

**1999 Consultation Structures and
Procedures Survey
University of New England**

Centre for Higher Education Management and Policy

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Consultation Survey: Executive Summary

Overall results

1. Generally, staff express a lack of satisfaction with their degree of involvement in consultation processes. There is strong opinion that self-interest too often overrides genuine consultative procedures, and that there is a lack of goodwill to engage in problem-solving for the benefit of the entire University.
2. There is strong opinion that consultation procedures need to be improved in terms of specifying levels and degrees of authority and responsibility.
3. Overall, satisfaction with consultation at the local level appears to be high, but satisfaction decreases with level of institutional hierarchy, and is lowest at the University wide level. But there are differences in satisfaction with local level consultation dependent mainly upon the recency of major restructuring within a particular area. Also, satisfaction with local-level consultation appears to be higher amongst academic staff than general staff.
4. While the general opinion is towards more consultation, only a small minority of staff appear to want more committees, task forces, and the like. However, about half of staff are satisfied with the committee meetings they do attend.
5. There seems to be general agreement that decision making is too centralised.
6. Opinion as to the unions' role in representing the interests of all staff appears to be consistently more positive with respect to terms and conditions of employment than future directions of the University, regardless of whether or not respondents are a member of a union.
8. With respect to issues such as salary, well over two-thirds of staff agree that management should consult all staff affected collectively, and close to half agree that management should also consult staff individually.
9. The majority of staff agree that consultation is more important than consensus.
10. Many staff made additional comments, which can be summarised as follows:
 - a view that consultation efforts are more cosmetic rather than designed to improve decision-making;
 - examples of a perceived 'top heavy' management style of some senior administrators;
 - a perceived lack of accountability of senior management for the decisions these staff make;
 - a view that 'leaders' are not leading by example;
 - that the 'good will' that exists within the University is not effectively harnessed by managers; and
 - a perception that 'self-interest' dominates in decision-making.

1999 Consultation Structures and Procedures Survey

Introduction

This is a report of the results of a survey of all UNE staff with respect to consultation structures and procedures. The Centre of Higher Education Management and Policy was commissioned to conduct the survey in April 1999.

The survey was commissioned on the basis that the University recognises the need to continuously improve the line of communication within the institution and to set in place procedures and structures that capitalise on the experience and expertise that all staff can bring to bear in the policy making process. The Vice-Chancellor in her first 1999 open forum and subsequent article in *Smith's* recognised that 'there are obstacles to openness which our structures and processes present'. Professor Moses went on to say that 'I do not think that we have the processes right. I appeal to you, to all of you, to voice your suggestions'.

While decision making and the establishment of key policies have not technically been in error, it is recognised that there is a need to put in place mechanisms that both take better account of the interests of key stakeholders within the institution (academic and general staff, students, administrators, management and Council) and provide them with an enhanced sense of ownership of and commitment to the decisions made. In line with the spirit of opening up deliberative processes at this University, this survey was intended to gather the opinions and attitudes of those affected before any substantial change in procedures is pursued.

Thus, the staff survey focused on obtaining broad opinions and experiences concerning consultative arrangements involving the formation of key policies that fundamentally affect the University of New England.

Decision making and policy formation in all universities are complicated and intricate processes and it is most difficult to ask meaningful question about these processes outside the immediate context in which they occur. Moreover, there are substantial differences in both the practice and tradition of decision making between academic and administrative staff. Nonetheless, this survey asked respondents to step back from the specific tasks of their area, be it academic or administrative, and reflect on the general character of consultation at UNE, both in terms of what they perceived the character of consultation to be at present and what they would like to see it become in the future. Thus, the survey intentionally adopted a very 'broad brush approach' in order to provide base-line data upon which future and more refined consideration of consultation structures and procedures can take place.

For the purpose of the survey, '*consultation* was taken to mean that individuals and groups confer and that the views expressed are taken into account before final decisions are made'. The questions were designed to elicit opinion in four broad areas:

1. Perspectives on current University-wide consultative structures and procedures;
2. Perspectives on current school/organisational unit consultative structures and procedures;
3. Perspectives on hindrances to consultation;
4. Perspectives on preferred attributes for future consultative structures and procedures.

Participation in the survey was entirely voluntary. Staff could complete the questionnaire during work hours, and confidentiality was guaranteed.

1. The Staff Survey Population

The questionnaire and cover letter (see appendix A) were distributed during the last week of April 1999 to all members of UNE staff employed on other than a casual basis. A reminder letter was sent about a fortnight later. The survey target population was identified by Personnel Services, which supplied the data base and mailing labels. The questionnaire was distributed and returned through the University's internal mail system.

Before the questionnaire was distributed, the data base was checked for errors and names culled where appropriate, such as where a name appeared twice due to the staff member working in more than one area. Deletions were also made to the database where staff members were identified as being on leave or having left the University's employment. This left a staff population of 1338 general and academic staff members. Key characteristics of the staff population are summarised in the following tables.

Table 1.1 All academic and general staff according to gender

	Female		Male		Total	
	No.	%				
Academic	145	24%	344	47%	489	37%
General	466	76%	383	53%	849	63%
Total	611	100%	727	100%	1338	100%

Proportion female/ male 46% 54%

Table 1.2 All academic and general staff according to level of employment

	Academic Staff			General Staff	
	No.	%			
Level A	68	14%	HEO level 3 or less	233	27%
Level B	167	34%	4 - 6	417	49%
Level C	143	29%	7 - 10	151	18%
Level D & E	111	23%	10+ including snr. ex.	48	6%
Total	489	100%	Total	849	100%

Table 1.3 All staff according to administrative location

	No.	%
Faculty of Arts	205	15%
Faculty of Economics, Business & Law	109	8%
Faculty of Education, Health & Professional Studies	163	12%
Faculty of Sciences	286	21%
Central Administration (ie not located in a faculty)	575*	43%
Total	1338	99%

Including 11 members of staff classified as academic and staff located in University research centres

Table 1.4 Distribution of academic and general staff located in a faculty

	Academic Staff		General Staff		Total	
	No	%	No	%	No	%
Arts	152	32%	53	19%	205	27%
FEBL	75	16%	34	12%	109	14%
FEHPS	116	24%	47	16%	163	21%
The Sciences	135	28%	151	53%	286	38%
Total	478	100%	285	100%	763	100%

Table 1.5 Distribution of academic and general staff not located in a faculty

	No.	%
Academic and support services	127	22%
Colleges	78	14%
Administration	142	25%
Information services	127	22%
Facilities Management Services	76	13%
Other (including University research centres)	25	4%
Total	575	100%

2. Returns

606 questionnaires were completed and returned, providing a response rate of 45%. This solid response rate is quite pleasing, particularly given the fact that the questionnaire was sent to the entire staff population rather than a sample. But more importantly, the overall profile and characteristics of those who returned the questionnaire mirror that of the population as a whole, almost perfectly in several important respects. For example, there is less than one percentage point difference between the proportion of staff population and returns who are female and male. While 37% of the staff population are classified as academics, 35% of the returns indicated that they held an academic position.

According to level of employment, the distribution of staff returns across the different academic ranks closely matches that of the total academic staff population. In relation

to general staff, it is apparent that staff at HEO level 3 or less are under represented in the survey returns in comparison to their proportion of the total population (see table 2.7). This is not surprising in that many staff at HEO level 3 or less hold service positions of various types, ranging from estates and facilities to kitchen hand in a college. Thus, a disproportionately high number of staff at these levels may have felt they had little to contribute to a survey about overall university consultation. On the other hand, nearly 80% of the general staff who participated in the survey are employed in the range of HEO levels 4 to 10, thus placing them in a quite good position to observe and participate in consultation structures and procedures.

81% of the staff who returned the questionnaire indicated that they were in full-time employment, and 16% indicated that they occupied a contract position (ie not permanent), which are nearly the same as the population proportions.

The distribution of staff according to whether they are located in a faculty or central administration (ie not located in a faculty) is nearly the same for the returns as for the staff populations (compare tables 1.3 and 2.9). About the same can be said for the way in which staff located solely within central administration are distributed, although staff located in academic and support services and administration appear slightly over represented (compare tables 1.5 and 2.10). But overall, the differences are negligible.

Table 2.1 Staff returns according to gender

	No.	%
Missing	10	
Female	269	45%
Male	327	55%
Total	606	100%

Table 2.2 Staff returns according to age

	No.	%
Missing	2	
Less than 24 years	9	2%
24 - 25	9	2%
26 - 33	79	13%
34 - 44	230	38%
45 - 54	193	32%
55 – 60	68	11%
More than 60 years	16	3%
Total	606	100%

Table 2.3 Staff returns according to length of employment

	No.	%
Less than 1 year	65	11%
1 - 3	81	13%
4 - 7	122	20%
8 - 10	90	15%
More than 10 years	248	41%
Total	606	100%

Table 2.4 Staff returns according to union membership

	No.	%
Missing	3	
Member of a union	316	52%
Not a member of a union	287	48%
Total	606	100%

Table 2.5 Staff returns according to employment status

	No.	%
Employed full-time	491	81%
Employed in a contract position (ie not permanent)	97	16%

Table 2.6 Staff returns according to academic or general staff classification

	No.	%
Missing	1	
Academic staff	210	35%
General staff	395	65%
Total	606	100%

Table 2.7 Staff returns according to level of employment

	Academic Staff			General Staff	
	No.	%		No.	%
Missing				4	
Level A	25	12%	HEO level 3 or less	75	19%
Level B	69	33%	4 - 6	212	54%
Level C	61	29%	7 - 10	93	24%
Level D & E	55	26%	10+ including snr. ex.	12	3%
Total	210	100%	Total	396	100%

Table 2.8 Staff returns according to management position

	No.	% all staff
Staff indicating that they hold a management position	101	17%
Staff indicating that they hold an academic management position	34	6%
Staff indication that they hold an administrative management position	65	11%
Management position not specified	2	

Table 2.9 Staff returns according to administrative location

	No.	%
Missing	9	
Faculty of Arts	75	13%
Faculty of Economics, Business & Law	53	9%
Faculty of Education, Health & Professional Studies	70	12%
Faculty of Sciences	127	21%
University research centre/institute	14	2%
Central Administration (ie not located in a faculty)	258	43%
Total	606	100%

Including 11 members of staff classified as academic and staff located in University research centres

Table 2.10 Administrative unit distribution of academic and general staff returns not located in a faculty

	No.	%
Missing	30	
Academic and support services	63	25%
Colleges	24	10%
Administration	70	28%
Information services	61	24%
Facilities Management Services	26	10%
Other (including University research centres)	7	3%
Total	281	100%

Thus, there is every reason to believe that the survey returns are highly representative of the total UNE staff population with respect to both academic and general staff. If there is any significant bias in the returns it is towards more senior administrative staff in relation to HEO categories.

3. Analysis of results: all staff combined

For ease of presentation and interpretation of results, the categories ‘Strongly agree and Agree’ and ‘Disagree and Strongly disagree’ have been collapsed.

3.A Perspectives on current University-wide consultative structures and procedures.

The responses of all staff with respect to questions concerning University-wide consultative structures and procedures are presented in table 3.1.

Table 3.1 Perspectives on current University-wide consultative structures and procedures

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I am happy with the degree of my involvement in setting University mission, goals and objectives (n = 591)	38.4%	20.1%	41.5%
2. I would like to have more involvement in setting University mission, goals and objectives (n = 582)	53.6%	23.5%	22.9%
3. I feel that I am adequately consulted with respect to decisions and policies affecting: the immediate school/area in which I work (n = 582) the faculty/division/unit (n = 540) the University as a whole (n = 547)	57.9% 33.1% 19.9%	6.7% 13.7% 16.1%	35.4% 53.1% 64.0%
4. There is considerable goodwill within the University to engage in problem-solving for the benefit of the entire institution (n = 594)	19.2%	26.1%	54.7%
5. There is a need for more explicit statements on who has the authority for what kinds of decisions (n = 593)	78.6%	12.1%	9.3%
6. All staff understand who is responsible for what decisions (n = 590)	11.0%	15.8%	73.2%
7. I have the opportunity through appropriate channels to provide input into the decision making process (n = 597)	33.7%	19.3%	47.1%
8. I am kept well informed about the major issues facing the University (n = 598)	30.6%	16.4%	53.0%
9. Procedures for involving staff in the formation of policy that directly affects them are adequate(n = 594)	14.5%	25.1%	60.4%
10. There is a need to encourage more open communication within the University (n = 600)	86.8%	9.3%	3.8%

The results in table 3.1 clearly indicate that there is room for improvement in the University's consultation structures and procedures. Only about one-third of staff indicate that they are happy with their degree of involvement in key decisions and have sufficient opportunity to provide input into the decision making process. There is a clear indication that procedures with respect to who has responsibility for what decisions and for involving staff in the formation of policy that directly affects them

require attention. There is an indication that about 53% of staff do not feel that they are kept well informed about the major issues facing the University, while about the same proportion would like more involvement in setting the University's mission, goals and objectives. There is overwhelming agreement that there is a need to encourage more open communication within the University.

An interesting feature of table 3.1 is the answers to item 3 and the apparent satisfaction staff indicate for consultation with respect to decisions and policies affecting their immediate school/area in which they work. This satisfaction wanes with respect to consultation at the faculty/division level, and decreases dramatically with respect to consultation with the University as a whole. Thus, it appears that staff are reasonably happy with consultation within their immediate work group/school, but less satisfied with procedures elsewhere within the decision making hierarchy. A similar pattern is evident in the results reported in the next section concerning 'perspectives on current school/organisational unit consultative structures and procedures'. However, satisfaction with local-level consultation is not uniform across all staff categories, with staff from The Sciences in particular indicating concerns in this regard, as will be explored later in the report.

Finally with respect to question 3, the large number of missing cases for parts 2 and 3 to the question should be noted. It appears that some respondents treated this question as a multiple choice (a,b or c) question.

3.B Perspectives on current school/organisational unit consultative structures and procedures

Table 3.2 Perspectives on current school/organisational unit consultative structures and procedures

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. In my area there is a free flow of information between the head of school/organisational unit and the staff (n = 593)	59.2%	8.9%	31.9%
2. The head in my school/organisational unit encourages all staff to participate in decision making (n = 596)	55.9%	12.8%	31.4%
3. The head in my school/organisational unit accepts and uses many of the suggestions made by the other staff (n = 595)	52.3%	23.5%	24.2%
4. My school/organisational unit does not have enough committees, task forces, etc. that allow staff to participate in decisions which affect them (n = 595)	19.2%	21.0%	59.8%
5. The school/organisational unit meetings I attend			

are productive (n = 588)	49.0%	20.2%	30.8%
6. I have sufficient involvement in the development of policies and procedures related to my area of responsibility (n = 595)	56.8%	13.4%	29.7%
7. Staff representatives keep my school/organisational unit well informed (n = 589)	43.8%	26.8%	29.4%
8. Union representatives keep my school/organisational unit well informed (n = 583)	28.3%	33.4%	38.3%

The results in table 3 help confirm the observation made above that there seems to be little concern overall with consultation structures and procedures at the local level (school, department, immediate work group). Moreover, it appears that heads/managers are adequately facilitating consultation with 50% or more of staff agreeing that there is a free flow of information between the head and staff, that the head encourages participation in decision making and that the head uses suggestions made by other staff. It is interesting to note that very few staff seem to feel that they need more committees, although about half of the respondents indicate that the school/unit meetings they do attend are productive.

Close to 44% of staff indicate that staff representatives keep their school/unit well informed, while less than a third of respondents indicated the same for Union representatives. However, it should be noted that one-third of staff indicated that they were not sure whether union representatives kept their school/unit well informed, with 38% of respondents disagreeing that union representatives kept their school/unit well informed.

