UQ School of Mining and Mechanical Engineering: 2012 Survey Responses

Introduction

In April 2012 Niche Consultants was engaged to develop an online survey for the UQ School of Mining and Mechanical Engineering. The survey consisted of two demographic questions (role and length of time at the School/Faculty), and four open-ended questions. A link to the survey was distributed by the School to approximately 300 staff. Niche collated and analysed the responses to produce this summary. In doing so, we have grouped responses by respondent type (i.e. type of role).

Q1 – How long have you worked in the School/Faculty?

Of the 300+ staff who were emailed the survey, 153 responded. All respondents provided an answer to question 1. Of these:

- 62 respondents, 40.5% of the total, had worked at the School/Faculty for less than 2 years;
- 42 respondents, 27.5% of the total, had worked at the School/Faculty for 3-5 years;
- 20 respondents, 13% of the total, for 6-10 years;
- 29 of the survey respondents, 19% of the total, had worked for 11 or more years.

This can be seen in the pie chart below.

Graph 1 – How long have you worked in the School/Faculty?

Q2 – What type of position do you have in the School?

There were also 153 respondents to question 2, which asked what type of position respondents held within the School. Table 1 provides a snapshot of roles and length of time worked in the School/Faculty.

Table 1 – What position do you hold and for how long have you worked in the School?

<table>
<thead>
<tr>
<th>TOTAL NO. OF RESPONDENTS</th>
<th>0-2 years</th>
<th>3-5 years</th>
<th>6-10 years</th>
<th>11+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>27</td>
<td>14.8%</td>
<td>22.2%</td>
<td>11.1%</td>
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<tr>
<td>Administration</td>
<td>37</td>
<td>32.4%</td>
<td>18.9%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Research Only</td>
<td>30</td>
<td>36.7%</td>
<td>36.7%</td>
<td>20%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>25%</td>
<td>75%</td>
<td>0%</td>
</tr>
<tr>
<td>RHD</td>
<td>47</td>
<td>66%</td>
<td>27.7%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Tech/IT</td>
<td>8</td>
<td>37.5%</td>
<td>25%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>
Q3 - What does the School of Mechanical and Mining Engineering’s Administrative and Technical staff do well?

Of the 153 survey respondents, 77 provided a response to this question. Of the 77 respondents, 13 of these were Academics, 17 were in Administration, 3 respondents were in ‘other’ jobs and 17 conducted research only. 24 RHD students responded to this question and 3 of the IT and Tech staff responded also.

Comments on what is done well by Admin and Tech staff focussed on the staff. Admin and Technical staff were seen as working well as a team, as being responsive to people’s needs, and as being helpful. They were seen as doing the various areas of their work competently and as being easy to deal with.

Their responses follow:

### What does the School of Mechanical and Mining Engineering’s Administrative and Technical staff do well?

<table>
<thead>
<tr>
<th>Academic</th>
<th>Admin</th>
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<tbody>
<tr>
<td>13 responses (27 surveyed)</td>
<td>17 responses (37 surveyed)</td>
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</table>

**Academic**
- I find that the School of Mechanical and Mining Engineering’s Administrative staff is very helpful in all aspects of their work. I find them particularly helpful in assisting with travel documentation, and all financial claims and reconciliation. They are also very helpful with postgraduate supervision related documentation preparation and submission.
- School meetings Finance Postgraduate admin General academic admin Newsletter.
- Academic administration, financial support.
- All we ask them to.
- Research and RHD, Finance and Academic. Basically, all are doing excellent work.
- Helpful and supportive.
- Organize events.
- Procedures, processes, information flow and level of support have significantly improved since the formation of the new school. Things are working rather well on the School level.
- Admin: Deal with the central grad school. Minimize email load by filtering and summarizing messages that get sent on. Keep the undergrad students from beating down our doors. Tech Staff: Their delivered work is *always* of high quality.
- Student affairs.
- They show great dedication to their jobs in the School.
- Support for the provision of teaching; enthusiasm for the provision of technical support; support for the administration of RHD students/projects.
- Administer academic programs Look after research higher degree students Look after finances, and all associated.

