

# Ethical Framework Survey

Analysis of Responses

for

Macquarie University Ethics Committee

# SUMMARY

October 2007

# Overview

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The Macquarie University Ethical Framework Survey asked respondents 19 closed questions that each provided an opportunity for open comment and a final 'any further comments' question.

This report summarises the responses to the:

- 19 closed questions
- 20 open questions.

The method used to provide some structure to the analysis was as follows:

- reading all comments to determine content focus, similarities and differences
- establishment of themes, the grouping of similar comments together under those themes and identifying unique or miscellaneous comments
- coding of all answers against the themes
- establishing an indicative measurement of the number of comments against those themes for each question
- providing a summary analysis of each theme and example quotes to illustrate the theme.

This summary was prepared by:

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The survey was completed by 152 respondents.

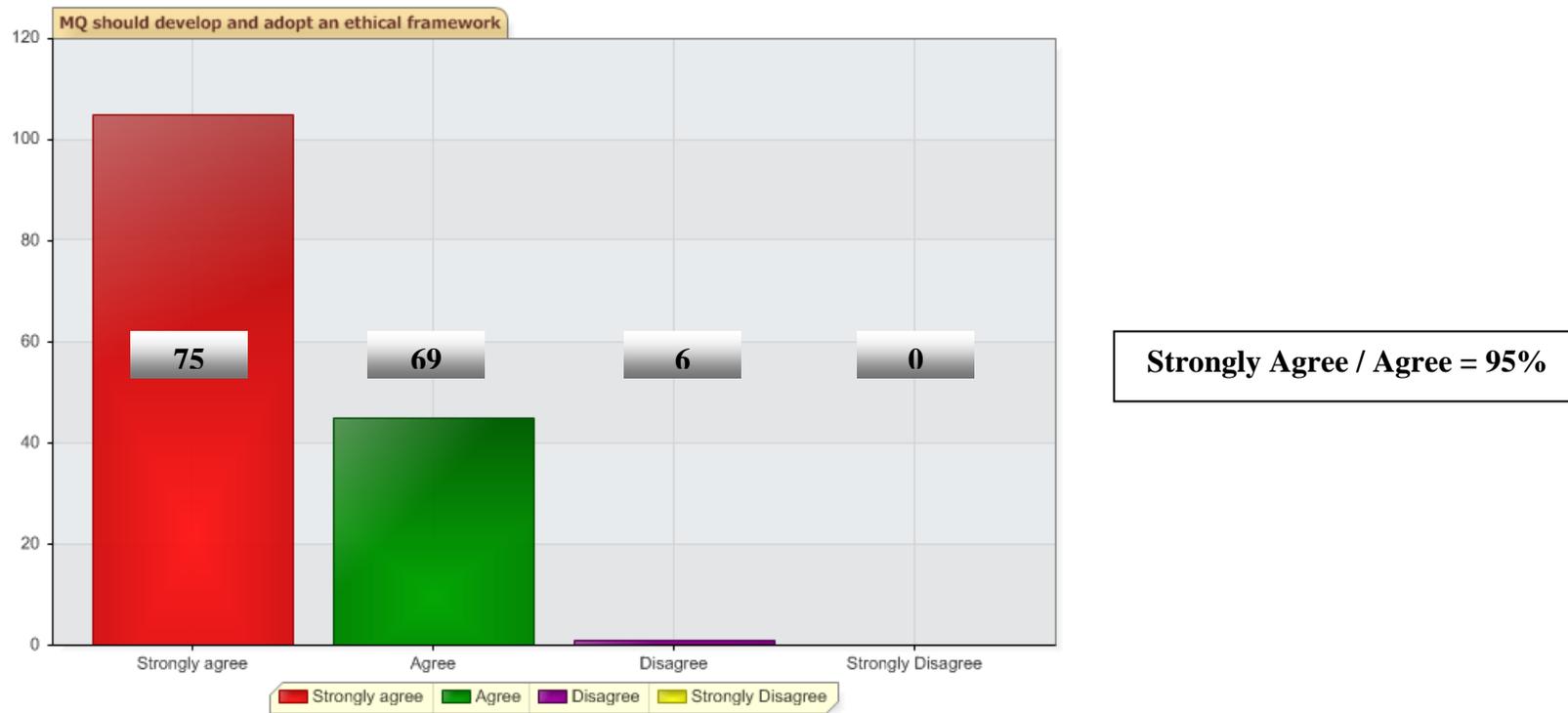
# Overall 'take outs' from the comments provided