3.C Perspectives on Hindrances to consultation

Table 3.3 Perspectives on hindrances to consultation

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I do not know enough about the issues to participate meaningfully in the consultative process (n = 600)	37.0%	17.8%	45.2%
2. In influencing key policy decisions, the unions are more effective than the collegium (whether it be Academic Board, Faculty Boards or School Boards) (n = 593)	23.3%	46.9%	29.8%
3. The unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment (n = 596)	40.1%	32.9%	27.0%
4. The unions perform an excellent job in representing the interests of all staff with respect to future directions of the University (n = 597)	21.8%	42.7%	35.5%
5. Too often the interests of a particular group are favoured over those of the University as a whole	58.7%	32.4%	8.9%

(n = 593)			
6. There is a need for more staff to focus on University interests rather than personal interests (n = 588)	69.6%	19.6%	10.9%
7. Staff whom the decision makers consult have access to necessary information (n = 593)	19.1%	54.1%	26.8%
8. Decision making is too centralised (n = 590)	62.7%	25.6%	11.7%
9. UNE staff development programs meet my needs with respect to giving me the confidence to participate in consultative processes (n = 584)	20.5%	33.7%	45.7%

With respect to hindrances to consultation, personal lack of knowledge of the issues to participate meaningfully in the consultative process does not seem to be a large problem. However, there seems to be a high degree of uncertainty about whether the staff whom the decision makers consult have access to necessary information. Moreover, there is a strong indication of the need for staff development programs that provide confidence to participate in consultative processes.

Table 3.3 also shows that about two thirds of staff believe decision making is too centralised. This is consistent with the previous findings of a decreasing satisfaction with consultative processes at levels other than the school/immediate work group/unit.

The view that factional interests are a major barrier to open consultation was indicated by about 59% of staff. Also, nearly 70% of staff indicated that there is a need for more staff to focus on University interests rather than personal interests.

Clearly, the unions should be regarded as key instruments of consultation and deliberation. Nonetheless, their effectiveness in this regard requires evaluation, along with staff desires of whether or not they prefer their interests to be represented by the unions or by other mechanisms. Throughout this survey no particular union has been identified.

Only about one-quarter of the respondents to this survey agreed or strongly agreed that in influencing key policy decisions, the unions are more effective than the collegium. However, nearly one-half of the respondents, (47%) were not sure of the unions effectiveness in this regard, possibly reflecting a degree of difficulty with the question itself. A higher proportion of staff, about 40%, appear to support the proposition that the unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment. In contrast, only around 22% of staff agree that the unions perform an excellent job in representing the interests of all staff with respect to future directions of the University, with once again a fairly large proportion of staff not sure with respect to this item.

3.D Perspectives on attributes for future consultative structures and procedures

Table 3.4 Perspectives on attributes for future consultative structures and procedures

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I want consultation on issues of direct concern to my employment (n = 595)	95.3%	3.5%	1.2%
2. All staff members should have a substantial voice in key institutional decisions (n = 593)	77.4%	11.8%	10.8%
3. I would prefer union officials to represent my interests (n = 592)	29.1%	30.2%	40.7%
4. On issues such as salary, management should consult all staff affected collectively (n = 596)	68.3%	13.9%	17.8%
5. On issues such as salary, management should consult staff affected individually (n = 593)	45.7%	18.4%	35.9%
6. On issues such as salary, management should consult solely with union officials (n = 591)	16.8%	15.6%	67.7%
7. On issues such as salary, management should not consult (n = 590)	4.6%	9.7%	85.8%
8. Management should consult unions before staff (n = 585)	23.6%	22.6%	53.8%
9. 'Communication', 'consultation', and 'decision making' should be better defined and differentiated in institutional policies (n = 595)	77.1%	20.5%	2.4%
10. Consultation is more important than consensus (n = 593)	61.7%	24.3%	14.0%
11. There is a need to better distinguish between information gathering, consultation, and decision making (n = 594)	80.1%	16.8%	3.0%
12. There is need to limit the consultation period so that decisions are made within a reasonable time frame (n = 593)	80.8%	11.5%	7.8%
13. Before managers make hard decisions in their areas of authority, they need to develop support for such decisions among all those affected (n = 591)	85.6%	7.3%	6.9%

From the results in table 3.4, there can be little doubt that the vast majority of staff desire consultation. Ninety- five per cent of staff want consultation on issues of direct concern to their employment; 77% of staff agree that they and their colleagues should have a substantial voice in key institutional decisions; and about 85% of staff agree that before managers make hard decisions they need to develop support amongst those affected. Also, there is an indication that staff regard the process of consultation as being more important than reaching consensus or agreement on a particular issue. And though it appears that considerable weight is placed upon the importance of consultation, there also seems to be a recognition that there is a need to limit the consultation period so that decisions are made within a reasonable time frame.

As also indicated under item 3.A above, staff appear to believe that the consultation processes need to be better defined; and there is a need to better distinguish between information gathering, consultation, and decision making;

There is no indication that the majority of staff wish to abrogate their right of consultation to the unions. Only 29% of staff clearly indicate that they would prefer union officials to represent their interests; slightly less than one-quarter of staff agree that management should consult unions before staff; and only 17% of staff agree that on issues such as salary, management should consult solely with union officials. In contrast and also with respect to issues such as salary, well over two-thirds of staff agree that management should consult all staff affected collectively, and close to half agree that management should consult staff individually.

As indicated in the introduction to this report, a general survey is a rather ‘blunt instrument’ for evaluating the effectiveness of such a complex process as consultation within an academic institution. Nonetheless, from the results presented above, a picture emerges which indicates a need for considerable improvement in the University’s consultation structures and procedures. Moreover, it appears that the need for improvement should be addressed by both management and the unions. But before commenting on this topic in more detail, it is useful to look at the results of the survey in terms of further disaggregations, particularly with respect to differences in responses between:

- general and academic staff classification
- union and non-union members of staff
- management and non-management position
- central administration or faculty location
- central administration location
- faculty location

4. Analysis of results according to general and academic staff classification

For the most part, there were few differences of opinion of any import between general and academic staff on any of the items contained in the questionnaire. A breakdown of responses between these two groups of staff are reported below.

4.A Perspectives on current University-wide consultative structures and procedures according to general and academic staff classification

Table 4.1 Perspectives on current University-wide consultative structures and procedures according to general and academic staff classification

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I am happy with the degree of my involvement			

in setting University mission, goals and objectives			
General staff (n = 386)	37.8	20.2	42.0
Academic staff (n = 204)	39.7	19.6	40.7
2. I would like to have more involvement in setting University mission, goals and objectives			
General staff (n = 377)	54.6	24.4	21.0
Academic staff (n =204)	51.5	22.1	26.5
3. I feel that I am adequately consulted with respect to decisions and policies affecting:			
the immediate school/area in which I work			
General staff (n = 375)	52.3	6.7	41.1
Academic staff (n =206)	68.0	6.8	25.2
the faculty/division/unit			
General staff (n = 341)	31.7	15.8	52.5
Academic staff (n =198)	35.9	10.1	54.0
the University as a whole			
General staff (n = 349)	18.3	16.6	65.0
Academic staff (n =197)	22.8	15.2	61.9
4. There is considerable goodwill within the University to engage in problem-solving for the benefit of the entire institution			
General staff (n = 388)	17.0	24.7	58.2
Academic staff (n =205)	22.9	28.8	48.3
5. There is a need for more explicit statements on who has the authority for what kinds of decisions			
General staff (n = 386)	80.8	10.9	8.3
Academic staff (n =206)	74.3	14.6	11.2
6. All staff understand who is responsible for what decisions			
General staff (n = 384)	11.7	13.8	74.5
Academic staff (n =205)	9.3	19.5	71.2
7. I have the opportunity through appropriate channels to provide input into the decision making process			
General staff (n = 390)	33.1	18.5	48.5
Academic staff (n =206)	35.0	20.4	44.7
8. I am kept well informed about the major issues facing the University			
General staff (n = 390)	27.7	14.1	58.2
Academic staff (n =207)	36.2	20.3	43.5
9. Procedures for involving staff in the formation of policy that directly affects them are adequate			
General staff (n = 390)	15.1	24.6	60.3
Academic staff (n =203)	13.3	26.1	60.6
10. There is a need to encourage more open communication within the University			
General staff f (n = 391)	91.0	6.1	2.8
Academic staff (n =208)	78.8	15.4	5.8

There is little difference between general and academic staff as to satisfaction with their degree of involvement in setting University mission, goals and objectives; and around 50% of both groups indicate that they would like to have more involvement in these activities. About 10% more general than academic staff disagree that there is

considerable goodwill within the University to engage in problem-solving. But there is uniformity of opinion that the procedures for involving staff in the formation of policy that directly affects them are inadequate.

There is an indication that a greater proportion of academic staff than general staff believe that they are kept well informed about the major issues. A substantially larger proportion of general staff agree that there is a need to encourage more open communication. Nonetheless, the overall results indicate that both groups view information and communication as serious problems. Also, it is interesting to note from table 4.1 that academic staff seem significantly more satisfied with local level consultation than general staff, though more than 50% of both groups agree that they are adequately consulted with respect to decisions and policies affecting their immediate school/area. This finding is followed up in more detail below.

4.B Perspective on current school/organisational unit consultative structures and procedures according to general and academic staff classification

Table 4.2 Perspectives on current school/organisational unit consultative structures and procedures according to general and academic staff classification

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. In my area there is a free flow of information between the head of school/organisational unit and the staff General staff (n = 387) Academic staff (n = 205)	53.5 69.8	9.6 7.8	37.0 22.4
2. The head in my school/organisational unit encourages all staff to participate in decision making General staff (n = 390) Academic staff (n = 205)	49.2 68.3	13.6 11.2	37.2 20.5
3. The head in my school/organisational unit accepts and uses many of the suggestions made by the other staff General staff (n = 388) Academic staff (n = 206)	45.6 64.6	25.0 20.9	29.4 14.6
4. My school/organisational unit does not have enough committees, task forces, etc. that allow staff to participate in decisions which affect them General staff (n = 387) Academic staff (n = 207)	25.1 8.2	22.5 18.4	52.5 73.4
5. The school/organisational unit meetings I attend are productive General staff (n = 381) Academic staff (n = 206)	44.9 56.3	21.0 18.9	34.1 24.8
6. I have sufficient involvement in the development of policies and procedures related to my area of responsibility General staff (n = 388)	52.8	13.7	33.5

Academic staff (n = 206)	64.6	12.6	22.8
7. Staff representatives keep my school/organisational unit well informed			
General staff (n = 381)	38.1	27.8	34.1
Academic staff (n = 207)	54.1	25.1	20.8
8. Union representatives keep my school/organisational unit well informed			
General staff (n = 379)	24.0	31.7	44.3
Academic staff (n = 203)	36.5	36.9	26.6

It appears from the results in table 4.2 that academic staff are substantially more satisfied with consultation at the local school level than are general staff with respect to their immediate work environment. Of course, in some respects, the results merely indicate that academic staff are even more positive about consultation and communication at the local level than are general staff. However, there is also an indication that consultative relationships within general staff units requires improvement.

In relation to academic staff, there is less agreement amongst general staff that either staff or union representatives keep their school/organisational unit well informed.

4.C Perspectives on hindrances to consultation according to general and academic staff classification

Table 4.3 Perspectives on hindrances to consultation according to general and academic staff classification

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I do not know enough about the issues to participate meaningfully in the consultative process General staff (n = 392) Academic staff (n = 207)	41.1 29.0	18.9 15.9	40.1 55.1
2. In influencing key policy decisions, the unions are more effective than the collegium (whether it be Academic Board, Faculty Boards or School Boards) General staff (n = 391) Academic staff (n = 201)	23.5 22.9	46.5 47.8	29.9 29.4
3. The unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment General staff (n = 389) Academic staff (n = 206)	35.2 49.5	35.2 28.6	29.3 21.8
4. The unions perform an excellent job in representing the interests of all staff with respect to future directions of the University General staff (n = 391) Academic staff (n = 205)	21.0 23.4	42.2 43.4	36.8 33.2
5. Too often the interests of a particular group are favoured over those of the University as a whole General staff (n = 388) Academic staff (n = 204)	62.4 51.5	29.4 38.2	8.2 10.3
6. There is a need for more staff to focus on University interests rather than personal interests General staff (n = 387) Academic staff (n = 200)	77.0 55.0	15.0 28.5	8.0 16.5
7. Staff whom the decision makers consult have access to necessary information General staff (n = 387) Academic staff (n = 205)	19.9 17.6	53.0 56.6	27.1 25.9
8. Decision making is too centralised General staff (n = 385) Academic staff (n = 204)	64.2 60.3	25.2 26.0	10.6 13.7
9. UNE staff development programs meet my needs with respect to giving me the confidence to participate in consultative processes General staff (n = 387) Academic staff (n = 196)	23.0 15.8	30.5 39.8	46.5 44.4

From the results in table 4.3, it seems that general staff more than academic staff feel that they do not know enough about the issues to participate meaningfully in consultation. A substantially larger proportion of academic (50%) than administrative staff (35%) agree that the unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment. This probably reflects the fact that a higher proportion of academic than administrative staff are union members. However, there is virtually no difference in opinion between the two groups of staff with respect to the quality of the job performed by the unions in representing the interests of all staff with respect to future directions of the University.

General staff even more so than academic staff seem to agree that the interests of a particular group are favoured over those of the University as a whole, and that there is a need for more staff to focus on University interests rather than personal interests.

4.D Perspectives on attributes for future consultative structures and procedures according to general and academic staff classification

Table 4.4 Perspectives on attributes for future consultative structures and procedures according to general and academic staff classification

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I want consultation on issues of direct concern to my employment			
General staff (n = 391)	95.4	3.6	1.0
Academic staff (n = 203)	95.1	3.4	1.5
2. All staff members should have a substantial voice in key institutional decisions			
General staff (n =387)	76.5	12.1	11.4
Academic staff (n =205)	79.0	11.2	9.8
3. I would prefer union officials to represent my interests			
General staff (n =388)	26.8	33.0	40.2
Academic staff (n =203)	33.5	25.1	41.4
4. On issues such as salary, management should consult all staff affected collectively			
General staff (n =389)	66.1	13.6	20.3
Academic staff (n =206)	72.3	14.6	13.1
5. On issues such as salary, management should consult staff affected individually			
General staff (n =385)	54.3	19.0	26.8
Academic staff (n =207)	29.5	17.4	53.1
6. On issues such as salary, management should consult solely with union officials			
General staff (n =387)	12.7	14.7	72.6
Academic staff (n =203)	24.6	17.2	58.1
7. On issues such as salary, management should not consult			
General staff (n =384)	6.0	11.5	82.6
Academic staff (n =205)	2.0	6.3	91.7

8. Management should consult unions before staff General staff (n =386) Academic staff (n =198)	19.4 31.3	19.9 27.8	60.6 40.9
9. 'Communication', 'consultation', and 'decision making' should be better defined and differentiated in institutional policies General staff (n =390) Academic staff (n =204)	77.4 76.5	20.8 20.1	1.8 3.4
10.Consultation is more important than consensus General staff (n =390) Academic staff (n =202)	66.7 52.5	22.8 26.7	10.5 20.8
11.There is a need to better distinguish between information gathering, consultation, and decision making General staff (n =392) Academic staff (n =201)	84.9 70.6	12.2 25.9	2.8 3.5
12.There is need to limit the consultation period so that decisions are made within a reasonable time frame General staff (n =389) Academic staff (n =203)	83.5 75.4	9.3 15.8	7.2 8.9
13.Before managers make hard decisions in their areas of authority, they need to develop support for such decisions among all those affected General staff (n =392) Academic staff (n =198)	86.0 84.8	6.9 8.6	7.1 6.6

On issues such as salary (see table 4.4), a substantially larger proportion of general staff (54%) than academic staff (30%) agree that management should consult staff individually. In contract, on the same issue, about twice as many academic staff (25%) compared to general staff (13%) agree that management should consult solely with union officials. However, an overwhelming proportion of both groups disagree with the proposition that management should consult solely with union officials on issues such as salary. But while 61% of general staff disagree that management should consult unions before staff, only 41% of academic staff indicated likewise, with 28% not sure. Again, it appears that academic staff more than general staff tend to favour the direct involvement of unions in consultation, though by no means is there an indication of overwhelming academic support for this.

5. Analysis of results according to union and non-union membership

As stated earlier, 52% of the respondents indicated that they belonged to a union. With respect to staff classification, 47% of general staff indicated that they were union members and 63% of academic staff indicated the same. Also, in terms of administrative location, the proportion of union/non-union membership is about 50/50 except for the Faculty of Arts with about 3/4 of its members indicating that they belong to a union (see table 5.1).