**Admin**
- Open communication between Academic staff and Administrative Staff i.e. School Meetings inclusive of all staff.
- Provide good support for and cooperation with Research Fellows/Officers and Academics.
- I think we keep up date with the workload.
- Responds well to workshop requests. Assist with outreach and recruitment events.
- Customer Service.
- Implement processes and procedures.
- Provide advice within a reasonable timeframe - Friendly and courteous.
- The STC is run very well, particularly for ENGG1100 students. All staff involved in that workshop should be applauded.
- I believe I have a great relationship with the administration staff. I have always found staff to be friendly and co-operative in all my contacts through my role in scholarships.
<table>
<thead>
<tr>
<th>Research only</th>
<th>Other</th>
<th>RHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(17 responses were received out of 30 survey respondents)</td>
<td>(3 responses were received out of 4 survey respondents)</td>
<td>(24 responses were received out of 47 survey respondents)</td>
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</tbody>
</table>

- Processing of financial transactions in a timely manner Helpful, courteous staff Supportive finance & administrative teams.
- Work well as a team.
- Working well as a team with the whole administration. as well as communicating with everyone throughout the school i.e. school newsletter, keeping everyone up to date with important dates and deadlines.
- Excellent customer service to academic staff Good team spirit and work ethic Positive attitude to change.
- Work as a team.
- I think the Administrative Staff work really good as a team and communicate well. This is probably due to the fact that we\'re located in the same area. We seem to be on the same page and generally speaking 99% of the time like each other (nobody\'s perfect).
- Everyone works hard, team environment, committed to the school.

- The Administrative and Technical staffs in the School have performed very well; they help to make my research progress smoothly.
- As a remote employee I do not see any effort into maintaining their offsite employees.
- Everything is normal.
- Prompt response on the financial request, such as purchase order dispatch and travel form approval, etc.
- Very helpful to support me for HR matter, budget matter and also safety and technical matter.
- Respond promptly to emails.
- The administrative and technical staff are knowledgeable and always willing to assist.
- They do most things well such as support for committees, events, newsletter, and so on.
- Everything.
- Anything I\'ve ever needed them to do.
- The administration staffs are very kind and helpful. Really appreciate.
- The administrative and technical staff respond to questions quickly and are very helpful in resolving problems.
- Payroll.
- Have always found staff approachable and competent, easy to deal with.
- Engineering.
- Finance.
- They always do their jobs well.

- I can only answer these questions relative to other places where I have been. Unfortunately, I can\'t point out any particular \"thing\" the administrative and technical staff does exceptionally well, i.e. \"better than it worked out\" in the institutions I\'ve been before. I also want to mention that this feedback only refers to my particular field, experimental high-speed flows/hypersonics, and related resources.
- Good guidance to research students, including research skills.
- Good support of research and teaching, particularly excellent in support of research students. Provide the administrative and technical infrastructure that is essential for the school\'s objectives.

- Maintain a good environment for research and study.
- They are all kind to help others to solve problems, and always remind you about the coming sessions. I think that is good.
- Response to queries is fast, process applications and other paperwork quite efficiently.
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• Generally, the staff in our school did good jobs, such as assistance for enquiries, treatment of purchase order, information publication.
• The administrative staff are very approachable and are always helpful when looking after your inquiries.
• Respond to emails and questions organize activities school newsletter.
• Well done.
• Had little dealing with them.
• Sending out the information regarding the milestone.
• They respond to communication very well, particularly by e-mail. The staff at the School office are very helpful and friendly, and especially when they are working to resolve a problem it feels like they are "on my side". If an issue takes some time to resolve I am updated frequently with an apologetic tone.
• Admin - quite friendly and easy to deal with, on the whole. Tech - good to work with and helpful with arriving at good solutions for new apparatus etc.
• They provide very useful assistant to PhD students.
• Assist you with any queries.
• Fast communication.
• Respond requests Support inconvenient and doubts Keep staff informed about ongoing tasks, news and any relevant issue.
• They have done very well.
• Support.
• Keep me informed of admin requirements for PhD candidature. Coordinate meetings with heads of school. Keep the staff & students well informed (via emails) of activities & campus news.
• The staff does very well in responding to all my requests in the past, and I should name some work sections, which have an above average help, such as admin (RHD admin too), finance and workshop (machining & electrical).
• It is my opinion that they do their job as well as it can possibly be done.
• In general the administrative staff is ok! They are really nice and always help us with everything.
• Administrative issues.
• The finance team did a good job in organizing all the travel forms and activities. The student issues team did a good job for students, especially the milestones for PhD students.
• Always helpful.