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- Overall a qualitative analysis of the comments supports the quantitative results – that respondents generally approve of the development of a framework and the principles within the framework.
- However the positive support needs to be broken down into three 'types' of support:
  - Simple positive endorsement without any conditions
  - Those that see the framework as a step in the right direction but need to see the practical application of such a framework
  - Cynics that have little trust of management and administration. They will need to experience a change to believe the framework is more than 'mere words'.

# Questions 1- 3

## Q.1 MQ should develop and adopt an ethical framework



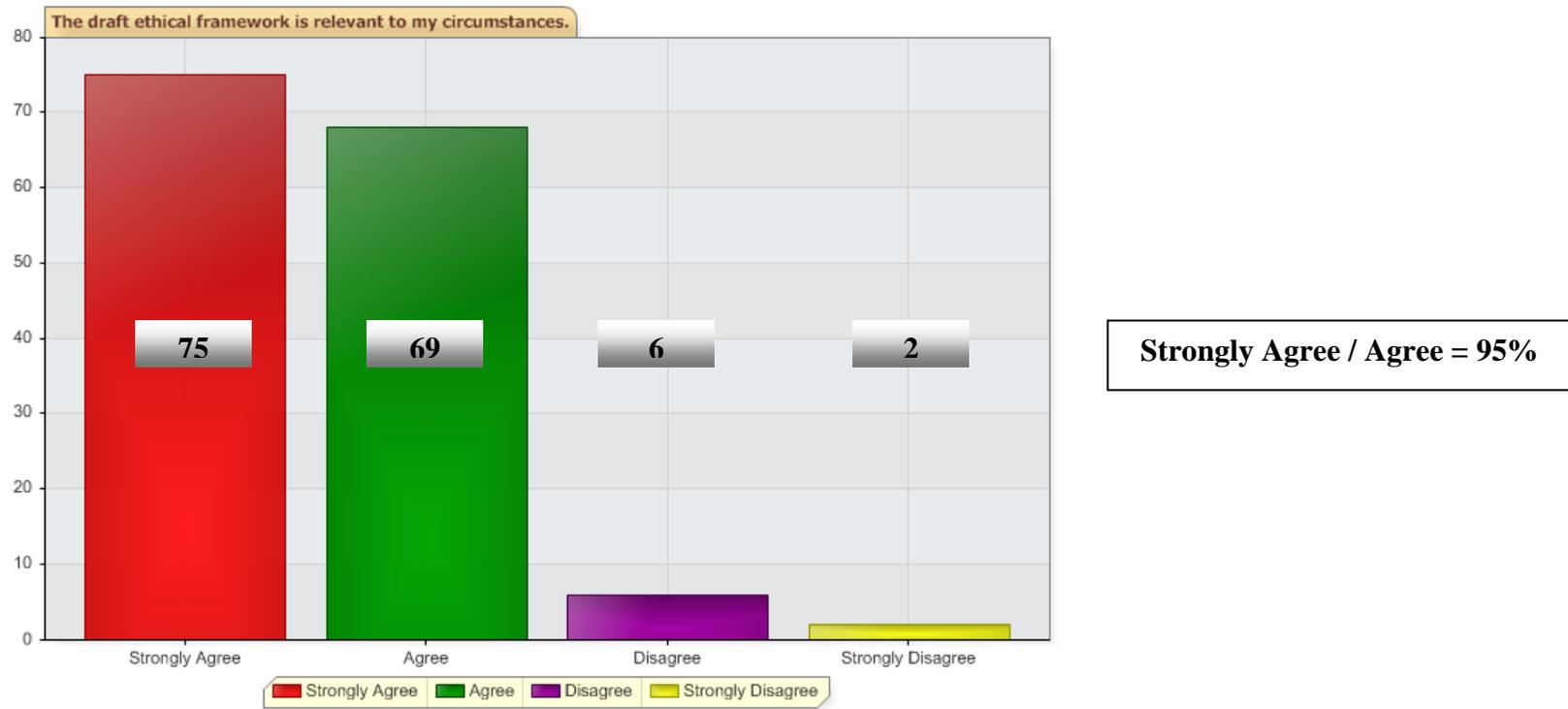
Total Number of Comments	65
Themes identified	% of comments
Focused on the practical application of an ethical framework	30%
It is a positive step	26%
Ethics framework reflects the culture, purpose and goals of the organisation	19%
Miscellaneous comments	25%