Table 5.1 Staff returns according to administrative location and union membership

	Union Members		Non-Union Members		Total	
	No.	%	No.	%	No.	%
Missing					12	
Faculty of Arts	55	73%	20	27%	75	100%
Faculty of Economics, Business & Law	28	54%	24	46%	52	100%
Faculty of Education, Health & Professional Studies	36	51%	34	49%	70	100%
Faculty of Sciences	57	46%	68	54%	125	100%
Central Administration and University research centres (ie not located in a faculty)	137	50%	135	50%	272	100%

Including 11 members of staff classified as academic and staff located in University research centres

5.A Perspectives on current University-wide consultative structures and procedures

Table 5.2 Perspectives on current University-wide consultative structures and procedures according to union and non-union membership

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I am happy with the degree of my involvement in setting University mission, goals and objectives			
Union members (n = 310)	36.1%	18.4%	45.5%
Non-union members (n = 278)	41.0%	21.9%	37.1%
2. I would like to have more involvement in setting University mission, goals and objectives			
Union members (n = 303)	57.8%	17.8%	24.4%
Non-union members (n =276)	48.6%	30.1%	21.4%
3. I feel that I am adequately consulted with respect to decisions and policies affecting:			
the immediate school/area in which I work			
Union members (n = 305)	55.1	5.9	39.0
Non-union members (n =274)	60.9	7.7	31.4
the faculty/division/unit			
Union members (n = 280)	28.9	12.9	58.2

Non-union members (n =257) the University as a whole	37.7	14.4	47.9
Union members (n = 288)	18.4	14.6	67.0
Non-union members (n =256)	21.9	17.6	60.5
4. There is considerable goodwill within the University to engage in problem-solving for the benefit of the entire institution			
Union members (n = 310)	18.4	22.9	58.7
Non-union members (n =281)	20.3	29.5	50.2
5. There is a need for more explicit statements on who has the authority for what kinds of decisions			
Union members (n = 308)	79.9	9.7	10.4
Non-union members (n =282)	77.3	14.5	8.2
6. All staff understand who is responsible for what decisions			
Union members (n = 306)	11.8	13.7	74.5
Non-union members (n =281)	10.0	18.1	71.9
7. I have the opportunity through appropriate channels to provide input into the decision making process			
Union members (n = 313)	30.4	17.9	51.8
Non-union members (n =281)	37.4	20.3	42.3
8. I am kept well informed about the major issues facing the University			
Union members (n = 313)	26.2	17.9	55.9
Non-union members (n =282)	35.5	14.5	50.0
9. Procedures for involving staff in the formation of policy that directly affects them are adequate			
Union members (n = 309)	13.9	21.4	64.7
Non-union members (n =282)	15.2	29.1	55.7
10. There is a need to encourage more open communication within the University			
Union members (n = 315)	88.6	8.3	3.2
Non-union members (n =282)	84.8	10.6	4.6

Generally, there are few responses in table 5.2 where there appears to be any great divergence between union and non-union members of staff. Where there are significant differences, it is more that union members seem even more convinced about certain items than non-union members. For example, while just under half of non-union members appear to want more involvement in setting University mission, goals and objectives, about 58% of union members desire the same.

5.B Perspectives on current school/organisational unit consultative structures and procedures

Table 5.3 Perspectives on current school/organisational unit consultative structures and procedures according to union and non-union membership

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. In my area there is a free flow of information between the head of school/organisational unit and the staff Union members (n = 310) Non-union members (n =280)	56.5 62.1	10.3 7.5	33.2 30.4
2. The head in my school/organisational unit encourages all staff to participate in decision making Union members (n = 312) Non-union members (n =281)	52.6 59.4	12.8 12.8	34.6 27.8
3. The head in my school/organisational unit accepts and uses many of the suggestions made by the other staff Union members (n = 311) Non-union members (n =281)	50.2 54.4	20.3 27.4	29.6 18.1
4. My school/organisational unit does not have enough committees, task forces, etc. that allow staff to participate in decisions which affect them Union members (n = 312) Non-union members (n =280)	20.2 17.9	19.6 22.1	60.3 60.0
5. The school/organisational unit meetings I attend are productive Union members (n = 307) Non-union members (n =278)	46.3 52.2	18.6 21.9	35.2 25.9
6. I have sufficient involvement in the development of policies and procedures related to my area of responsibility Union members (n = 312) Non-union members (n =280)	54.8 59.3	12.2 14.3	33.0 26.4
7. Staff representatives keep my school/organisational unit well informed Union members (n = 308) Non-union members (n =278)	42.2 45.3	25.3 28.4	32.5 26.3
8. Union representatives keep my school/organisational unit well informed Union members (n = 309) Non-union members (n =271)	42.1 12.9	25.2 42.4	32.7 44.6

While the majority of both union and non-union members appear satisfied with consultation at the local level, union members seem somewhat more critical of the consultative role of heads of school/divisions, such as with respect to their use of suggestions made by others (table 5.3). There is very little difference of opinion

between union and non-union members with regard to staff representatives keeping their school/unit well informed. However, where opinion does significantly diverge is with respect to the degree to which union representatives keep the school/unit well informed. Union members appear far more certain than non-union members that union representatives keep the school/unit well informed.

5.C Perspectives on hindrances to consultation

Table 5.4 Perspectives on hindrances to consultation according to union and non-union membership

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I do not know enough about the issues to participate meaningfully in the consultative process			
Union members (n = 314)	32.2	18.2	49.7
Non-union members (n =283)	42.0	17.3	40.6
2. In influencing key policy decisions, the unions are more effective than the collegium (whether it be Academic Board, Faculty Boards or School Boards)			
Union members (n = 309)	30.1	40.1	29.8
Non-union members (n =281)	15.7	54.1	30.2
3. The unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment			
Union members (n = 312)	58.0	22.1	19.9
Non-union members (n =281)	20.6	44.1	35.2
4. The unions perform an excellent job in representing the interests of all staff with respect to future directions of the University			
Union members (n = 312)	31.7	35.6	32.7
Non-union members (n =282)	11.0	50.4	38.7
5. Too often the interests of a particular group are favoured over those of the University as a whole			
Union members (n = 310)	63.2	26.8	10.0
Non-union members (n =2280)	53.2	38.9	7.9
6. There is a need for more staff to focus on University interests rather than personal interests			
Union members (n = 307)	68.7	17.3	14.0
Non-union members (n =278)	70.5	21.9	7.6
7. Staff whom the decision makers consult have access to necessary information			
Union members (n = 310)	18.1	50.3	31.6
Non-union members (n =280)	20.0	58.6	21.4
8. Decision making is too centralised			
Union members (n = 309)	69.6	20.7	9.7
Non-union members (n =278)	55.4	30.9	13.7
9. UNE staff development programs meet my needs with respect to giving me the confidence to participate in consultative processes			
Union members (n = 307)	18.9	30.6	50.5

Non-union members (n =274)	22.6	36.9	40.5
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On most items in table 5.4 there are no substantial differences between union and non-union members' opinions. However, union members appear to consider that they are somewhat better informed about the issues, and there is significant differences of opinion between the two groups about the effectiveness of the unions. For example, 58% of the union members agree that the unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment, while only 21% of other staff express the same degree of confidence about the unions' role, and 44% are not sure. There is also a substantial difference of opinion between union and non-union member in terms of the role of the unions in representing the interests of all staff with respect to future directions of the University. But here it should also be noted that over two-thirds of the union members are not sure or disagree with the statement that the unions perform an excellent job in representing the interests of all staff with respect to future directions of the University'.

5.D Perspectives on attributes for future consultative structures and procedures

Table 5.5 Perspectives on attributes for future consultative structures and procedures according to union and non-union membership

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I want consultation on issues of direct concern to my employment			
Union members (n = 314)	96.5	2.5	1.0
Non-union members (n =278)	93.9	4.7	1.4
2. All staff members should have a substantial voice in key institutional decisions			
Union members (n = 312)	81.1	9.6	9.3
Non-union members (n =278)	73.0	14.4	12.6
3. I would prefer union officials to represent my interests			
Union members (n = 311)	43.4	28.6	28.0
Non-union members (n =278)	13.3	31.7	55.0
4. On issues such as salary, management should consult all staff affected collectively			
Union members (n = 314)	70.6	12.1	17.3
Non-union members (n =280)	65.4	16.1	18.6
5. On issues such as salary, management should consult staff affected individually			
Union members (n = 311)	36.3	17.4	46.3
Non-union members (n =279)	56.3	19.4	24.4
6. On issues such as salary, management should consult solely with union officials			
Union members (n = 308)	26.3	15.9	57.8
Non-union members (n =280)	6.4	15.4	78.2
7. On issues such as salary, management should not consult			

Union members (n = 307)	4.9	8.5	86.6
Non-union members (n =280)	4.3	11.1	84.6
8. Management should consult unions before staff			
Union members (n = 304)	34.5	22.4	43.1
Non-union members (n =278)	11.9	22.7	65.5
9. 'Communication', 'consultation', and 'decision making' should be better defined and differentiated in institutional policies			
Union members (n = 310)	80.3	17.1	2.6
Non-union members (n =282)	73.8	24.1	2.1
10.Consultation is more important than consensus			
Union members (n = 309)	59.2	23.3	17.5
Non-union members (n =281)	64.1	25.6	10.3
11.There is a need to better distinguish between information gathering, consultation, and decision making			
Union members (n = 310)	83.5	14.2	2.3
Non-union members (n =281)	76.9	19.2	3.9
12.There is need to limit the consultation period so that decisions are made within a reasonable time frame			
Union members (n = 309)	78.3	12.0	9.7
Non-union members (n =281)	83.6	10.7	5.7
13.Before managers make hard decisions in their areas of authority, they need to develop support for such decisions among all those affected			
Union members (n = 305)	86.2	7.5	6.2
Non-union members (n =283)	84.8	7.4	7.8

There is little difference of opinion between union and non-union members as to staffs' desire for consultation on issues of direct concern to their employment; nor is their much difference with respect to the various items indicating a need for improvement of the consultation process (table5.5). Also, both parties seem to overwhelmingly agree that on issues such as salary, management should consult all staff affected collectively. However, a much larger proportion of non-union members (56%) than union members (36%), seem to agree that on issues such as salary, management should also consult staff affected individually. The differences of opinion between the two groups is even larger with respect to other items. There is a clear significant divergence of opinion as to whether staff members prefer union officials to represent their interests, with 43% of union members in the affirmative and 55% of non-union members indicating the opposite.

However, with respect to certain other items, the significance of the difference should not divert the overall thrust of opinion. For example, while four times the number of union members compared to non-union members agree that on issues such as salary, management should consult solely with union officials, 58% of all union members and 78% of all non-union members disagree that this should be the case. A similar result is obtain with respect to whether management should consult unions before staff, were about three time the number of union members than non-union members agree with the statement; but 43% of union members and 66% of non-union members disagree.

6. Analysis of results according to Management and non-management position

In answering the question ‘do you occupy a management position?’, 101 staff (17%) indicated that they held a management position, 484 said they did not, and 21 staff members failed to answer the question (see appendix A). In comparing the responses from staff holding management position with those who do not, the 21 staff not answering the question are excluded from the analysis.

6.A Perspectives on current University-wide consultative structures and procedures according to staff occupancy of a management position

Table 6.1 Perspectives on current University-wide consultative structures and procedures according to staff occupancy of a management position

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I am happy with the degree of my involvement in setting University mission, goals and objectives Manager (n = 99) Non-manager (n = 471)	59.6 34.2	9.1 22.3	31.3 43.5
2. I would like to have more involvement in setting University mission, goals and objectives Manager (n =97) Non-manager (n =465)	49.5 54.6	18.6 24.1	32.0 21.3
3. I feel that I am adequately consulted with respect to decisions and policies affecting: the immediate school/area in which I work Manager (n =99) Non-manager (n =463) the faculty/division/unit Manager (n =92) Non-manager (n =431) the University as a whole Manager (n =92) Non-manager (n =436)	66.7 56.6 57.6 28.3 39.1 16.3	5.1 7.1 10.9 14.6 9.8 17.2	28.3 36.3 31.5 57.1 51.1 66.5
4. There is considerable goodwill within the University to engage in problem-solving for the benefit of the entire institution Manager (n =101) Non-manager (n =472)	26.7 17.6	27.7 25.6	45.5 56.8
5. There is a need for more explicit statements on who has the authority for what kinds of decisions Manager (n =101) Non-manager (n =472)	77.2 78.4	11.9 12.5	10.9 9.1
6. All staff understand who is responsible for what decisions Manager (n =101) Non-manager (n =468)	9.9 11.1	13.9 16.2	76.2 72.6

7. I have the opportunity through appropriate channels to provide input into the decision making process			
Manager (n =99)	56.6	5.1	38.4
Non-manager (n =477)	29.4	22.0	48.6
8. I am kept well informed about the major issues facing the University			
Manager (n =101)	45.5	17.8	36.6
Non-manager (n =476)	27.9	15.3	56.7
9. Procedures for involving staff in the formation of policy that directly affects them are adequate			
Manager (n =100)	23.0	28.0	49.0
Non-manager (n =475)	12.8	24.0	63.2
10. There is a need to encourage more open communication within the University			
Manager (n =100)	79.0	13.0	8.0
Non-manager (n =480)	88.1	9.0	2.9

Where there are substantial differences of opinion between managers and non-managers in table 6.1, the differences are largely predictable. For example, 60% of managers compared to 34% of other staff indicate that they are happy with their degree of involvement in setting University mission, goals and objectives. In contrast to those not holding a management position, a considerably larger proportion of managers indicate that they have adequate opportunity to provide input into the decision making process and that they are kept well informed about the major issues facing the University. But on a number of other items, there is agreement between the two groups or simply some minor variation in strength of response. For example, 79% of managers and 88% of other staff agree that there is a need to encourage more open communication within the University and 49% of managers and 63% of other staff disagree that procedures for involving staff in the formation of policy are adequate.

6.A Perspectives on current school/organisational unit consultative structures and procedures according to staff occupancy of a management position

Table 6.2 Perspectives on current school/organisational unit consultative structures and procedures according to staff occupancy of a management position

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. In my area there is a free flow of information between the head of school/organisational unit and the staff			
Manager (n = 98)	75.5	5.1	19.4
Non-manager (n = 475)	56.0	9.9	34.1
2. The head in my school/organisational unit encourages all staff to participate in decision making			
Manager (n =99)	72.7	7.1	20.2
Non-manager (n =477)	52.4	14.0	33.5
3. The head in my school/organisational unit			

accepts and uses many of the suggestions made by the other staff			
Manager (n =99)	61.6	19.2	19.2
Non-manager (n =476)	50.6	24.6	24.8
4. My school/organisational unit does not have enough committees, task forces, etc. that allow staff to participate in decisions which affect them			
Manager (n =99)	12.1	14.1	73.7
Non-manager (n =476)	20.4	22.3	57.4
5. The school/organisational unit meetings I attend are productive			
Manager (n =99)	61.6	17.2	21.2
Non-manager (n =471)	46.3	20.8	32.9
6. I have sufficient involvement in the development of policies and procedures related to my area of responsibility			
Manager (n =100)	76.0	8.0	16.0
Non-manager (n =475)	52.2	14.3	33.5
7. Staff representatives keep my school/organisational unit well informed			
Manager (n =96)	52.1	27.1	20.8
Non-manager (n =474)	42.8	26.2	31.0
8. Union representatives keep my school/organisational unit well informed			
Manager (n =93)	26.9	24.7	48.4
Non-manager (n =471)	28.9	35.2	35.9

Though it is not clear from the results in table 6.2 whether the managers are referring to themselves or their immediate superiors, it is clear from the results that managers even more than other staff are supportive of local level consultative procedures. Managers certainly do not appear to be in favour of more committees, though they do indicate more so than other staff that the meetings they attend are productive. Not surprisingly, 76% of managers compared to 52% of other staff agree that they have sufficient involvement in the development of policies and procedures related to their area of responsibility. The differences in opinion between managers and non-managers with respect to whether either staff or union representatives keep their school or unit well informed is not substantial, though managers seem somewhat more critical of union representatives in this regard.

