level												
Academic A	36	12.58	2.49		33	10.30	2.71		34	16.21	4.40	
Academic B	90	12.29	2.29		76	10.08	2.81		75	16.80	3.65	
Academic C	112	12.21	2.34		103	9.66	2.88		93	16.59	3.65	
Academic D	65	11.98	2.20	0.624	61	9.84	2.71	0.495	49	16.06	3.64	0.247
Academic E	72	12.50	2.08		66	9.70	2.95		59	15.86	3.83	
Senior Academic	8	13.00	1.20		8	11.63	1.41		8	15.63	2.72	
Casual Academic	22	12.77	1.85		19	10.26	3.03		21	18.24	4.13	
Total	405	12.32	2.23		366	9.92	2.82		339	16.47	3.79	
Professional level												
HEW 1-4	2	11.50	3.54		1	9.00			3	15.67	2.08	
HEW 5-7	43	12.84	2.11	0.820	38	11.50	2.63	0.460	35	16.63	3.77	0.213
HEW 8-9	9	12.78	2.11		7	12.00	2.38		9	15.22	3.87	
Senior Staff	4	13.25	2.06		3	13.33	1.53		4	12.75	2.06	
Total	58	12.81	2.11		49	11.63	2.55		51	16.02	3.70	

Organisational divisions										
Academic Division	22	12.59	2.02	17	11.65	2.40	16	16.25	4.04	
Division of Senior DVC	3	11.00	1.00	3	9.67	2.08	1	14.00	.	
Finance & Resources	4	12.00	2.16	1	15.00	.	3	16.33	2.31	0.688
Office of the VC and President	2	13.50	2.12	2	13.00	2.83	2	12.50	0.71	
People & Advancement Division	1	15.00	.	0	.	.	0	.	.	
Research, Enterprise & International.	77	12.88	1.76	74	10.39	2.50	62	16.48	4.07	
Total	109	12.77	1.83	97	10.69	2.54	84	16.31	3.96	
Academic schools										
School of Business	25	12.36	2.14	24	10.21	2.95	21	17.57	3.92	
School of Education	22	13.18	1.71	19	10.32	3.20	19	16.68	3.74	
School of Human. & Comm. Arts	43	11.88	2.53	32	9.09	3.17	33	17.61	4.38	
School of Law	11	11.73	1.95	9	8.22	2.82	10	17.40	5.78	
School of Medicine	32	13.19	1.84	29	11.45	2.63	29	14.55	3.52	
School of Nursing and Midwifery	46	12.22	2.20	38	10.03	2.69	42	15.43	3.29	
School of Built Environment	19	12.89	1.79	17	10.88	2.20	18	16.72	3.21	0.015**
School of Computer, Data & Math.	24	11.79	2.34	24	9.88	2.51	20	16.20	4.05	
School of Engineering	33	12.15	2.84	31	10.84	2.92	27	16.07	3.80	
School of Health Sciences	34	12.18	2.12	31	10.00	2.41	29	17.17	2.52	
School of Science	45	11.58	2.22	41	9.29	2.64	37	15.84	2.62	
School of Social Sciences	44	12.09	2.63	40	9.10	3.58	38	17.55	3.53	
School of Psychology	23	12.09	2.47	20	9.55	2.87	20	17.30	2.90	
Total	401	12.21	2.31	355	9.92	2.92	343	16.52	3.63	
Cronbach's alpha			0.98			0.95			0.97	

APPENDIX 4: WSU STAFF EXPRESSION OF INTEREST

MYVOICE PULSE SURVEY OF WSU STAFF: WORKING THROUGH COVID

EOI for WSU researchers to access de-identified responses and/or co-publish

Guidelines

With the release of the report *MyVoice Pulse Survey of WSU Staff: Working through COVID*, WSU researchers may seek to co-publish with the research team based on the existing analysis and/or access and analyse the raw de-identified data to develop a manuscript for publication in a high-quality peer-reviewed journal.

To do so, researchers must submit an EOI to the lead research team. If you seek access to the raw de-identified data, an application to WSU HREC must be made to approve the intended data analysis prior to accessing the data.

Please submit your EOI to Professor Kevin Dunn k.dunn@westernsydney.edu.au.

Your EOI must include:

1. Names of researchers and associated Schools, SRIs, Institution or Division
2. If you are seeking to co-publish with the research team or access the de-identified data for further analysis
3. Research Questions to be investigated using the data
4. List the variables to be used for data analysis
5. Title of journal where manuscript will be submitted (list top three and associated quartile ranking and field)
6. End date when manuscript will be submitted (you will be asked to provide the submission evidence)