Theme	Summary	Comment examples
<p>Practical application of the ethical framework</p>	<p>Generally there was a positive sentiment expressed about the development and adoption of an ethical framework. However, many questioned how it would be applied, whether it would be accepted and used and whether it will deliver a result.</p> <p>There were several comments about the need for the framework to be adopted by everyone in order to change culture or develop and maintain an ethical culture.</p>	<p><i>Ethical frameworks probably serve a good purpose, and can provide a base of reference when faced with difficult decisions. Whether they serve a good purpose depends on how the ethical framework links to actual decisions made by those in power. I seem to recall that Enron had an award winning statement of ethics.</i></p> <p><i>How will it be applied and adhered to? Does it cover everyone?</i></p> <p><i>As long as it is promoted and upheld by all aspects of the university, and opportunities are provided which facilitate the implementation of such a framework</i></p> <p><i>This should include high ethical standards applying to management (middle and top) in their dealings with staff - with regard to democracy, honesty and transparency, respect and natural justice.</i></p> <p><i>Whether it will be applied in any meaningful way, or used to bring about a culture of ethics, only time can tell. Any charter that arises must be available as a 'tape measure' to be applied to decisions on a unilateral basis.</i></p>

Theme	Summary	Comment examples
<p>Ethics framework reflects the culture, purpose and goals of the organisation</p>	<p>Respondents suggested that the development of any ethical framework should be linked into current or developing processes at Macquarie University – and that it not stand alone.</p> <p>The framework would provide a useful tool and benchmark in which the culture of the organization should be reflected in practice,</p> <p>The ethical framework would provide a clear statement of the university's values, purpose and goals against which the organizations and individuals' behaviour could be measured.</p> <p>The framework would provide a method to formalise existing rules.</p>	<p><i>The ethical principles should be embedded in the culture with the values aligned to other elements of the system eg performance management, rewards, promotions etc.</i></p> <p><i>A common set of values to drive &amp; focus internal performance and demonstrate to external stakeholders what our core practices are and how they support the goals of society.</i></p> <p><i>but needs to be strongly linked to all the other change processes currently underway at MQ</i></p> <p><i>An ethical framework provides an agreed benchmark from which we can expound, nurture, defend and insist upon appropriate behaviours across the university as a community, and as part of a wider community.</i></p> <p><i>Adopting the framework is an important part of establishing a new culture. The culture of saying "up front" what we do, then delivering. It supports those who support accountability.</i></p> <p><i>The university has already had a set of rules which applied to students and their conduct but these had no formality nor were they codified. The ethical framework is one way to do this and bring some formality to it.</i></p>

Theme	Summary	Comment examples
It's a positive step	Comments positively embraced the idea and commended the intent, although some questioned the reality of application.	<p><i>Given considerable pressures to efficiency and productivity, a robust framework to ensure fairness and equity is important.</i></p> <p><i>Such a framework is a great idea as it provides a set of ethical ideals that I can use as a type of template in my daily encounters and conflicts.</i></p> <p><i>It's a bit like a motherhood statement. Everyone will agree that all these values are wonderful. But if it adds further to the protection of academics in terms of their freedom of expression, then that's all to the good.</i></p> <p><i>Essential to have one and even more essential to adopt and implement it.</i></p>
Miscellaneous	Comments ranged from not wanting to waste resources on the process, to criticisms of current or past actions, to not understanding why MQ does not already have such a framework.	<p><i>To be honest I find it most unusual, to say the least, that MQ haven't already adopted such a framework.</i></p> <p><i>In my opinion universities have been a gravy train for many groups of people and have been for 40 years. The recent debacle with SAM is a case in point, as is the dispute about who owns certain artworks - Macquarie or a past VC. The petty cliques that develop discourage appropriate attitudes to learning - it's all about individuals incrementally bettering their position, their assets, their public profile.</i></p> <p><i>It is impossible for any public institution to avoid this task given that there now seems to be no community consensus as to what ethical behaviour is.</i></p>