6.C Perspectives on hindrances to consultation

Table 6.3 Perspectives on hindrances to consultation according to staff occupancy of a management position

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I do not know enough about the issues to participate meaningfully in the consultative process			
Manager (n = 101)	18.1	9.9	71.3
Non-manager (n = 478)	40.0	19.2	40.8

2. In influencing key policy decisions, the unions are more effective than the collegium (whether it be Academic Board, Faculty Boards or School Boards)			
Manager (n =99)	16.2	32.3	51.5
Non-manager (n =473)	23.9	50.1	26.0
3. The unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment			
Manager (n =100)	30.0	26.0	44.0
Non-manager (n =475)	41.7	34.1	24.2
4. The unions perform an excellent job in representing the interests of all staff with respect to future directions of the University			
Manager (n =99)	11.1	26.3	62.6
Non-manager (n =477)	23.1	45.9	31.0
5. Too often the interests of a particular group are favoured over those of the University as a whole			
Manager (n =98)	61.2	28.6	10.2
Non-manager (n =474)	58.0	33.1	8.9
6. There is a need for more staff to focus on University interests rather than personal interests			
Manager (n =99)	77.8	12.1	10.1
Non-manager (n =469)	67.6	21.5	10.9
7. Staff whom the decision makers consult have access to necessary information			
Manager (n =100)	25.0	43.0	32.0
Non-manager (n =473)	17.5	57.1	25.4
8. Decision making is too centralised			
Manager (n =98)	50.0	22.4	27.6
Non-manager (n =472)	64.4	26.9	8.7
9. UNE staff development programs meet my needs with respect to giving me the confidence to participate in consultative processes			
Manager (n =99)	21.2	28.3	50.5
Non-manager (n =465)	20.4	35.1	44.5

Not surprisingly, according to the responses in table 6.3, managers more so than other staff indicate confidence about their knowledge of the issues to participate meaningfully in the consultative process. About twice as many managers as other staff disagree that unions perform an excellent job in representing the interests of all staff with respect to either terms and conditions of employment or the future directions of the University. But there is unanimity of opinion that too often the interests of a particular group are favoured over those of the University as a whole. Also, it is interesting to note that even half of the managers agree that decision making is too centralised.

6.D Perspectives on attributes for future consultative structures and procedures according to staff occupancy of a management position

Table 6.4 Perspectives on attributes for future consultative structures and procedures according to staff occupancy of a management position

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I want consultation on issues of direct concern to my employment Manager (n = 100) Non-manager (n = 475)	97.0 94.9	2.0 3.8	1.0 1.3
2. All staff members should have a substantial voice in key institutional decisions Manager (n =98) Non-manager (n =476)	61.2 80.0	12.2 12.2	26.5 7.8
3. I would prefer union officials to represent my interests Manager (n =100) Non-manager (n =472)	21.0 29.9	25.0 31.8	54.0 38.3
4. On issues such as salary, management should consult all staff affected collectively Manager (n =100) Non-manager (n =475)	64.0 68.6	19.0 13.3	17.0 18.1
5. On issues such as salary, management should consult staff affected individually Manager (n =99) Non-manager (n =473)	44.4 45.5	19.2 18.4	36.4 36.2
6. On issues such as salary, management should consult solely with union officials Manager (n =97) Non-manager (n =473)	13.4 17.3	11.3 15.9	75.3 66.8
7. On issues such as salary, management should not consult Manager (n =100) Non-manager (n =469)	1.0 5.5	9.0 9.6	90.0 84.9
8. Management should consult unions before staff Manager (n =96) Non-manager (n =468)	19.8 24.4	17.7 23.1	62.5 52.6
9. 'Communication', 'consultation', and 'decision making' should be better defined and differentiated in institutional policies Manager (n =99) Non-manager (n =475)	81.8 76.2	14.1 21.7	4.0 2.1
10.Consultation is more important than consensus Manager (n =98) Non-manager (n =474)	70.4 59.5	17.3 26.2	12.2 14.3
11. There is a need to better distinguish between information gathering, consultation, and decision making Manager (n =99)	82.8	13.1	4.0

Non-manager (n =474)	79.1	18.1	2.7
12. There is need to limit the consultation period so that decisions are made within a reasonable time frame			
Manager (n =99)	83.8	9.1	7.1
Non-manager (n =473)	79.9	11.8	8.2
13. Before managers make hard decisions in their areas of authority, they need to develop support for such decisions among all those affected			
Manager (n =98)	73.5	10.2	16.3
Non-manager (n =472)	87.9	6.8	5.3

According to the results in table 6.4, a substantial majority of managers and non-managers alike agree that all staff should have a substantial voice in key institutional decisions. However, slightly over one quarter of the managers disagree with this proposition. Also, though the majority of both groups agree that before managers make hard decisions in their areas of authority, they need to develop support for such decisions among all those affected, there appears nonetheless to be a significant differences of opinion between the two groups. This may imply a degree of difference in commitment between some managers and rank and file staff as to the importance of consultation. But it must be emphasised that the overall results clearly indicate commitment to consultation by a large majority of managers.

The majority opinion of both groups seems to be that on issues such as salary, management should consult all staff affected collectively, and around 45% of each group indicate that management should also consult staff individually on this issue. There is no support from either group that on salary type issues management should consult solely with union officials. Over 60% of managers and over 50% of non-managers disagree that management should consult unions before staff. There is general agreement between the groups that consultation is more important than consensus.

7. Analysis of results according to Central Administration or Faculty location

Staff responses were also analysed according to whether staff were located in a faculty or within central administration. For this purpose, central administration is used as a shorthand term for staff located in an area other than in a faculty. However, for the purpose of analysis the 14 staff members indicating that they are located in a University-wide research centre have been grouped with the faculties. This re-classification was based on the view that the functions of the research centres were closer to that of the faculties than to central administration.

7.A Perspectives on current University-wide consultative structures and procedures according to central administration or faculty location.

Table 7.1 Perspectives on current University-wide consultative structures and procedures according to central administration or faculty location

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I am happy with the degree of my involvement in setting University mission, goals and objectives			
Central administration (n = 253)	39.1	20.9	39.9
Faculties (n = 329)	37.7	20.1	42.2
2. I would like to have more involvement in setting University mission, goals and objectives			
Central administration (n = 248)	52.8	25.0	22.2
Faculties (n = 325)	54.2	22.5	23.4
3. I feel that I am adequately consulted with respect to decisions and policies affecting:			
the immediate school/area in which I work			
Central administration (n = 243)	50.6	7.4	42.0
Faculties (n = 330)	63.6	6.4	30.0
the faculty/division/unit			
Central administration (n = 216)	34.3	17.6	48.1
Faculties (n = 317)	32.8	10.7	56.5
the University as a whole			
Central administration (n = 227)	22.0	17.6	60.4
Faculties (n = 313)	18.5	15.0	66.5
4. There is considerable goodwill within the University to engage in problem-solving for the benefit of the entire institution			
Central administration (n = 256)	17.6	26.6	55.9
Faculties (n = 329)	21.0	25.5	53.5
5. There is a need for more explicit statements on who has the authority for what kinds of decisions			
Central administration (n = 254)	78.0	13.0	9.1
Faculties (n = 330)	79.1	11.2	9.7
6. All staff understand who is responsible for what decisions			
Central administration (n = 251)	10.0	16.3	73.7
Faculties (n = 330)	10.9	15.8	73.3
7. I have the opportunity through appropriate channels to provide input into the decision making process			
Central administration (n = 256)	37.5	17.2	45.3
Faculties (n = 332)	30.4	21.1	48.5
8. I am kept well informed about the major issues facing the University			
Central administration (n = 257)	33.1	16.0	51.0
Faculties (n = 332)	28.9	16.6	54.5
9. Procedures for involving staff in the formation of policy that directly affects them are adequate			

Central administration (n = 254)	19.3	27.6	53.1
Faculties (n =331)	10.6	23.6	65.9
10. There is a need to encourage more open communication within the University			
Central administration (n = 258)	88.4	6.6	5.0
Faculties (n =334)	85.6	11.4	3.0

Related to the results reported above for general and academic staff, staff in central administration seem significantly less convinced in comparison to staff in the faculties about the proposition that they are adequately consulted with respect to decisions and policies affecting the immediate area in which they work. The only other area where there appears to be a difference of opinion between these two groups of any substance is with respect to item 9 in table 7.1. It seems that staff located in the faculties even more so than those in central administration disagree that the procedures for involving them in the formation of policy that directly affects them are adequate.

7.B Perspectives on current school/organisational unit consultative structures and procedures according to central administration or faculty location

Table 7.2 Perspectives on current school/organisational unit consultative structures and procedures according to central administration or faculty location

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. In my area there is a free flow of information between the head of school/organisational unit and the staff			
Central administration (n = 254)	53.1	8.7	38.2
Faculties (n = 330)	63.9	9.1	27.0
2. The head in my school/organisational unit encourages all staff to participate in decision making			
Central administration (n =256)	47.7	12.9	39.5
Faculties (n =331)	61.9	13.0	25.1
3. The head in my school/organisational unit accepts and uses many of the suggestions made by the other staff			
Central administration (n =256)	45.7	19.1	35.2
Faculties (n =331)	57.1	26.9	16.0
4. My school/organisational unit does not have enough committees, task forces, etc. that allow staff to participate in decisions which affect them			
Central administration (n =256)	26.6	21.5	52.0
Faculties (n =331)	13.3	20.5	66.2
5. The school/organisational unit meetings I attend are productive			
Central administration (n =251)	43.8	18.7	37.5
Faculties (n =329)	52.6	21.3	26.1
6. I have sufficient involvement in the			

development of policies and procedures related to my area of responsibility			
Central administration (n =257)	54.1	12.5	33.5
Faculties (n =330)	58.8	13.9	27.3
7. Staff representatives keep my school/organisational unit well informed			
Central administration (n =248)	34.3	29.4	36.3
Faculties (n =333)	50.5	25.2	24.3
8. Union representatives keep my school/organisational unit well informed			
Central administration (n =250)	29.6	29.2	41.2
Faculties (n =326)	27.0	36.8	36.2

In accord with the results so far reported, there appears to be a significant difference between staff in central administration and those in the faculties with regard to their satisfaction with local level consultation (table 7.2). In particular, there seems to be less satisfaction with heads of units in central administration than in the faculties with regard to consultative procedures and practices. However, substantially over 50% of both groups agree that they have sufficient involvement in the development of policies and procedures related to their area of responsibility. It is interesting to note that while there is a substantial difference of opinion between the two groups as to whether staff representatives keep the school/organisational unit well informed (item 7), there is virtually no difference as to the role of union representatives in this regard (item 8).

7.C Perspectives on hindrances to consultation according to central administration or faculty location

Table 7.3 Perspectives on hindrances to consultation according to central administration or faculty location

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I do not know enough about the issues to participate meaningfully in the consultative process			
Central administration (n = 258)	34.9	19.4	45.7
Faculties (n = 333)	38.1	16.5	45.3
2. In influencing key policy decisions, the unions are more effective than the collegium (whether it be Academic Board, Faculty Boards or School Boards)			
Central administration (n =255)	23.1	48.2	28.6
Faculties (n =329)	23.4	45.9	30.7
3. The unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment			
Central administration (n =255)	38.4	31.4	30.2
Faculties (n =332)	41.6	33.4	25.0
4. The unions perform an excellent job in representing the interests of all staff with respect			

to future directions of the University			
Central administration (n =257)	25.3	37.7	37.0
Faculties (n =331)	19.0	46.2	34.7
5. Too often the interests of a particular group are favoured over those of the University as a whole			
Central administration (n =254)	63.0	29.5	7.5
Faculties (n =330)	55.2	34.5	10.3
6. There is a need for more staff to focus on University interests rather than personal interests			
Central administration (n =255)	81.2	12.5	6.3
Faculties (n =324)	59.9	25.3	14.8
7. Staff whom the decision makers consult have access to necessary information			
Central administration (n =254)	23.6	50.0	26.4
Faculties (n =330)	15.5	57.3	27.3
8. Decision making is too centralised			
Central administration (n =254)	58.7	26.4	15.0
Faculties (n =328)	65.5	25.0	9.5
9. UNE staff development programs meet my needs with respect to giving me the confidence to participate in consultative processes			
Central administration (n =254)	26.0	32.7	41.3
Faculties (n =321)	15.9	34.6	49.5

One of the most remarkable aspects of the results reported in table 7.3 is the general uniformity of opinion between the two groups on most items. The only item where there appears to be a significant difference between the two groups of staff is item 6, where an even larger proportion of central administration staff (81%) than faculty-based staff (60%) agree that there is a need for more staff to focus on University interests rather than personal interests. Also, there is some indication that central administrative staff feel slightly better served by staff development programs with respect to improving their confidence to participate in consultative processes than their colleagues located elsewhere.

7.D Perspectives on attributes for future consultative structures and procedures according to central administration or faculty location

Table 7.4 Perspectives on attributes for future consultative structures and procedures according to central administration or faculty location

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I want consultation on issues of direct concern to my employment			
Central administration (n = 257)	94.6	4.7	0.8
Faculties (n = 330)	96.1	2.7	1.2
2. All staff members should have a substantial voice in key institutional decisions			
Central administration (n =255)	73.7	14.5	11.8
Faculties (n =330)	80.0	10.0	10.0
3. I would prefer union officials to represent my interests			

Central administration (n =256)	28.5	29.7	41.8
Faculties (n =327)	29.1	31.2	39.8
4. On issues such as salary, management should consult all staff affected collectively			
Central administration (n =255)	66.3	14.1	19.6
Faculties (n =332)	69.6	14.2	16.3
5. On issues such as salary, management should consult staff affected individually			
Central administration (n =252)	49.6	20.6	29.8
Faculties (n =332)	42.2	17.2	40.7
6. On issues such as salary, management should consult solely with union officials			
Central administration (n =254)	13.8	15.4	70.9
Faculties (n =328)	18.9	15.9	65.2
7. On issues such as salary, management should not consult			
Central administration (n =253)	7.1	12.3	80.6
Faculties (n =328)	2.7	7.0	90.2
8. Management should consult unions before staff			
Central administration (n =252)	21.4	18.7	59.9
Faculties (n =324)	25.0	25.3	49.7
9. 'Communication', 'consultation', and 'decision making' should be better defined and differentiated in institutional policies			
Central administration (n =256)	76.2	21.1	2.7
Faculties (n =330)	77.9	20.0	2.1
10.Consultation is more important than consensus			
Central administration (n =257)	64.6	24.1	11.3
Faculties (n =327)	58.4	25.1	16.5
11.There is a need to better distinguish between information gathering, consultation, and decision making			
Central administration (n =257)	85.2	11.7	3.1
Faculties (n =328)	75.9	21.3	2.7
12.There is need to limit the consultation period so that decisions are made within a reasonable time frame			
Central administration (n =256)	84.4	8.6	7.0
Faculties (n =328)	77.4	14.0	8.5
13.Before managers make hard decisions in their areas of authority, they need to develop support for such decisions among all those affected			
Central administration (n =258)	85.3	7.4	7.4
Faculties (n =324)	85.8	7.4	6.8

In terms of the responses in table 7.4, again there appears to be a good deal of unanimity of opinion between central administration and faculty-based staff. On issues such as salary, faculty-based staff seem less agreeable to the idea that management should consult staff individually than staff located in central administration. Also, staff located in central administration disagree even more than staff located in the faculties that management should consult unions before staff. But by and large the opinions of the two groups confirm one another.

8. Analysis of results according to Central Administration location

The following analysis is based on returns by staff who indicated that they were located in one of the five main areas in central administration, ie: Academic and support services; Colleges; Administration; and Information services (see table 2.10 above). The ‘other’ category has been excluded. In interpreting the results, the small numbers in some categories, particularly Colleges and Facilities management, should be noted.