Tech/IT
(3 responses were received out of 8 survey respondents)

• Administrative - finance is staffed and run very efficiently. Staff are well trained and very helpful. Technical Staff - are very experienced and highly trained. They are very helpful to people within the school and within the wider university community. I think they add a great deal to the education of students (u'grad and RHS) through running pracs and tutorials and assisting RHS students.
• Work well and try to assist in their areas of expertise to all staff and students.
• I believe we all work well together to get the best result possible with the available resources as well as some of the problems that are unforeseen.
Q4 - What does the School of Mechanical and Mining Engineering Administrative and Technical staff not do as well as it could?

There were 58 respondents who offered answers to this question. Of these, 7 were Academics, 16 were from Administration, 3 were from ‘other’ areas, 12 conducted research only, 17 were RHD students and 3 respondents worked in IT/Tech.

Comments on what is not done as well as it might be focussed on communication (inter and intra school communication, and the difficulty of managing and effectively communicating with staff on multiple sites), and the complexity of some procedures (financial) and processes (some of which are beyond the teams direct control e.g. travel forms and associated processes). There were a number of comments provided about the induction of new staff, PhD payments, and a range of hygiene factors such as access to rubbish bins and paper in photocopiers.

Their responses follow:

<table>
<thead>
<tr>
<th>What does the School of Mechanical and Mining Engineering Administrative and Technical staff not do as well as it could?</th>
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<tbody>
<tr>
<td>Academic (7 responses were received out of 27 survey respondents)</td>
</tr>
<tr>
<td>• Making sure the photocopy machine has paper Help us organise events such as open days Can’t think of anything else.</td>
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<tr>
<td>• Responding to emails in a timely manner.</td>
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<td>• Handling the letter mail and it’s difficult to access regular office supplies.</td>
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<tr>
<td>• 1) Follow through support and information updates related to central admin issues, e.g. Grad School RHD applications; Research contracts legal assessments; etc. It could be more effective, if some of the nagging would be done by the School rather than individual academics. 2) Include a section in the newsletter related to personnel changes - introducing new staff including RHD students, information about departures.</td>
</tr>
<tr>
<td>• The School Office is pretty good across the Board so it is difficult to answer this question.</td>
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<tr>
<td>• Look for ways to do their jobs more efficiently and implement them.</td>
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<tr>
<td>• Accuracy with respect to charging the correct research accounts; speed and precision in the mechanical workshop.</td>
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<tr>
<td>Admin (16 responses were received out of 37 survey respondents)</td>
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<tr>
<td>• Streamline processes which is possibly because of the bureaucratic nature of administrative procedures at the University.</td>
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<tr>
<td>• Finance operations could be improved. This is not necessarily a staff problem but due to what is visible on the system.</td>
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<tr>
<td>• Communicate what we are doing.</td>
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<tr>
<td>• In my capacity, I’m satisfied with their level of service.</td>
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<tr>
<td>• More interaction with other Schools.</td>
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<tr>
<td>• Inter and intra school communication. Heavy reliance on Faculty staff to complete tasks or for information and advice.</td>
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<tr>
<td>• Communicate information clearly (mainly due to poor delegation and lack of appropriate time frames) - Follow up on matters on a regular basis - Encourage development of staff (not just because it’s in the UQ policy).</td>
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<tr>
<td>• Of the few dealings with the School staff that I have had, I have not always understood what was required, for example in an email reply. Perhaps clearer communication would help.</td>
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<tr>
<td>• Staff Inductions process could be improved with a contact person and central bookings calendar. School procedures/work instructions to be completed for new staff. More opportunities for networking/meeting with other university finance staff.</td>
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<tr>
<td>• Keep stock in the resource room up to date (esp paper in the photocopiers).</td>
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</table>
- Need to keep an up to date look at the photocopier/printers for paper.
- Time management to meet requirements of other units. Writing for management. Looking after the "little things" like photocopiers and staplers being filled, turning in timesheets on time.
- Service two buildings efficiently.
- Everything.
- Induction of new academic staff/visitors and postgraduate students. It seems like the first thing we know of anybody new arriving is when they turn up at the counter (sometimes with an academic supervisor and other times without one) and we look like idiots because we either don’t know anything about them to begin with or if we did, had no knowledge of arrival date and hence not prepared for them, have no idea where they’re sitting etc. Finance staff and/or Katie (for RHD students) have to drop everything in order to go through the induction process with them. I understand there are procedures in place in order to be informed of when people arrive and for an appointment to be made for an induction before they arrive, but this never seems to happen. Regardless of procedures, this is something that’s kind of out of our control.
- The finance team needs to establish procedures as well as streamline processes such as stocktake, account management.