Q.2 The draft ethical framework is relevant to my circumstances



Total Number of Comments	57
Themes identified	% of comments
The framework will be helpful and provide a guide for behaviour	22%
It will, or need to, assist balance of power across groups	22%
It is a positive step, is relevant and needed	20%
Will it make a difference?	14%
Not relevant and too vague	8%
Miscellaneous comments	14%

Theme	Summary	Comment examples
<p>The framework will be helpful and provide a guide for behaviour</p>	<p>Comments focussed on the need for the proposed Ethical framework to be practically applied – either because people saw a need based on their experience – or simply because they saw the framework as a useful tool.</p> <p>The framework could provide individual guidance, organisational benchmarks and a standard to be measured by.</p>	<p><i>Working across the university supporting change initiatives, the framework will provide a resource to develop local area cultural norms &amp; align strategies to the organisational mission.</i></p> <p><i>I am interested in the employment brand of the university and want potential staff to see MQ as ethical and conversely to attract people who see ethics as important. I also am concerned with the performance conduct of staff and a framework is a good way to set a standard and as a measure to judge conduct against.</i></p> <p><i>Clear statements in the framework, particularly in regard to acting in line with one's conscience is very relevant to my circumstances. Specifically, I have encountered several inconsistencies in university discipline policies as they are applied to OUA students vs. Macquarie on-campus students and have at times felt that my professional integrity has been in danger of being compromised.</i></p> <p><i>The framework will also provide an opportunity for me to reflect upon how I conduct myself in my dealings with people, and in doing so, raise the benchmark for the next encounter.</i></p>

Theme	Summary	Comment examples
<p>It will, or need to, assist balance of power across groups</p>	<p>Respondents' comments covered the need for the framework to be equally applied to all in the university.</p> <p>It was generally seen as positive and relevant to better balance power relations between groups and individuals.</p>	<p><i>It's relevant. Whether or not it means anything depends on whether the university establishes a sufficient counterbalance of power. For example, MU needs a reinvigorated union to protect staff and a powerful senate to protect academic values against what I currently view as an overly corporatised university.</i></p> <p><i>The proposed ethical framework offers a sense of collegiality or shared responsibility.</i></p> <p><i>As an undergraduate student, at Macquarie we basically have no voice due to recent changes. Our own student union is also against us having a representation above 1 person.</i></p> <p><i>As a student and staff member, I need to know that the University has a coherent ethical statement that applies to everybody equally.</i></p> <p><i>I am not in a position of power over staff (although I acknowledge that I do make decisions that affect students and some other staff) so it is less important for me as it might be for senior management and those with financial authority.</i></p> <p><i>My concern is with the concept of "excellence" - this could be abused by the organisation whereby staff, in order to achieve this excellence, work beyond the call of duty (all hours, all days). I have observed this happen with sessional staff who set a goal of</i></p>