8.A Perspectives on current University-wide consultative structures and procedures according to central administration location

Table 8.1 Perspectives on current University-wide consultative structures and procedures according to central administration location

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I am happy with the degree of my involvement in setting University mission, goals and objectives			
Academic and support services (n = 62)	43.5	19.4	37.1
Colleges (n = 24)	45.8	25.0	29.2
Administration (n = 69)	47.8	21.7	30.4
Information services (n = 59)	28.8	18.6	52.5
Facilities management services (n = 25)	24.0	16.0	60.0
2. I would like to have more involvement in setting University mission, goals and objectives			
Academic and support services (n = 62)	43.5	30.6	25.8
Colleges (n = 24)	50.0	20.8	29.2
Administration (n = 67)	56.7	20.9	22.5
Information services (n = 56)	57.1	23.2	19.6
Facilities management services (n =25)	64.0	20.0	16.0
3. I feel that I am adequately consulted with respect to decisions and policies affecting:			
the immediate school/area in which I work			
Academic and support services (n = 62)	61.3	1.6	37.1
Colleges (n = 19)	63.2	10.5	26.3
Administration (n = 64)	56.3	9.4	34.4
Information services (n = 61)	39.3	4.9	55.7
Facilities management services (n =23)	26.1	17.4	56.5
the faculty/division/unit			
Academic and support services (n = 56)	41.1	19.6	39.3
Colleges (n = 12)	41.7	8.3	50.0
Administration (n = 61)	42.6	16.4	41.0
Information services (n = 59)	20.3	16.9	62.7
Facilities management services (n =20)	25.0	25.0	50.0
the University as a whole			
Academic and support services (n = 56)	25.0	23.2	51.8
Colleges (n = 17)	17.6	17.6	64.7
Administration (n = 62)	33.9	16.1	50.0
Information services (n = 59)	10.2	18.6	71.2
Facilities management services (n =24)	12.5	12.5	75.0
4. There is considerable goodwill within the University to engage in problem-solving for the			

benefit of the entire institution			
Academic and support services (n = 63)	15.9	25.4	58.7
Colleges (n = 24)	45.8	16.7	37.5
Administration (n = 69)	15.9	30.4	53.6
Information services (n = 61)	14.8	27.9	57.4
Facilities management services (n =26)	7.7	26.9	65.4
5. There is a need for more explicit statements on who has the authority for what kinds of decisions			
Academic and support services (n = 63)	69.8	19.0	11.1
Colleges (n = 23)	60.9	8.7	30.4
Administration (n = 70)	85.7	8.6	5.7
Information services (n = 59)	84.7	10.2	5.1
Facilities management services (n =26)	84.6	11.5	3.8
6. All staff understand who is responsible for what decisions			
Academic and support services (n = 61)	9.8	19.7	70.5
Colleges (n = 24)	25.0	25.0	50.0
Administration (n = 69)	4.3	11.6	84.1
Information services (n = 60)	10.0	11.7	78.3
Facilities management services (n =24)	4.2	20.8	75.0
7. I have the opportunity through appropriate channels to provide input into the decision making process			
Academic and support services (n = 62)	43.5	19.4	37.1
Colleges (n = 24)	41.7	16.7	41.7
Administration (n = 69)	44.9	15.9	39.1
Information services (n = 61)	21.3	23.0	55.7
Facilities management services (n =26)	30.8	11.5	57.7
8. I am kept well informed about the major issues facing the University			
Academic and support services (n = 63)	34.9	15.9	49.2
Colleges (n = 24)	25.0	20.8	54.2
Administration (n = 70)	44.3	15.7	40.0
Information services (n = 60)	18.3	18.3	63.3
Facilities management services (n =26)	30.8	11.5	57.7
9. Procedures for involving staff in the formation of policy that directly affects them are adequate			
Academic and support services (n = 63)	22.2	28.6	49.2
Colleges (n = 23)	34.8	26.1	39.1
Administration (n = 70)	14.3	31.4	54.3
Information services (n = 59)	11.9	25.4	62.7
Facilities management services (n =25)	16.0	12.0	72.0
10. There is a need to encourage more open communication within the University			
Academic and support services (n = 63)	88.9	4.8	6.3
Colleges (n = 24)	75.0	12.5	12.5
Administration (n = 70)	91.4	5.7	2.9
Information services (n = 61)	91.8	4.9	3.3
Facilities management services (n =26)	84.6	7.7	7.7

By and large there is a good deal of agreement of opinion amongst the different areas in central administration with respect to the items in table 8.1. Where there are differences, some of this can be contributed to staff in Information Services and Facilities management holding more 'negative' opinions than other staff. For

example, in item 3 it appears that staff in these two areas are less 'satisfied' with local level consultation than other staff. This result is explored in more detail in the next section. On the other hand, college staff appear slightly more supportive of current structures and procedures with respect to some items, but the differences are not great and the numbers are small in this particular category.

8.B Perspectives on current school/organisational unit consultative structures and procedures according to central administration location

Table 8.2 Perspectives on current school/organisational unit consultative structures and procedures according to central administration location

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. In my area there is a free flow of information between the head of school/organisational unit and the staff			
Academic and support services (n = 61)	59.0	3.3	37.7
Colleges (n = 23)	69.6	21.7	8.7
Administration (n = 70)	58.6	5.7	35.7
Information services (n = 61)	41.0	11.5	47.5
Facilities management services (n =26)	42.3	7.7	50.0
2. The head in my school/organisational unit encourages all staff to participate in decision making			
Academic and support services (n = 62)	50.0	6.5	43.5
Colleges (n = 23)	73.9	13.0	13.0
Administration (n = 70)	52.9	11.4	35.7
Information services (n = 61)	31.1	16.4	52.5
Facilities management services (n =26)	34.6	23.1	42.3
3. The head in my school/organisational unit accepts and uses many of the suggestions made by the other staff			
Academic and support services (n = 62)	51.6	12.9	35.5
Colleges (n = 23)	65.2	26.1	8.7
Administration (n = 70)	52.9	22.9	24.3
Information services (n = 61)	31.1	18.0	50.8
Facilities management services (n =26)	19.2	23.1	57.7
4. My school/organisational unit does not have enough committees, task forces, etc. that allow staff to participate in decisions which affect them			
Academic and support services (n = 62)	17.7	21.0	61.3
Colleges (n = 23)	26.1	17.4	56.5
Administration (n = 70)	22.9	21.4	55.7
Information services (n = 61)	36.1	16.4	47.5
Facilities management services (n =26)	34.6	30.8	34.6
5. The school/organisational unit meetings I attend are productive			
Academic and support services (n = 62)	58.1	16.1	25.8
Colleges (n = 22)	59.1	22.7	18.2
Administration (n = 69)	40.6	20.3	39.1
Information services (n = 60)	33.3	20.0	46.7
Facilities management services (n =25)	32.0	16.0	52.0
6. I have sufficient involvement in the development of policies and procedures related to my area of responsibility			
Academic and support services (n = 62)	64.5	12.9	22.6
Colleges (n = 24)	66.7	12.5	20.8
Administration (n = 70)	58.6	14.3	27.1
Information services (n = 61)	39.3	11.5	49.2
Facilities management services (n =26)	38.5	7.7	53.8

7. Staff representatives keep my school/organisational unit well informed			
Academic and support services (n = 62)	43.5	30.6	25.8
Colleges (n = 22)	63.6	22.7	13.6
Administration (n = 68)	26.5	30.9	42.6
Information services (n = 58)	20.7	32.8	46.6
Facilities management services (n =24)	29.2	25.0	45.8
8. Union representatives keep my school/organisational unit well informed			
Academic and support services (n = 60)	23.3	38.3	38.3
Colleges (n = 22)	36.4	22.7	40.9
Administration (n = 69)	21.7	27.5	50.7
Information services (n = 59)	42.4	30.5	27.1
Facilities management services (n =26)	34.6	11.5	53.8

The responses in table 8.2 support the observation made above about college staff being more satisfied with local level consultation and Information services and Facilities management being least satisfied. It is also interesting to note that staff in the information services areas, more than those in other areas, agree that union representatives keep their organisational unit well informed.

8.C Perspectives on hindrances to consultation according to central administrative location

Table 8.3 Perspectives on hindrances to consultation according to central administrative location

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I do not know enough about the issues to participate meaningfully in the consultative process			
Academic and support services (n = 63)	38.1	19.0	42.9
Colleges (n = 24)	37.5	33.3	29.2
Administration (n = 70)	37.1	15.7	47.1
Information services (n = 61)	29.5	19.7	50.8
Facilities management services (n =26)	34.6	11.5	53.8
2. In influencing key policy decisions, the unions are more effective than the collegium (whether it be Academic Board, Faculty Boards or School Boards)			
Academic and support services (n = 62)	21.0	61.3	17.7
Colleges (n = 24)	16.7	54.2	29.2
Administration (n = 70)	24.3	41.4	34.3
Information services (n = 60)	23.3	51.7	25.0
Facilities management services (n =25)	20.0	36.0	44.0
3. The unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment			
Academic and support services (n = 62)	32.3	43.5	24.2
Colleges (n = 24)	33.3	33.3	33.3
Administration (n = 69)	29.0	29.0	42.0
Information services (n = 61)	59.0	21.3	19.7
Facilities management services (n =25)	32.0	28.0	40.0

4. The unions perform an excellent job in representing the interests of all staff with respect to future directions of the University			
Academic and support services (n = 62)	19.4	48.4	32.3
Colleges (n = 24)	12.5	41.7	45.8
Administration (n = 70)	22.9	28.6	48.6
Information services (n = 61)	32.8	42.6	24.6
Facilities management services (n =26)	30.8	26.9	42.3
5. Too often the interests of a particular group are favoured over those of the University as a whole			
Academic and support services (n = 61)	63.9	32.8	3.3
Colleges (n = 23)	69.6	30.4	0.0
Administration (n = 69)	60.9	29.0	10.1
Information services (n = 61)	62.3	26.2	11.5
Facilities management services (n =26)	65.4	26.9	7.7
6. There is a need for more staff to focus on University interests rather than personal interests			
Academic and support services (n = 62)	77.4	17.7	4.8
Colleges (n = 23)	95.7	4.3	0.0
Administration (n = 70)	85.7	11.4	2.9
Information services (n = 60)	78.3	13.3	8.3
Facilities management services (n =26)	69.2	15.4	15.4
7. Staff whom the decision makers consult have access to necessary information			
Academic and support services (n = 62)	21.0	56.5	22.6
Colleges (n = 24)	25.0	50.0	25.0
Administration (n = 69)	30.4	49.3	20.3
Information services (n = 60)	13.3	48.3	38.3
Facilities management services (n =26)	30.8	42.3	26.9
8. Decision making is too centralised			
Academic and support services (n = 62)	58.1	32.3	9.7
Colleges (n = 24)	66.7	20.8	12.5
Administration (n = 69)	46.4	29.0	24.6
Information services (n = 60)	58.3	26.7	15.0
Facilities management services (n =26)	69.2	23.1	7.7
9. UNE staff development programs meet my needs with respect to giving me the confidence to participate in consultative processes			
Academic and support services (n = 63)	25.4	25.4	49.2
Colleges (n = 23)	21.7	56.5	21.7
Administration (n = 69)	30.4	33.3	36.2
Information services (n = 59)	18.6	35.6	45.8
Facilities management services (n =26)	23.1	23.1	53.8

Again, staff in the Information services area seem more convinced than other staff that the unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment. However, agreement about the excellence of the unions role wanes for all staff with respect to the future directions of the University.

It is interesting to note that in all groups except administration, 50% or more of staff indicate that decision making is too centralised.

8.D Perspectives on attributes for future consultative structures and procedures according to administrative location

Table 8.4 Perspectives on attributes for future consultative structures and procedures according to central administration location

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I want consultation on issues of direct concern to my employment			
Academic and support services (n = 63)	95.2	4.8	0.0
Colleges (n = 24)	91.7	8.3	0.0
Administration (n = 69)	97.1	2.9	0.0
Information services (n = 61)	95.1	4.9	0.0
Facilities management services (n =26)	92.0	3.8	3.8
2. All staff members should have a substantial voice in key institutional decisions			
Academic and support services (n = 63)	73.0	15.9	11.1
Colleges (n = 23)	87.0	0.0	13.0
Administration (n = 68)	69.1	16.2	14.7
Information services (n = 61)	72.1	16.4	11.5
Facilities management services (n =26)	80.8	11.5	7.7
3. I would prefer union officials to represent my interests			
Academic and support services (n = 62)	19.4	40.3	40.3
Colleges (n = 24)	45.8	25.0	29.2
Administration (n = 69)	21.7	24.6	53.6
Information services (n = 61)	36.1	27.9	36.1
Facilities management services (n =26)	34.6	23.1	42.3
4. On issues such as salary, management should consult all staff affected collectively			
Academic and support services (n = 63)	60.3	14.3	25.4
Colleges (n = 23)	69.6	13.0	17.4
Administration (n = 69)	56.5	21.7	21.7
Information services (n = 61)	73.8	9.8	16.4
Facilities management services (n =26)	80.8	3.8	15.4
5. On issues such as salary, management should consult staff affected individually			
Academic and support services (n = 62)			
Colleges (n = 24)	54.8	17.7	27.4
Administration (n = 68)	54.2	12.5	33.3
Information services (n = 59)	55.9	17.6	26.5
Facilities management services (n =25)	30.5	27.1	42.4
	52.0	28.0	20.0
6. On issues such as salary, management should consult solely with union officials			
Academic and support services (n = 62)	11.3	16.1	72.6
Colleges (n = 24)	25.0	20.8	54.2
Administration (n = 69)	8.7	11.6	79.7
Information services (n = 60)	15.0	15.0	70.0
Facilities management services (n =25)	16.0	16.0	68.0
7. On issues such as salary, management should not consult			

Academic and support services (n = 61)	6.6	13.1	80.3
Colleges (n = 24)	4.2	12.5	83.3
Administration (n = 69)	4.3	15.9	79.7
Information services (n = 60)	6.7	13.3	80.0
Facilities management services (n =26)	3.8	3.8	92.3
8. Management should consult unions before staff			
Academic and support services (n = 61)	26.2	14.8	59.0
Colleges (n = 24)	25.0	20.8	54.2
Administration (n = 69)	15.9	15.9	68.1
Information services (n = 58)	27.6	24.1	48.3
Facilities management services (n =26)	15.4	23.1	61.5
9. 'Communication', 'consultation', and 'decision making' should be better defined and differentiated in institutional policies			
Academic and support services (n = 63)	73.0	22.2	4.8
Colleges (n = 23)	73.9	26.1	0.0
Administration (n = 70)	81.4	17.1	1.4
Information services (n = 61)	73.8	24.6	1.6
Facilities management services (n =25)	80.0	16.0	4.0
10.Consultation is more important than consensus			
Academic and support services (n = 63)	66.7	17.5	15.9
Colleges (n = 24)	54.2	33.3	12.5
Administration (n = 69)	69.6	26.1	4.3
Information services (n = 61)	52.5	27.9	19.7
Facilities management services (n =26)	84.6	15.4	0.0
11. There is a need to better distinguish between information gathering, consultation, and decision making			
Academic and support services (n = 62)	80.6	12.9	6.5
Colleges (n = 24)	91.7	4.2	4.2
Administration (n = 70)	90.0	10.0	0.0
Information services (n = 61)	82.0	16.4	1.6
Facilities management services (n =26)	84.6	11.5	3.8
12. There is need to limit the consultation period so that decisions are made within a reasonable time frame			
Academic and support services (n = 63)	87.3	9.5	3.2
Colleges (n = 24)	87.5	4.2	8.3
Administration (n = 70)	88.6	8.6	2.9
Information services (n = 60)	81.7	8.3	10.0
Facilities management services (n =25)	76.0	8.0	16.0
13. Before managers make hard decisions in their areas of authority, they need to develop support for such decisions among all those affected			
Academic and support services (n = 63)	85.7	4.8	9.5
Colleges (n = 24)	83.3	12.5	4.2
Administration (n = 70)	81.4	8.6	10.0
Information services (n = 61)	88.5	6.6	4.9
Facilities management services (n =26)	80.8	11.5	7.7

Out of 243 responses to item 1 in table 8.4, only one staff member indicated that they did not want consultation on issues of direct concern to their employment. There is also strong and rather even agreement across the categories that all staff members should have a substantial voice in key institutional decisions.

College staff (46%) more so than those in other categories seem to prefer union officials to represent their interests, but this result is based on only 24 responses from college staff. There is general agreement across all categories that on issues such as salary, management should consult all staff collectively. Slightly over 50% of staff in all groups except for Information Services also agree that on salary issues management should consult staff individually. But there appears to be little support in any of the groups for the propositions that on salary type issues management should consult solely with union officials or the management should consult unions before staff.