<table>
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<tr>
<th>Research only (12 responses were received out of 30 survey respondents)</th>
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<tr>
<td>Sometimes I get to know information such as &quot;External Funding Opportunities&quot; or &quot;Staff Development Programs&quot;, etc., from other Faculties or Schools. I hope our School can enhance its performance in this area in future.</td>
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<tr>
<td>Manage their offsite employees.</td>
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<tr>
<td>Everything is normal.</td>
</tr>
<tr>
<td>Contact list of the people (division of materials) has not been updated for a long while. The last one was updated by Sally Beard in March 2011. Since Sally left and materials reception closed, it looks like no one looked after this issue. Meanwhile, the mailbox in level 2 is not well designed, especially the box named 'materials staff' with too many recipients. Sometimes one has to check both alphabetical box and this huge box as well - that just waste time.</td>
</tr>
<tr>
<td>I am very happy for their support and cannot find any further request.</td>
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<tr>
<td>Get access for guests or new staff to labs etc.</td>
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<td>Small matters such as keeping the common stationary cupboard well stocked.</td>
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<tr>
<td>The travel form is too complicated. I know it is not the responsibility of our administration staffs.</td>
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<tr>
<td>So far, I have not encountered any situations where I have had any problems with administrative or technical staff.</td>
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<tr>
<td>Would like to have more easily accessible information about the roles of individual admin staff in respect to where to go to when I need help or direction with specific issues. While staff are always helpful I sometimes feel like I am intruding.</td>
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<tr>
<td>Project application.</td>
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<td>Reception support.</td>
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<table>
<thead>
<tr>
<th>Other (3 responses were received out of 4 survey respondents)</th>
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<tbody>
<tr>
<td>Inefficiencies and shortcomings are often hidden behind OH&amp;S. I feel as if staff and school are not up-to-date on this matter. Other institutions have clear rules on this issue: if an argument based on OH&amp;S is put forward, the job must be handed-over and completed by the person who puts forward the OH&amp;S argument. Purchasing/financing is sometimes slow and certainly not up to the standards I'm comparing to in this feedback. This comment is not a complaint, I'm aware of the high workloads responsible for this situation. Mechanical workshop, machinery and even hand tools are inaccessible by staff. This circumstance does not do justice to the greatness of experimental research conducted at UQ.</td>
</tr>
<tr>
<td>Printery interface and thesis upload process is very tedious - requiring completion of all fields every time the thesis is to be uploaded. This needs improvement so that only changes need to be rewritten.</td>
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<tr>
<td>Technical staff and facilities management is often left at the individual project level. I understand</td>
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that this is driven by funding sources but there also needs to be a "strategic" approach to capabilities.