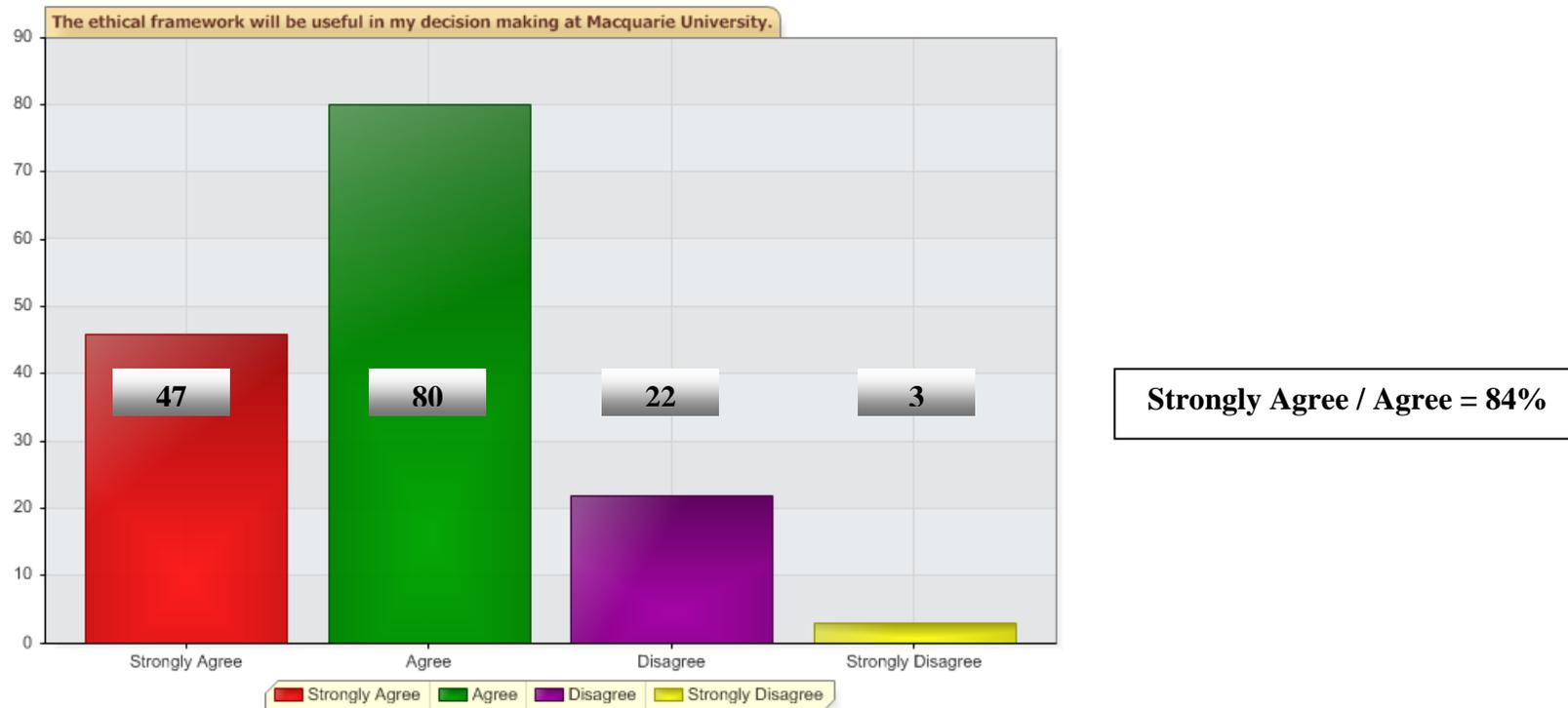
		<i>excellence and work for extended hours, but are only paid for an hour (thereby often donating their labour to the university). Excellence needs to be balanced with a fair and realistic expectation of WORKLOAD.</i>
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Theme	Summary	Comment examples
It is a positive step, is relevant and needed	<p>Comments ranged from strong endorsement to hopeful expectations.</p> <p>The ethical framework was considered relevant and importantly, a public commitment to ethical behaviour.</p>	<p><i>It is very general so hard to see how it would not be reasonably relevant to most people.</i></p> <p><i>of course! Despite its awkward youth, there are clearly discernible cultural traits at Macquarie that should be fostered and protected from managerial fads. This ethical framework to dig down to try and identify what they are and write them into the document.</i></p> <p><i>By being courageous, curious, responsible and co-operative we will ensure that continuous improvement of our systems, procedures and courses will be enabled.</i></p> <p><i>The draft ethical framework is relevant to all students who attend the university whether they are from Australia or overseas. They have made the choice to study at Macquarie University in the first place.</i></p> <p><i>As a student and staff member, I need to know that the University has a coherent ethical statement that applies to everybody equally.</i></p> <p><i>Hopeful that it might be used.</i></p>