9. Analysis of results according to Faculty location

As indicated above, 325 or 54% of the respondents were located in a faculty. Of the total number of faculty-based respondents, 199 (61%) held an academic position, which is about the same as for the total staff population (compare table 9.1 below with table 1.4). Also, the way in which general and academic staff returns are distributed across the four faculties compares favourably with that of the total faculty-based staff population.

Table 9.1 Distribution of general and academic staff returns according to faculty

	General Staff		Academic Staff		Total	
	No.	%	No.	%	No.	%
Faculty of Arts	20	16%	55	28%	75	23%
Faculty of Economics, Business and Law	16	13%	37	19%	53	16%
Faculty of Ed., Health and Prof. Studies	28	22%	42	21%	70	22%
Faculty of The Sciences	62	49%	65	33%	127	39%
Total	126	100%	199	100%	325	100%

9.A Perspectives on current University-wide consultative structures and procedures according to faculty location

Table 9.1 Perspectives on current University-wide consultative structures and procedures according to faculty location

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I am happy with the degree of my involvement in setting University mission, goals and objectives			
Faculty of Arts (n = 73)	43.8	15.1	41.1
FEBL(n = 50)	42.0	18.0	40.0
FEHPS (n = 68)	47.1	19.1	33.8
The Sciences (n = 125)	25.6	23.2	51.2
2. I would like to have more involvement in setting University mission, goals and objectives			

Faculty of Arts (n = 73)	49.3	27.4	23.3
FEBL(n = 48)	54.2	16.7	29.2
FEHPS (n = 68)	44.1	25.0	30.9
The Sciences (n =123)	63.4	19.5	17.1
3. I feel that I am adequately consulted with respect to decisions and policies affecting:			
the immediate school/area in which I work			
Faculty of Arts (n = 73)	68.5	6.8	24.7
FEBL(n = 52)	63.5	9.6	26.9
FEHPS (n = 67)	79.1	1.5	19.4
The Sciences (n =125)	52.8	7.2	40.0
the faculty/division/unit			
Faculty of Arts (n = 71)	40.8	12.7	46.5
FEBL(n = 49)	38.8	6.1	55.1
FEHPS (n = 66)	27.3	7.6	65.2
The Sciences (n =119)	26.9	13.4	59.7
the University as a whole			
Faculty of Arts (n = 71)	18.3	15.5	66.2
FEBL(n = 48)	25.0	10.4	64.6
FEHPS (n = 63)	22.2	15.9	61.9
The Sciences (n =119)	13.4	15.1	71.4
4. There is considerable goodwill within the University to engage in problem-solving for the benefit of the entire institution			
Faculty of Arts (n = 73)	23.3	31.5	45.2
FEBL(n = 51)	15.7	23.5	60.8
FEHPS (n = 68)	20.6	30.9	48.5
The Sciences (n =124)	20.2	20.2	59.7
5. There is a need for more explicit statements on who has the authority for what kinds of decisions			
Faculty of Arts (n = 73)	75.3	15.1	9.6
FEBL(n = 51)	76.5	7.8	15.7
FEHPS (n = 69)	85.5	10.1	4.3
The Sciences (n =124)	80.6	8.9	10.5
6. All staff understand who is responsible for what decisions			
Faculty of Arts (n = 74)	9.5	20.3	70.3
FEBL(n = 51)	17.6	5.9	76.5
FEHPS (n = 67)	1.5	16.4	82.1
The Sciences (n =125)	12.8	16.8	70.4
7. I have the opportunity through appropriate channels to provide input into the decision making process			
Faculty of Arts (n = 75)	26.7	29.3	44.0
FEBL(n = 52)	40.4	11.5	48.1
FEHPS (n = 68)	33.8	23.5	42.6
The Sciences (n =124)	28.2	17.7	54.0
8. I am kept well informed about the major issues facing the University			
Faculty of Arts (n = 75)	37.3	17.3	45.3
FEBL(n = 50)	30.0	14.0	56.0
FEHPS (n = 69)	23.2	17.4	59.4
The Sciences (n =125)	25.6	16.8	57.6
9. Procedures for involving staff in the formation of policy that directly affects them are adequate			
Faculty of Arts (n = 74)	9.5	25.7	64.9

FEBL(n = 51)	11.8	25.5	62.7
FEHPS (n = 68)	14.7	26.5	58.8
The Sciences (n =125)	9.6	19.2	71.2
10. There is a need to encourage more open communication within the University			
Faculty of Arts (n = 75)	82.7	16.0	1.3
FEBL(n = 51)	84.3	7.8	7.8
FEHPS (n = 69)	79.7	17.4	2.9
The Sciences (n =126)	90.5	7.1	2.4

Of staff from the four faculties, those from The Sciences appear least satisfied with their degree of involvement in setting University mission, goals and objectives, and more than other staff would like to increase their involvement in this respect. Staff in FEHPS seem to be the most satisfied with consultation within their school or immediate work environment, while Science staff are the least satisfied in this regard. Nonetheless, more than 50% of all staff located in the faculties indicated satisfaction with consultation at the local level. FEHPS and Science staff appear the least happy with consultation at the faculty level, while 60% or more of all staff located in a faculty disagree that they are adequately consulted with respect to decisions and policies affecting the University as a whole.

The statement that there is considerable goodwill within the University to engage in problem-solving for the benefit of the entire institution attracted little agreement from staff in any of the faculties, though staff in Arts and FEHPS are slightly less negative on this item than staff in the other two faculties. But there seems little doubt amongst any of the faculty members that there is a need for more explicit statements on who has the authority for what kinds of decisions. Also, 70% or more of all staff in each faculty disagree that staff understand who is responsible for what decisions.

More than those in the other faculties, Staff in FEBL appear to be split in their opinion of whether they have sufficient opportunity to provide input into the decision making process. Faculty of Arts staff seem to consider they are kept better informed compared to staff in other faculties. The results from the Science staff suggest that they even more than their colleagues in other faculties are dissatisfied with procedures involving them in policy formation. But for the most part, these differences between the faculties are minor variations on a theme rather than indications of substantial divergence of opinion amongst faculty members.

9.B Perspectives on current school/organisational unit consultative structures and procedures according to faculty location

Table 9.2 Perspectives on current school/organisational unit consultative structures and procedures according to faculty location

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. In my area there is a free flow of information between the head of school/organisational unit and the staff			
Faculty of Arts (n = 75)	70.7	6.7	22.7
FEBL(n = 53)	77.4	1.9	20.8

FEHPS (n = 67)	67.2	7.5	25.4
The Sciences (n =122)	50.8	14.8	34.4
2. The head in my school/organisational unit encourages all staff to participate in decision making			
Faculty of Arts (n = 75)	65.3	9.3	25.3
FEBL(n = 53)	81.1	1.9	17.0
FEHPS (n = 67)	73.1	10.4	16.4
The Sciences (n =123)	44.7	21.1	34.1
3. The head in my school/organisational unit accepts and uses many of the suggestions made by the other staff			
Faculty of Arts (n = 75)	68.0	17.3	14.7
FEBL(n = 52)	78.8	5.8	15.4
FEHPS (n = 68)	58.8	26.5	14.7
The Sciences (n =123)	38.2	42.3	19.5
4. My school/organisational unit does not have enough committees, task forces, etc. that allow staff to participate in decisions which affect them			
Faculty of Arts (n = 74)	4.1	17.6	78.4
FEBL(n = 53)	11.3	13.2	75.5
FEHPS (n = 67)	10.4	16.4	73.1
The Sciences (n =124)	21.0	27.4	51.6
5. The school/organisational unit meetings I attend are productive			
Faculty of Arts (n = 75)	62.7	13.3	24.0
FEBL(n = 52)	61.5	15.4	23.1
FEHPS (n = 68)	57.4	19.1	23.5
The Sciences (n =121)	38.0	29.8	32.2
6. I have sufficient involvement in the development of policies and procedures related to my area of responsibility			
Faculty of Arts (n = 75)	64.0	8.0	28.0
FEBL(n = 51)	64.7	11.8	23.5
FEHPS (n = 67)	73.1	9.0	17.9
The Sciences (n =124)	46.0	19.4	34.7
7. Staff representatives keep my school/organisational unit well informed			
Faculty of Arts (n = 75)	58.7	25.3	16.0
FEBL(n = 52)	51.9	17.3	30.8
FEHPS (n = 68)	57.4	23.5	19.1
The Sciences (n =125)	41.6	28.8	29.6
8. Union representatives keep my school/organisational unit well informed			
Faculty of Arts (n = 74)	47.3	33.8	18.9
FEBL(n = 49)	26.5	30.6	42.9
FEHPS (n = 67)	13.4	43.3	43.3
The Sciences (n =123)	24.4	37.4	38.2

As mentioned above, staff located in The Sciences are less approving of consultation in their school/immediate work area than staff in other faculties. They also seem less approving of their heads with respect to encouraging staff participation in decision making. Compared to staff in The Sciences, nearly twice the proportion of staff in FEBL agree that their heads accept and use suggestions made by others. Somewhat

surprisingly, 21% of staff in The Sciences indicate a desire for more committees, compared to only 4% of staff from Arts on this item, while Science staff appear less convinced than their colleagues elsewhere that the meetings they do attend are productive.

Staff in the Faculty of Arts more so than other staff agree that union representatives keep their area well informed. This is probably, in part, a reflection of the fact that Arts has a high proportion of union membership compared to the other faculties.

9.C Perspectives on hindrances to consultation according to faculty location

Table 9.3 Perspectives on hindrances to consultation according to faculty location

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I do not know enough about the issues to participate meaningfully in the consultative process			
Faculty of Arts (n = 75)	25.3	17.3	57.3
FEBL(n = 51)	27.5	13.7	58.8
FEHPS (n = 69)	37.7	21.7	40.6
The Sciences (n =125)	47.2	15.2	37.6
2. In influencing key policy decisions, the unions are more effective than the collegium (whether it be Academic Board, Faculty Boards or School Boards)			
Faculty of Arts (n = 75)	28.0	44.0	28.0
FEBL(n = 48)	18.8	39.6	41.7
FEHPS (n = 69)	17.4	55.1	27.5
The Sciences (n =124)	26.6	42.7	30.6
3. The unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment			
Faculty of Arts (n = 74)	60.8	20.3	18.9
FEBL(n = 51)	39.2	39.2	21.6
FEHPS (n = 69)	37.7	33.3	29.0
The Sciences (n =125)	35.2	36.0	28.8
4. The unions perform an excellent job in representing the interests of all staff with respect to future directions of the University			
Faculty of Arts (n = 73)	34.2	37.0	28.8
FEBL(n = 51)	21.6	45.1	33.3
FEHPS (n = 69)	14.5	53.6	31.9
The Sciences (n =125)	13.6	43.2	43.2
5. Too often the interests of a particular group are favoured over those of the University as a whole			
Faculty of Arts (n = 73)	52.1	35.6	12.3
FEBL(n = 50)	68.0	24.0	8.0
FEHPS (n = 69)	43.5	43.5	13.0
The Sciences (n =125)	59.2	31.2	9.6
6. There is a need for more staff to focus on University interests rather than personal interests			
Faculty of Arts (n = 73)	50.7	27.4	21.9
FEBL(n = 49)	61.2	20.4	18.4

FEHPS (n = 67)	59.7	19.4	20.9
The Sciences (n =122)	64.8	28.7	6.6
7. Staff whom the decision makers consult have access to necessary information			
Faculty of Arts (n = 74)	14.9	56.8	28.4
FEBL(n = 49)	26.5	42.9	30.6
FEHPS (n = 69)	11.6	60.9	27.5
The Sciences (n =125)	14.4	60.0	25.6
8. Decision making is too centralised			
Faculty of Arts (n = 72)	70.8	22.2	6.9
FEBL(n = 52)	57.7	25.0	17.3
FEHPS (n = 68)	55.9	35.3	8.8
The Sciences (n =123)	74.0	17.9	8.1
9. UNE staff development programs meet my needs with respect to giving me the confidence to participate in consultative processes			
Faculty of Arts (n = 72)	13.9	37.5	48.6
FEBL(n = 46)	23.9	30.4	45.7
FEHPS (n = 66)	18.2	43.9	37.9
The Sciences (n =124)	14.5	27.4	58.1

Staff in the Faculty of Arts and FEBL indicate that lack of knowledge of the issues is less of a problem compared to their colleagues in the other two faculties. There is a substantial difference in opinion between members of the Faculty of Arts and the other faculties with respect to whether the unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment. However, the proportion of staff in each faculty indicating agreement reduces by about half when the question is directed at whether the unions perform an excellent job in representing the interests of all staff with respect to future directions of the University.

There is overwhelming agreement from all faculty members that decision making is too centralised, and substantial agreement that there is a need for more staff to focus on University interests rather than personal interests. The majority of all staff located in a faculty, except for FEHPS, agree that too often the interests of a particular group are favoured over those of the University as a whole.

9.D Perspectives on attributes for future consultative structures and procedures according to faculty location

Table 9.4 Perspectives on attributes for future consultative structures and procedures according to central administration location

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I want consultation on issues of direct concern to my employment			
Faculty of Arts (n = 74)	94.6	2.7	2.7
FEBL(n = 49)	98.0		2.0
FEHPS (n = 69)	94.2	5.8	
The Sciences (n =125)	97.6	1.6	0.8
2. All staff members should have a substantial voice in key institutional decisions			
Faculty of Arts (n = 73)	79.5	8.2	12.3
FEBL(n = 51)	80.4	7.8	11.8
FEHPS (n = 67)	79.1	9.0	11.9
The Sciences (n =126)	81.0	11.1	7.9
3. I would prefer union officials to represent my interests			
Faculty of Arts (n = 73)	32.9	39.7	27.4
FEBL(n = 52)	32.7	21.2	46.2
FEHPS (n = 67)	31.3	32.8	35.8
The Sciences (n =122)	26.2	26.2	47.5
4. On issues such as salary, management should consult all staff affected collectively			
Faculty of Arts (n = 74)	73.0	5.4	21.6
FEBL(n = 52)	69.2	11.5	19.2
FEHPS (n = 68)	67.2	17.6	14.7
The Sciences (n =125)	72.0	16.8	11.2
5. On issues such as salary, management should consult staff affected individually			
Faculty of Arts (n = 74)	39.2	10.8	50.0
FEBL(n = 51)	39.2	9.8	51.0
FEHPS (n = 69)	43.5	17.4	39.1
The Sciences (n =125)	41.6	23.2	35.2
6. On issues such as salary, management should consult solely with union officials			
Faculty of Arts (n = 73)	31.5	15.1	53.4
FEBL(n = 51)	21.6	13.7	64.7
FEHPS (n = 68)	13.2	16.2	70.6
The Sciences (n =123)	15.4	14.6	69.9
7. On issues such as salary, management should not consult			
Faculty of Arts (n = 73)	2.7	4.1	93.2
FEBL(n = 51)	2.0	3.9	94.1
FEHPS (n = 69)	2.9	13.0	84.1
The Sciences (n =122)	3.3	6.6	90.2
8. Management should consult unions before staff			
Faculty of Arts (n = 70)	34.3	27.1	38.6
FEBL(n = 50)	24.0	24.0	52.0
FEHPS (n = 69)	31.9	23.2	44.9

The Sciences (n =122)	15.6	24.6	59.8
9. 'Communication', 'consultation', and 'decision making' should be better defined and differentiated in institutional policies			
Faculty of Arts (n = 73)	82.2	15.1	2.7
FEBL(n = 51)	82.4	13.7	3.9
FEHPS (n = 68)	77.9	20.6	1.5
The Sciences (n =125)	76.0	22.4	1.6
10.Consultation is more important than consensus			
Faculty of Arts (n = 72)	54.2	25.0	20.8
FEBL(n = 52)	61.5	19.2	19.2
FEHPS (n = 68)	58.8	20.6	20.6
The Sciences (n =122)	60.7	29.5	9.8
11.There is a need to better distinguish between information gathering, consultation, and decision making			
Faculty of Arts (n = 74)	70.3	27.0	2.7
FEBL(n = 50)	80.0	18.0	2.0
FEHPS (n = 68)	77.9	20.6	1.5
The Sciences (n =123)	78.0	17.9	4.1
12.There is need to limit the consultation period so that decisions are made within a reasonable time frame			
Faculty of Arts (n = 73)	68.5	21.9	9.6
FEBL(n = 51)	68.6	17.6	13.7
FEHPS (n = 69)	87.0	8.7	4.3
The Sciences (n =122)	81.1	10.7	8.2
13.Before managers make hard decisions in their areas of authority, they need to develop support for such decisions among all those affected			
Faculty of Arts (n = 72)	87.5	8.3	4.2
FEBL(n = 48)	85.4	6.3	8.3
FEHPS (n = 68)	86.8	8.8	4.4
The Sciences (n =123)	86.2	4.9	8.9

Clearly, all faculty-based staff desire consultation on issues of direct concern to their employment and agree overwhelmingly that before managers make hard decisions they need to develop support for them amongst those affected. Also, there is an uniformity of opinion that all staff members should have a substantial voice in key institutional decisions; that communication, consultation, and decision making should be better defined; and that there is a need to better distinguish between information gathering, consultation, and decision making.