- Some procedures can be simpler.
- There are some problems during my application for admission to UQ. It seems the application procedure isn’t so good and clear compared to other universities.
- Nothing that I can think of.
- Maybe point out more scholarship opportunities for RHD students in newsletters.
- The School office often feels quite strange to approach in person, and it doesn’t feel like anyone is "manning" the front desk. I always feel that I’m bothering the person sitting closest to the front desk, especially if I’m not 100% sure who I need to speak to about an issue.
- Tech - sometimes it seems like they get caught up in internal jobs and are less able to assist with fabrication of apparatus etc. Work for CNCs backs up also.
- It will be better if their working hours could be longer.
- It takes a long time (1 to 2 months) for a new PhD student (funded by an external company such as CRC’s) to receive its first payment.
- I have been a student in AU for almost last 6 years in different Uni’s. I find that this department likes to keep distance from staff/students as compared to other Uni’s. To me a workplace is not just about doing your work, but about co-operation and making friends.
- As far as I am aware of their job, I am pretty satisfied with their performance so far.
- They have done very well.
- All things are pretty good from my point of view.
- I cannot think any one of it at the moment. Only a minor issue for me, but it is not related to staff of our school. It is a requirement to complete a form before any job can be started. It is an issue since the process itself takes more time, place to go to see any related person. However, I fully understand that the process itself is necessary to well-govern budget-expense in our school.
- The milestone system, and in particular the latter milestones for RHD students should be better described.
- At the beginning the organization of the things to obtain the keys of the office, computer, desk was a bit slow and I had several weeks waiting to finally have my place to work. Probably, once that the school define your place they have to start with the keys process while the student complete the inductions and then when the student has everything ok can start to work instead to wait to weeks more for the keys (because the guy of the keys is the last step in the induction process)... and keys of the lockers and the activation of your card to open the principal door of the building...
- Financial issues.
- Sometimes parts return from the mechanical workshop with some deviations to the drawing. Sometimes the cost of repair is borne by the researcher or if funds are limited then the defect is reluctantly accepted. There needs to be an improvement in the quality control. Also the cost of defects should be borne by the workshop to provide an incentive to management.

- Technical staff seem to be stretched extremely thinly. The technical staff seem extremely busy and do not have any extra staff to cover for holidays/long.
- Not interact in a wider sphere to create a cohesive team.
- Do not appear to be forward planning to replace ageing staff. Under utilisation of equipment that could be actually generating some income from test work.
Q5 - What one change would make a big positive difference to the School of Mechanical and Mining Engineering?

55 responses were received to this question. 10 Academics provided a response, 14 who worked in Administration, 2 who worked in ‘other’ jobs, 11 who conduct only research, 15 RHD students and 3 IT/Tech staff.

A wide range of comments were received. These focussed on:

- Communication - having everyone in one building/mechanisms to bring people together; improving communication between the Faculty, the School and people; and improved website contact information;
- Hygiene factors - a desk rubbish bin, a mirror in the men’s bathroom;
- Access to and use of the workshop;
- Issues around processing of new PhD and RHD students from admission applications to scholarship contracts and payments; and
- Procedures/processes including those regarding the induction of new staff.

Their responses follow:

<table>
<thead>
<tr>
<th>What one change would make a big positive difference to the School of Mechanical and Mining Engineering?</th>
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<tbody>
<tr>
<td><strong>Academic</strong> (10 responses were received out of 27 survey respondents)</td>
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<td><strong>Admin</strong> (14 responses were received out of 37 survey respondents)</td>
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</table>
- School procedures/work instructions to be completed for new staff.
- Improve communication with Faculty.
- To have more communication with the Faculty i.e. keep us informed of important dates and events.
- Planning session with key stakeholders each year and increased two-way communication with the Faculty and key central units.
- Being in one building.
- Make purchasing easier! unifi is awful to use. Purchasing anything for projects is painful and takes far longer than needed.
- I think with staff and students being in two different buildings, it’s difficult to get to know people, don’t seem to know who anybody is any longer. There’s a kind of disconnect with people that you’re not dealing with on a regular basis. I’m talking more like pg students, research staff, postdocs. However, we’re also a large school and hence this is always going to be a difficulty and I don’t know how we can address this.
- Improvement in the workload management.