Only between one quarter and one third of faculty-based staff agree that they would prefer union officials to represent their interests, with staff in the Faculty of Arts more undecided on this issue than other staff. Two thirds or more of faculty-based staff agree that on issues such as salary, management should consult staff affected collectively, while only around 40% agree that management should also consult staff individually on this issues. About half of the staff in both Arts and FEBL disagree that management should consult staff individually on issues such as salary.

Between 50% and 70% of staff depending on the faculty location disagree that management should consult solely with union officials on issues such as salary, and there seems to be no majority support in any of the faculties for the proposition that management should consult unions before staff. However, the idea that management should not consult is overwhelmingly rejected.

10. Analysis of results according to length of service

10.A Perspectives on current University-wide consultative structures and procedures according to length of service

In the following analysis, the returns have been differentiated between those staff who have been employed by the university for more than 10 years and those who have been employed 10 years or less. About 40% of returns fall into the former group and 60% into the later. Staff were differentiated on this basis under the assumption that opinions may differ between staff who experienced the trauma of dramatic restructuring (amalgamation, disamalgamation, etc.) in the late 1980s and early 1990s and staff appointed more recently.

Table 10.1 Perspectives on current University-wide consultative structures and procedures according to length of service

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I am happy with the degree of my involvement in setting University mission, goals and objectives			
Employed 10 yrs or less (n = 352)	37.8	26.1	36.1
Employed more than 10 yrs (n = 239)	39.3	11.3	49.4
2. I would like to have more involvement in setting University mission, goals and objectives			
Employed 10 yrs or less (n =346)	50.9	28.6	20.5
Employed more than 10 yrs (n =236)	57.6	16.1	26.3
3. I feel that I am adequately consulted with respect to decisions and policies affecting:			
the immediate school/area in which I work			
Employed 10 yrs or less (n =345)	56.5	8.4	35.1
Employed more than 10 yrs (n =237)	59.9	4.2	35.9
the faculty/division/unit			
Employed 10 yrs or less (n =316)	36.7	13.6	49.7
Employed more than 10 yrs (n =224)	28.1	13.8	58.0
the University as a whole			
Employed 10 yrs or less (n =320)	21.9	20.0	58.1
Employed more than 10 yrs (n =227)	17.2	10.6	72.2
4. There is considerable goodwill within the University to engage in problem-solving for the			

benefit of the entire institution			
Employed 10 yrs or less (n =349)	21.5	26.6	51.9
Employed more than 10 yrs (n =245)	15.9	25.3	58.8
5. There is a need for more explicit statements on who has the authority for what kinds of decisions			
Employed 10 yrs or less (n =352)	77.0	14.8	8.2
Employed more than 10 yrs (n =241)	80.9	8.3	10.8
6. All staff understand who is responsible for what decisions			
Employed 10 yrs or less (n =348)	13.8	17.0	69.3
Employed more than 10 yrs (n =242)	7.0	14.0	78.9
7. I have the opportunity through appropriate channels to provide input into the decision making process			
Employed 10 yrs or less (n =352)	34.9	21.6	43.5
Employed more than 10 yrs (n =245)	31.8	15.9	52.2
8. I am kept well informed about the major issues facing the University			
Employed 10 yrs or less (n = 352)	36.1	17.9	46.0
Employed more than 10 yrs (n = 246)	22.8	14.2	63.0
9. Procedures for involving staff in the formation of policy that directly affects them are adequate			
Employed 10 yrs or less (n = 350)	14.6	30.3	55.1
Employed more than 10 yrs (n =2 44)	14.3	17.6	68.0
10. There is a need to encourage more open communication within the University			
Employed 10 yrs or less (n = 354)	84.5	11.0	4.5
Employed more than 10 yrs (n = 246)	90.2	6.9	2.8

There does not appear to be any substantial difference in the ‘direction’ of response according to length of service. Where there are differences, this is due to staff employed at UNE for more than 10 years seemingly being more assured of their opinion (ie a higher proportion of staff employed 10 years or less indicated that they were unsure about some items than longer serving staff) and/or even more negative in their judgements than staff with less experience of the University.

Both groups appear satisfied with consultation at the local level and dissatisfied with University wide consultation. Only about one-third of each group agree that they have the opportunity to provide input into the decision making process. About 14% more staff with 10 years or less of employment at UNE in comparison to longer serving colleagues agree that they are kept well informed about the major issues. But 46% of the former group and 63% of the latter group disagree that they are kept well informed. There is little agreement amongst either group that there is considerable goodwill within the University to engage in problem-solving for the benefit of the entire University.

10.B Perspectives on current school/organisational unit consultative structures and procedures according to length of service

Table 10.2 Perspectives on current school/organisational unit consultative structures and procedures according to length of service

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. In my area there is a free flow of information between the head of school/organisational unit and the staff			
Employed 10 yrs or less (n = 348)	61.2	8.9	29.9
Employed more than 10 yrs (n = 245)	56.3	9.0	34.7
2. The head in my school/organisational unit encourages all staff to participate in decision making			
Employed 10 yrs or less (n =350)	57.7	13.7	28.6
Employed more than 10 yrs (n =246)	53.3	11.4	35.4
3. The head in my school/organisational unit accepts and uses many of the suggestions made by the other staff			
Employed 10 yrs or less (n =351)	54.1	23.4	22.5
Employed more than 10 yrs (n =244)	49.6	23.8	26.6
4. My school/organisational unit does not have enough committees, task forces, etc. that allow staff to participate in decisions which affect them			
Employed 10 yrs or less (n =349)	18.6	25.5	55.9
Employed more than 10 yrs (n =246)	19.9	14.6	65.4
5. The school/organisational unit meetings I attend are productive			
Employed 10 yrs or less (n =348)	51.1	20.7	28.2
Employed more than 10 yrs (n =240)	45.8	19.6	34.6
6. I have sufficient involvement in the development of policies and procedures related to my area of responsibility			
Employed 10 yrs or less (n =351)	54.7	15.7	29.6
Employed more than 10 yrs (n =244)	59.8	10.2	29.9
7. Staff representatives keep my school/organisational unit well informed			
Employed 10 yrs or less (n =348)	44.8	29.0	26.1
Employed more than 10 yrs (n =241)	42.3	23.7	34.0
8. Union representatives keep my school/organisational unit well informed			
Employed 10 yrs or less (n =344)	27.9	35.8	36.3
Employed more than 10 yrs (n = 239)	28.9	30.1	41.0

Of the items in Table 10.2, differences in response according to length of service approach significance in only one instance. With respect to item 4, the more experienced staff relative to their less experienced (in terms of length of service) colleagues seem more sure that there is already a sufficient number of committees. But overall, the differences in opinion between the two groups are trivial.

10.C Perspectives on hindrances to consultation

Table 10.3 Perspectives on hindrances to consultation according to length of service

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I do not know enough about the issues to participate meaningfully in the consultative process			
Employed 10 yrs or less (n = 355)	41.4	19.7	38.9
Employed more than 10 yrs (n = 245)	30.6	15.1	54.3
2. In influencing key policy decisions, the unions are more effective than the collegium (whether it be Academic Board, Faculty Boards or School Boards)			
Employed 10 yrs or less (n = 351)	20.5	53.0	26.5
Employed more than 10 yrs (n = 242)	27.3	38.0	34.7
3. The unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment			
Employed 10 yrs or less (n = 351)	37.0	38.7	24.2
Employed more than 10 yrs (n = 245)	44.5	24.5	31.0
4. The unions perform an excellent job in representing the interests of all staff with respect to future directions of the University			
Employed 10 yrs or less (n = 353)	21.2	48.4	30.3
Employed more than 10 yrs (n = 244)	22.5	34.4	43.0
5. Too often the interests of a particular group are favoured over those of the University as a whole			
Employed 10 yrs or less (n = 352)	56.5	36.1	7.4
Employed more than 10 yrs (n = 241)	61.8	27.0	11.2
6. There is a need for more staff to focus on University interests rather than personal interests			
Employed 10 yrs or less (n = 350)	68.6	21.7	9.7
Employed more than 10 yrs (n = 238)	71.0	16.4	12.6
7. Staff whom the decision makers consult have access to necessary information			
Employed 10 yrs or less (n = 350)	21.4	56.9	21.7
Employed more than 10 yrs (n = 243)	15.6	50.2	34.2
8. Decision making is too centralised			
Employed 10 yrs or less (n = 347)	57.1	31.3	11.8
Employed more than 10 yrs (n = 243)	70.8	17.7	11.5
9. UNE staff development programs meet my needs with respect to giving me the confidence to participate in consultative processes			
Employed 10 yrs or less (n = 343)	20.7	37.6	41.7
Employed more than 10 yrs (n = 241)	20.3	28.2	51.5

Longer serving staff appear more confident that they know enough about the issues to participate meaningfully in the consultative process than other staff (table 10.3). They also appear somewhat more certain than other staff that the unions perform an excellent job in representing the interests of all staff with respect to terms and

conditions of employment. However, while 43% of longer serving staff members disagree that the unions perform an excellent job with respect to future directions of the University, close to half of their 'less experienced' colleagues are not sure. While the majority of both groups agree that decision making is too centralised, close to 71% of the longer term staff members are affirmative on this issue.

10.D Perspectives on attributes for future consultative structures and procedures according to length of service.

Table 10.4 Perspectives on attributes for future consultative structures and procedures according to length of service

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I want consultation on issues of direct concern to my employment			
Employed 10 yrs or less (n = 353)	94.1	4.5	1.4
Employed more than 10 yrs (n = 242)	97.1	2.1	0.8
2. All staff members should have a substantial voice in key institutional decisions			
Employed 10 yrs or less (n =349)	77.7	12.6	9.7
Employed more than 10 yrs (n =244)	77.0	10.7	12.3
3. I would prefer union officials to represent my interests			
Employed 10 yrs or less (n =346)	28.6	33.2	38.2
Employed more than 10 yrs (n =246)	29.7	26.0	44.3
4. On issues such as salary, management should consult all staff affected collectively			
Employed 10 yrs or less (n =350)	67.4	17.1	15.4
Employed more than 10 yrs (n =246)	69.5	9.3	21.1
5. On issues such as salary, management should consult staff affected individually			
Employed 10 yrs or less (n =351)	47.9	19.1	33.0
Employed more than 10 yrs (n =242)	42.6	17.4	40.1
6. On issues such as salary, management should consult solely with union officials			
Employed 10 yrs or less (n =347)	15.6	18.7	65.7
Employed more than 10 yrs (n =244)	18.4	11.1	70.5
7. On issues such as salary, management should not consult			
Employed 10 yrs or less (n =347)	6.3	11.2	82.4
Employed more than 10 yrs (n =243)	2.1	7.4	90.5
8. Management should consult unions before staff			
Employed 10 yrs or less (n =344)	24.7	24.7	50.6
Employed more than 10 yrs (n =241)	22.0	19.5	58.5
9. 'Communication', 'consultation', and 'decision making' should be better defined and differentiated in institutional policies			
Employed 10 yrs or less (n =351)	74.9	22.2	2.8
Employed more than 10 yrs (n =244)	80.3	18.0	1.6

10.Consultation is more important than consensus			
Employed 10 yrs or less (n =350)	56.9	28.6	14.6
Employed more than 10 yrs (n =243)	68.7	18.1	13.2
11.There is a need to better distinguish between information gathering, consultation, and decision making			
Employed 10 yrs or less (n =351)	78.3	18.8	2.8
Employed more than 10 yrs (n =243)	82.7	14.0	3.3
12.There is need to limit the consultation period so that decisions are made within a reasonable time frame			
Employed 10 yrs or less (n =350)	80.6	12.0	7.4
Employed more than 10 yrs (n =243)	81.1	10.7	8.2
13.Before managers make hard decisions in their areas of authority, they need to develop support for such decisions among all those affected			
Employed 10 yrs or less (n =350)	84.6	8.3	7.1
Employed more than 10 yrs (n =241)	87.1	6.2	6.6

Probably the most remarkable feature of table 10.4 is the high level of agreement between longer serving staff (more than 10 years of service) and other staff on most items. Wherever there is any substantial difference, it appears primarily due to the fact that ‘less experienced’ staff express more uncertainty about particular items in comparison to their ‘more experienced’ colleagues.

11. Analysis of results according to age

While there is a strong correlation between age and length of service, it nonetheless was considered worthwhile to analyse the results according to staff members’ age. For this purpose, staff responses were divided into two groups, those 44 years old or less and those 45 years old or more.

11.A Perspectives on current University-wide consultative structures and procedures according to staff members' age

Table 11.1 Perspectives on current University-wide consultative structures and procedures according to staff members' age

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I am happy with the degree of my involvement in setting University mission, goals and objectives			
44 years of age (n = 322)	36.6	26.1	37.3
45 years of age (n = 267)	40.8	13.1	46.1
2. I would like to have more involvement in setting University mission, goals and objectives			
44 years of age (n =314)	53.5	24.2	22.3
45 years of age (n =266)	53.8	22.6	23.7
3. I feel that I am adequately consulted with respect to decisions and policies affecting:			
the immediate school/area in which I work			
44 years of age (n =316)	55.1	7.9	37.0
45 years of age (n =264)	61.0	5.3	33.7
the faculty/division/unit			
44 years of age (n =296)	32.8	15.2	52.0
45 years of age (n =242)	33.9	11.6	54.5
the University as a whole			
44 years of age (n =297)	18.2	19.9	62.0
45 years of age (n =248)	22.2	11.7	66.1
4. There is considerable goodwill within the University to engage in problem-solving for the benefit of the entire institution			
44 years of age (n =321)	16.5	23.7	59.8
45 years of age (n =271)	22.5	28.8	48.7
5. There is a need for more explicit statements on who has the authority for what kinds of decisions			
44 years of age (n =320)	79.1	13.1	7.8
45 years of age (n =271)	77.9	11.1	11.1
6. All staff understand who is responsible for what decisions			
44 years of age (n =320)	12.2	15.6	72.2
45 years of age (n =268)	9.7	15.7	74.6
7. I have the opportunity through appropriate channels to provide input into the decision making process			
44 years of age (n =321)	34.6	19.6	45.8
45 years of age (n =274)	32.8	19.0	48.8
8. I am kept well informed about the major issues facing the University			
44 years of age (n =322)	32.3	15.5	52.2
45 years of age (n =274)	28.8	17.2	54.0
9. Procedures for involving staff in the formation of policy that directly affects them are adequate			

44 years of age (n =320)	11.9	28.1	60.0
45 years of age (n =272)	17.3	21.7	61.0
10. There is a need to encourage more open communication within the University			
44 years of age (n =322)	87.0	9.9	3.1
45 years of age (n =276)	86.6	8.7	4.7

Compared to their older colleagues, a substantially higher proportion of younger staff appear uncertain about their satisfaction with their degree of involvement in setting University mission, goals and objectives (table 11.1). But overall, there is no difference of opinion indicated in table 11.1 between older and younger staff of any substance.

11.B Perspectives on current school/organisational unit consultative structures and procedures according to staff members' age

Table 11.2 Perspectives on current school/organisational unit consultative structures and procedures according to staff members' age

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. In my area there is a free flow of information between the head of school/organisational unit and the staff			
44 years of age (n =319)	57.1	10.7	32.3
45 years of age (n =272)	61.8	7.0	31.3
2. The head in my school/organisational unit encourages all staff to participate in decision making			
44 years of age (n =321)	55.5	14.0	30.5
45 years of age (n =273)	56.4	11.4	32.2
3. The head in my school/organisational unit accepts and uses many of the suggestions made by the other staff			
44 years of age (n =320)	50.0	25.0	25.0
45 years of age (n =273)	54.9	22.0	23.1
4. My school/organisational unit does not have enough committees, task forces, etc. that allow staff to participate in decisions which affect them			
44 years of age (n =320)	20.0	26.3	53.8
45 years of age (n =273)	18.3	14.7	67.0
5. The school/organisational unit meetings I attend are productive			
44 years of age (n =317)	47.6	20.5	31.9
45 years of age (n =269)	50.9	19.7	29.4
6. I have sufficient involvement in the development of policies and procedures related to my area of responsibility			
44 years of age (n =320)	55.3	16.3	28.4

45 years of age (n =273)	58.2	10.3	31.5
7. Staff representatives keep my school/organisational unit well informed			
44 years of age (n =317)	40.7	30.6	28.7
45 years of age (n =270)	47.8	22.2	30.0
8. Union representatives keep my school/organisational unit well informed			
44 years of age (n =315)	25.4	32.7	41.9
45 years of age (n =266)	31.6	34.2	34.2

The results in table 11.2 are similar to those in 10.2 in that the only differences in response of any substance is with respect to item 4, where younger members of staff seem less certain than their older colleagues that their school/unit has sufficient committees, etc. Overall, the differences in opinion between the two groups are trivial.

11.C Perspectives on hindrances to consultation according to staff members' age

Table 11.3 Perspectives on hindrances to consultation according to staff members' age

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I do not know enough about the issues to participate meaningfully in the consultative process			
44 years of age (n =324)	40.7	20.4	38.9
45 years of age (n =274)	32.5	14.6	52.9
2. In influencing key policy decisions, the unions are more effective than the collegium (whether it be Academic Board, Faculty Boards or School Boards)			
44 years of age (n =321)	22.1	51.7	26.2
45 years of age (n =270)	24.8	41.1	34.1
3. The unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment			
44 years of age (n =322)	37.6	35.1	27.3
45 years of age (n =272)	43.4	30.1	26.5
4. The unions perform an excellent job in representing the interests of all staff with respect to future directions of the University			
44 years of age (n =323)	22.9	44.3	32.8
45 years of age (n =272)	20.6	40.8	38.6
5. Too often the interests of a particular group are favoured over those of the University as a whole			
44 years of age (n =324)	58.3	33.3	8.3
45 years of age (n =267)	59.2	31.3	9.7
6. There is a need for more staff to focus on University interests rather than personal interests			
44 years of age (n =321)	68.2	22.1	9.7

45 years of age (n =265)	70.9	16.6	12.5
7. Staff whom the decision makers consult have access to necessary information			
44 years of age (n =321)	19.3	53.0	27.7
45 years of age (n =270)	18.9	55.2	25.9
8. Decision making is too centralised			
44 years of age (n =319)	61.1	28.2	10.7
45 years of age (n =269)	64.7	22.3	13.0
9. UNE staff development programs meet my needs with respect to giving me the confidence to participate in consultative processes			
44 years of age (n =317)	18.3	34.1	47.6
45 years of age (n =265)	23.0	33.6	43.4

Differences in opinion according to age with respect to items in table 11.3 are mainly minimal. As with length of service, a substantially higher proportion of older staff relative to their younger colleagues indicate that lack of knowledge of the issues is not an important barrier to their participation in consultation (item 1). But overall the differences in opinion between the two groups are trivial.

11.D Perspectives on attributes for future consultative structures and procedures according to staff members' age

Table 11.4 Perspectives on attributes for future consultative structures and procedures according to staff members' age

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I want consultation on issues of direct concern to my employment			
44 years of age (n =322)	94.7	4.0	1.2
45 years of age (n =271)	95.9	3.0	1.1
2. All staff members should have a substantial voice in key institutional decisions			
44 years of age (n =319)	79.3	11.6	9.1
45 years of age (n =272)	75.0	12.1	12.9
3. I would prefer union officials to represent my interests			
44 years of age (n =315)	27.0	35.2	37.8
45 years of age (n =275)	31.6	24.4	44.0
4. On issues such as salary, management should consult all staff affected collectively			
44 years of age (n =321)	68.8	16.8	14.3
45 years of age (n =273)	67.4	10.6	22.0
5. On issues such as salary, management should consult staff affected individually			
44 years of age (n =319)	49.2	20.4	30.4
45 years of age (n =272)	41.5	16.2	42.3
6. On issues such as salary, management should consult solely with union officials			
44 years of age (n =317)	14.5	18.3	67.2
45 years of age (n =272)	19.1	12.5	68.4
7. On issues such as salary, management should not consult			
44 years of age (n =319)	6.9	13.2	79.9
45 years of age (n =269)	1.9	5.6	92.6
8. Management should consult unions before staff			
44 years of age (n =317)	21.8	23.0	55.2
45 years of age (n =266)	25.9	21.8	52.3
9. 'Communication', 'consultation', and 'decision making' should be better defined and differentiated in institutional policies			
44 years of age (n =322)	77.3	20.5	2.2
45 years of age (n =271)	77.1	20.3	2.6
10. Consultation is more important than consensus			
44 years of age (n =321)	59.2	28.0	12.8
45 years of age (n =270)	64.8	19.6	15.6
11. There is a need to better distinguish between information gathering, consultation, and decision making			
44 years of age (n =321)	80.4	16.8	2.8

45 years of age (n =271)	79.7	17.0	3.3
12. There is need to limit the consultation period so that decisions are made within a reasonable time frame			
44 years of age (n =320)	80.9	11.3	7.8
45 years of age (n =271)	80.4	11.8	7.7
13. Before managers make hard decisions in their areas of authority, they need to develop support for such decisions among all those affected			
44 years of age (n =319)	86.5	7.2	6.3
45 years of age (n =270)	84.4	7.8	7.8

Younger staff compared to older staff seem less certain whether or not they prefer union officials to represent their interests, though less than one-third of either group agreed that they would prefer union officials to represent their interests. While about the same proportion of younger and older staff indicate that on issues such as salary, management should consult all staff affected collectively, a slightly higher proportion of younger staff relative to older staff also indicate that management should consult staff individually. Though there is a significant difference between older and younger staff as to their opinion on whether management should consult on issues such as salary (item 7, table 11.4), the difference is due to older staff (93%) relative to younger staff (80%) disagreeing even more strongly that management should not consult. Thus, while there are some differences of opinion indicated in table 11.4, they are in no way categorical.

12. Results according to gender

Finally, the questionnaire returns were analysed according to gender.

12.A Perspectives on current University-wide consultative structures and procedures according to gender

Table 12.1 Perspectives on current University-wide consultative structures and procedures according to gender

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I am happy with the degree of my involvement in setting University mission, goals and objectives			
Male (n = 317)	38.5	17.0	44.5
Female (n = 264)	39.4	22.7	37.9
2. I would like to have more involvement in setting University mission, goals and objectives			
Male (n =311)	57.6	19.6	22.8
Female (n =261)	48.3	28.4	23.4
3. I feel that I am adequately consulted with respect to decisions and policies affecting: the immediate school/area in which I work			

Male (n =316)	59.8	7.3	32.9
Female (n =257)	56.0	5.8	38.1
the faculty/division/unit			
Male (n =301)	32.9	15.0	52.2
Female (n =233)	33.9	12.4	53.6
the University as a whole			
Male (n =306)	19.3	16.0	64.7
Female (n =234)	21.4	16.2	62.4
4. There is considerable goodwill within the University to engage in problem-solving for the benefit of the entire institution			
Male (n =322)	19.9	27.0	53.1
Female (n =262)	18.7	24.4	56.9
5. There is a need for more explicit statements on who has the authority for what kinds of decisions			
Male (n =319)	76.2	13.8	10.0
Female (n =264)	81.1	10.2	8.7
6. All staff understand who is responsible for what decisions			
Male (n =319)	10.7	16.3	73.0
Female (n =261)	11.1	14.9	73.9
7. I have the opportunity through appropriate channels to provide input into the decision making process			
Male (n =322)	36.3	18.0	45.7
Female (n =265)	30.9	20.8	48.3
8. I am kept well informed about the major issues facing the University			
Male (n =323)	33.1	16.7	50.2
Female (n =266)	27.8	16.2	56.0
9. Procedures for involving staff in the formation of policy that directly affects them are adequate			
Male (n =320)	15.0	24.4	60.6
Female (n =264)	13.6	26.1	60.2
10. There is a need to encourage more open communication within the University			
Male (n =324)	83.3	11.7	4.9
Female (n =267)	90.6	6.7	2.6

According to the results in table 12.1, while male and female staff members appear equally satisfied with their degree of involvement in setting University mission, goals and objectives, about 10% more of the male staff relative to female staff indicated that they would like to have more involvement in setting University mission, goals and objectives. But overall, differences in opinion according to gender expressed in table 12.1 are trivial.

12.B Perspectives on current school/organisational unit consultative structures and procedures according to gender

Table 12.2 Perspectives on current school/organisational unit consultative structures and procedures according to gender

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. In my area there is a free flow of information between the head of school/organisational unit and the staff Male (n =321) Female (n = 262)	61.1 57.6	8.7 8.8	30.2 33.6
2. The head in my school/organisational unit encourages all staff to participate in decision making Male (n =322) Female (n =264)	57.8 53.8	12.4 12.9	29.8 33.3
3. The head in my school/organisational unit accepts and uses many of the suggestions made by the other staff Male (n =320) Female (n =266)	54.1 51.1	24.1 22.6	21.9 26.3
4. My school/organisational unit does not have enough committees, task forces, etc. that allow staff to participate in decisions which affect them Male (n =323) Female (n =263)	16.4 22.4	20.1 21.7	63.5 55.9
5. The school/organisational unit meetings I attend are productive Male (n =319) Female (n = 260)	50.2 48.5	20.1 19.6	29.8 31.9
6. I have sufficient involvement in the development of policies and procedures related to my area of responsibility Male (n =322) Female (n =264)	57.5 55.7	12.4 14.8	30.1 29.5
7. Staff representatives keep my school/organisational unit well informed Male (n =320) Female (n =260)	45.9 41.5	27.5 25.0	26.6 33.5
8. Union representatives keep my school/organisational unit well informed Male (n =315) Female (n =259)	31.7 23.9	32.4 34.0	35.9 42.1

The results in table 12.2 indicate no substantial differences of opinion according to gender with respect to the item covered.

12.C Perspectives on hindrances to consultation according to gender

Table 12.3 Perspectives on hindrances to consultation according to gender

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I do not know enough about the issues to participate meaningfully in the consultative process Male (n = 323) Female (n = 267)	31.3 42.7	17.6 18.4	51.1 39.0
2. In influencing key policy decisions, the unions are more effective than the collegium (whether it be Academic Board, Faculty Boards or School Boards) Male (n =319) Female (n =264)	24.5 21.6	43.6 50.4	32.0 28.0
3. The unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment Male (n =322) Female (n =264)	46.3 32.6	25.2 41.6	28.6 26.1
4. The unions perform an excellent job in representing the interests of all staff with respect to future directions of the University Male (n =322) Female (n =265)	25.2 17.7	35.1 50.6	39.8 31.7
5. Too often the interests of a particular group are favoured over those of the University as a whole Male (n =320) Female (n =263)	57.8 59.7	33.4 31.9	8.8 8.4
6. There is a need for more staff to focus on University interests rather than personal interests Male (n =316) Female (n =262)	63.3 76.3	23.1 16.0	13.6 7.6
7. Staff whom the decision makers consult have access to necessary information Male (n =320) Female (n =264)	19.4 18.9	54.7 52.7	25.9 28.4
8. Decision making is too centralised Male (n =318) Female (n =262)	62.3 63.4	22.6 28.6	15.1 8.0
9. UNE staff development programs meet my needs with respect to giving me the confidence to participate in consultative processes Male (n =313) Female (n =261)	19.8 21.1	33.9 33.7	46.3 45.2

According to the results in table 12.3, male staff appear more confident than female staff with respect to having sufficient knowledge of the issues to participate meaningfully in the consultative process. A substantially larger proportion of male

staff (46%) than female staff (33%) agree that the unions perform an excellent job in representing the interests of all staff with respect to terms and conditions of employment. Half (51%) of female staff compared to about one-third of male staff (35%) are not sure of the unions role with respect to future directions of the University. Female staff (76%) agree even more than male staff (63%) that there is a need for more staff to focus on University interests rather than personal interests.

12.D Perspectives on attributes for future consultative structures and procedures according to gender

Table 12.4 Perspectives on attributes for future consultative structures and procedures according gender

	Strongly Agree/ Agree %	Not Sure %	Disagree/ Strongly Disagree %
1. I want consultation on issues of direct concern to my employment Male (n = 320) Female (n = 266)	95.9 94.4	2.5 4.9	1.6 0.8
2. All staff members should have a substantial voice in key institutional decisions Male (n =322) Female (n =262)	76.4 78.6	10.6 13.4	13.0 8.0
3. I would prefer union officials to represent my interests Male (n =320) Female (n =262)	29.7 27.9	28.8 32.4	41.6 39.7
4. On issues such as salary, management should consult all staff affected collectively Male (n =322) Female (n =264)	72.4 63.3	11.5 16.3	16.1 20.5
5. On issues such as salary, management should consult staff affected individually Male (n =321) Female (n =262)	43.3 48.5	15.6 21.8	41.1 29.8
6. On issues such as salary, management should consult solely with union officials Male (n =321) Female (n =260)	21.2 10.4	15.0 16.5	63.9 73.1
7. On issues such as salary, management should not consult Male (n =319) Female (n =261)	3.4 5.7	6.9 12.6	89.7 81.6
8. Management should consult unions before staff Male (n =316) Female (n =259)	25.6 21.2	24.1 20.1	50.3 58.7
9. 'Communication', 'consultation', and 'decision making' should be better defined and differentiated in institutional policies			

Male (n =321)	74.5	22.4	3.1
Female (n =264)	80.7	17.8	1.5
10.Consultation is more important than consensus			
Male (n =320)	59.4	25.3	15.3
Female (n =263)	64.3	22.8	12.9
11.There is a need to better distinguish between information gathering, consultation, and decision making			
Male (n =320)	75.6	20.6	3.8
Female (n =264)	86.0	11.7	2.3
12.There is need to limit the consultation period so that decisions are made within a reasonable time frame			
Male (n =317)	77.6	12.3	10.1
Female (n =266)	83.8	10.9	5.3
13.Before managers make hard decisions in their areas of authority, they need to develop support for such decisions among all those affected			
Male (n =317)	84.5	7.3	8.2
Female (n =264)	86.4	8.0	5.7

A higher proportion of male staff (41%) than female staff (30%) disagree that on issues such as salary, management should consult staff affected individually (table 12.4). Also, there is about a 10% difference in the proportion of male staff and female staff who disagree with the statement that on issues such as salary management should consult solely with union officials, though the overwhelming opinion of both groups is in the negative. Interestingly, female staff (86%) agree even more strongly than male staff (76%) that there is a need to better distinguish between information gathering, consultation, and decision making. But on the whole, the differences presented in table 12.4 according to gender are ones of degree rather than expressions of contrary opinions.

13. Other Comments from Staff

About a third of the respondents provided additional comments on the University's consultative processes and procedures.

Whilst there is a wide range of types of comments provided by staff, a number of clear categories can be identified. These relate to the performance of University management; comments on union performance; methodological comments regarding the questionnaire design; and concerns about the level of information provided to help improve understanding of how decisions are made within the University.

The following summarises the different types of comments in relation to University management:

- a view that consultation efforts are more cosmetic rather than designed to improve decision-making;
- examples of decisions made by University administration that demonstrate poor consultation with the 'stakeholders' - e.g. regarding the discontinuation of the Engineering degree;
- examples of a perceived 'top heavy' management style of some senior administrators;
- a perceived lack of accountability of senior management for the decisions these staff make;
- a view that 'leaders' are not leading by example;
- that the 'good will' that exists within the University is not effectively harnessed by managers;
- a perception that 'self-interest' dominates in decision-making; and
- that management training is needed for the managers.

Appendix: Questionnaire

At this stage a copy of the original survey can be viewed as a PDF file on the Centre for Higher Education (CHEMP) homepage.