### Research only

<table>
<thead>
<tr>
<th>Responses</th>
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<td>(11 responses were received out of 30 survey respondents)</td>
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- As also detailed above, I hope our School can provide more information about "External Funding Opportunities", "Staff Development Programs", etc., in future.
- Better management of the offsite employees.
- Create more communication opportunity between materials, mining and mechanical people. The topics can be sharing the experience of funding application and PhD student supervision, etc., rather than technical aspects with many jargons.
- Sometime I cannot recognize new staff name, so photo with name on internal web would help me for better communication.
- The ability to acquire office tools such as bins, as well as more industrial size recycling bins around would be great.
- Better communication between all staff members.
- I wouldn’t mind having monthly or quarterly reports sent to me on the financial status of my research project accounts. I know I can look this up but there is an activation barrier to doing it easily.
- More Comprehensive Induction.
- It would be nice for a mirror to be put into the men’s bathroom on level four of the Mansergh Shaw building.
- The charge of workshop is too expensive.
- Finance.

### Other

<table>
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<tr>
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<td>(2 responses were received out of 4 survey respondents)</td>
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- Allow staff to use the workshop (other institutions offer small inductions to allow staff and students to use grinders, lathes, welders, etc.) - Although support from the workshop in terms of supplying resources is great, the workshop resource room is often unattended (due to frequent meetings); the workshop resource room is locked at all times; the entire workshop is locked after hours; all this is not necessary and significantly reduces output, other institutions have a different approach: workshop resources are accessible at all times (after hours, including weekends, even if no staff is present) and there exists a mutual "trust in each other to do the right thing" relationship. Again, the easiest and most comfortable thing to do is to put forward an argument around OH&S and leave things as they are, but it’s certainly also the least efficient way of handing this circumstance. - Electrical workshop is unable to swiftly attach a power plug to a piece of equipment. No matter what the excuse: this is hiding behind OH&S and should not be accepted as the "standard of practise". I would like to mention that in other places, people would risk losing their job for refusing not to fulfil their duty. - Electrical and mechanical workshop staff are completely cut loose from the research being conducted, there seems to be no "common goal". Support staff should more closely engage in their role for research support.
### RHD

(15 responses were received out of 47 survey respondents)

- A strategic and coordinated approach to facilities and capabilities.
  - Make the whole environment more organic.
  - More activities to promote exchanges.
  - If admission application could be completed one step by step online and be monitored by the applicant, it would be great. Of course, it’s a work should be done by the whole university.
  - To try and find a new way of processing scholarship contracts and payments at the beginning of a PhD.
  - Better preparation for new RHD students, particularly organising inductions, finances, etc.
  - I don’t think there’re any changes that would radically improve the functioning of the School.
  - Provide more channels or opportunities for PhD student to get a job.
  - It would make a big difference if staff and students of Mech and Mining did not have to pay benchtop fees (or any other fees) for using facilities (such as testing instruments)!
  - Improve co-operation and communication with department staff/students. Organize activities/functions that bring the all the staff and RHD students together at least once in a while. This will also give opportunity for overseas students/staff to mingle with local people.
  - I would suggest to have a brief reunion/presentation of everyone once a new staff/RHD member has started at the School in order to introduce everyone.
  - Supervisors’ academic competence and their concern about the students.
  - Reduce administrative red tape.
  - For documentation before work issue; an on-line documentation instead of paperwork that need a physical ‘running around’ to complete the process.
  - Provide more information regarding the latter milestones for RHD students. Examples from current or former students should become a good way of answering some of the students questions.
  - A better scheduling system for workshop jobs would help others in planning when to submit jobs.

### Tech/IT

(3 responses were received out of 8 survey respondents)

- Resource the technical staff better in terms of; number of staff, support for leave, support for training.
  - More technical staff to work with existing staff to allow for succession and also to improve the level of response as classes become larger and new/more experimental equipment needs to be designed, used and maintained.
  - Better funding for staff requirements and more technical staff.
Q6 – Have you any other suggestions?

19 of the survey respondents provided further comments and suggestions, 5 of these were Academics, 4 were in Administration, 2 were in ‘other’ jobs, 3 conducted research only, 3 were RHD students and 2 were IT/Tech staff.

A diverse range of suggestions were provided. A common theme in these additional comments was improved communication and providing opportunities for staff to talk with each other (e.g. a retreat, tea room). Other comments were focused around the workshop (e.g. the need to pay bench top fees and long lead times for workshop tasks). Comments were also made about Faculty/School communication and work being duplicated between the two.

Their responses follow:

### Other suggestions

**Academic**

5 responses were received out of 27 survey respondents

- The entrance to Mansergh Shaw gets very slippery on wet days. This is a safety hazard even with a good pair of shoes.
- More opportunities for the School staff to talk to each other, such as a school re-treat?
- This is less an admin issue but to have a work towards an improved tea room culture for academics to meet and to create more opportunities where academics and admin staff can informally meet and discuss general or particular issues could further improve information flow and School identity.
- Sometimes it seems that Admin and Technical staff don’t appreciate or understand the complexity and workload associated with being an active academic at a university like UQ. If this could be conveyed somehow, it might help avoid some of the frustration that can build up on both sides.
- OHS is important. Assistance from the Faculty would be useful.

**Admin**

4 responses were received out of 37 survey respondents

- Finance: each finance officer could be delegated particular operational units. This perhaps would prevent double ups and oversights. Maybe more advanced training is required.
- Remove references to having ‘divisions’ within the School.
- Reduce the amount of forms. Make sure online forms are easy to use and not broken in certain browsers. Provide a service to people who come to the office asking for help. Make procedures simpler and streamlined. Use technology, especially web-based things, more efficiently. Make sure staff gives the impression they are there to help, not that we are making their life hard and have to beg for help.
- More communication between the Faculty and Schools. Less duplication of work.

**Research only**

3 responses were received out of 30 survey respondents

- If possible, invite more internationally renowned experts on mechanical/mining/materials to UQ, giving lectures/seminars. As far as I know, AIBN hold academic seminars very frequently and they even have long-term seminar agenda in a year or a half.
- I wouldn’t mind a desk bin.
- For Admin staffs - Better communication with staff and research students and not treating research students as low level priority personnel.

**Other**

2 responses were received out of 4 survey respondents

- The feedback on each of these questions should, as is done in other institutions, be brought together in a single document. A rectification should be put together and the results should be circulated via email. It is always easy to perform these review surveys, but if there is no true feedback-loop, these surveys will not change anything. I would like to mention that I will not engage in any future surveys if there is no feedback regarding the results and actions taken from this survey.
- Keep up the great work!
RHD
(3 responses were received out of 47 survey respondents)

- I insist on the fact that it would be a big step forward not having to pay bench top fees for using equipment within our school. If you ask any successful research group they will tell you that having easy access to equipment is the key factor for good research.
- The current lead time for the SMME workshop tasks are too long (at least 2 weeks) for projects that needs to be finished ASAP. This is a too long time and will affect the project quality and so would be great if more technicians or better organization can be done in the workshop jobs so that the jobs can be finished and delivered to the customer in not more than 1 week time. Also, would be great if the new staff/students are provided with a booklet information explaining all the facilities available in the department; for instance, the online job requisition for IT, job requisition for workshop, library services, stationary supplies, raising purchase orders online, using Auriol by casual academics etc.
- If we could find someone to help us send samples overseas, it would be fantastic.

Tech/IT
(2 responses were received out of 8 survey respondents)

- Get the mine back to being used for the undergraduates and used for school and industry visits and other experimental uses.
- Try to acknowledge that although administrative and technical people have very different roles to academics, all people are important in the proper and successful functioning of the school.

Conclusions

While only half of the respondents provided comments, comments were overwhelmingly positive.

A number of opportunities for improvement were identified. These focussed on:

1. Communication (improving communication across all sites, within the School and between the School and the Faculty; and providing up-to-date contact information that explains who to go to for what);
2. Streamlining processes and procedures (reducing the volume of paperwork wherever possible);
3. Induction of new staff and new research students (including the procedures associated with getting new staff and new research students ‘up and running’); and
4. Optimising School/Faculty relationships (to improve communication and reduce duplication of effort). Continually working on this issue should trigger improvements in all of the above.

There appear to be some workshop-related issues that should be explored further, particularly those around occupational health and safety.