Theme	Summary	Comment examples
Will it make a difference?	Some respondents were cynics, others positive about the framework. All questioned, in some way, whether the adoption of a framework would really change individuals' and organisational behaviour.	<p><i>The draft only spells out the obvious, which maybe at times need to be spelled out, however, it brings nothing new into my personal teaching/research/admin approaches.</i></p> <p><i>I want to believe that the university will act in good faith and abide by these ethics, but have not seen evidence of this. I will respond in kind to whatever the university pushes on me.</i></p> <p><i>Over the last ten years at various universities, including Macquarie, I have found that the application broad rosy-sounding propaganda has often had highly negative consequences for me, because specific interpretations put on it by senior staff have in practice violated the rights of individuals, and been highly detrimental to my learning, personal development and progress at university.</i></p> <p><i>I like the breadth of the draft statement; however, as with too many guiding principles, it creates an expectation that the staff can always achieve the request, say 'yes' to the demand, and be cooperative and compassionate in the face of threat and offence. This could be a source of stress for staff.</i></p> <p><i>In a very general sense it is, but it probably won't make any difference to how people behave</i></p>

Theme	Summary	Comment examples
Too vague	<p>The framework was seen as weak and vague.</p> <p>It lacked consequences for actions found to be inconsistent with the framework. Too much freedom about how one might interpret ethical behaviour will reduce it's relevance.</p>	<p><i>The draft framework in its present format is too general to be meaningful. There is a need to spell out its implications (including the kind of action it requires) for members of the university community at different levels - perhaps broad distinctions between 'students', 'academic staff', and 'administration' as a first step.</i></p> <p><i>It needs to be a bit simpler and less vague.</i></p> <p><i>The draft framework is very vague and I think all individuals could interpret their actions as ethical - in other words, it does not help individuals to reflect on their actions.</i></p>
Miscellaneous comments	<p>A small range of comments covered respondents' personal perspectives or experiences.</p>	<p><i>I don't believe that those in decision-making positions have made decisions ethically, and this substantially affects my ability to make use of an ethical framework. I would like to work in a university where colleagues and superiors acted in this way, but I don't, and I am caught in circumstances that are the result of unethical decisions in the past.</i></p> <p><i>I believe that most of my contribution and work at MQ is ethical</i></p> <p><i>This is due to my religious beliefs.</i></p> <p><i>part of my role is to establish the Sustainability Office on campus, to create a shared culture of sustainability values that permeates all aspects of University life - the ethical framework should be in line with this and v.v.</i></p>

Q.3 The ethical framework will be useful in my decision making at Macquarie University.



Total Number of Comments	63
Themes identified	% of comments
Application of framework is critical to how, and if, it impacts decision making	36%
The framework will be a point of reference and identify obligations	34%
No, I already behave ethically or the draft is not useful	33%
It's needed - take action or lose me	9%
Miscellaneous comments	18%

Theme	Summary	Comment examples
<p>Application of framework is critical to how, and if, it impacts decision making</p>	<p>Whilst respondents saw the framework as potentially useful for decision making, they considered the practical application of the framework on policies, procedures and processes as being critical to its success.</p> <p>The framework would be mere words unless practically applied.</p>	<p><i>If lived the principles and framework will be useful.</i></p> <p><i>For the ethical framework to be successful, it has to be more than words on the web/paper. It must be re-enforced through various methods: Induction Training in particular, words/actions of senior staff and leaders, in our systems and procedures</i></p> <p><i>Only if it speaks to the circumstances of concrete ethical decision-making and if there is performance monitoring and consequences - IE if it is a framework that is real and matters.</i></p> <p><i>Any potential conflicts of interest, my supervisors behaviour, guidance in my research activity, guidance I give to students on the Masters unit I teach are all guided by an ethical framework which informs my thinking and behaviour. I need to know that Macquarie has clear statements about this.</i></p> <p><i>I can hardly imagine an ethical junior taking on a long-term unethical senior and peers unless there was some form of transparency and autonomy built in to decision-making processes.</i></p>

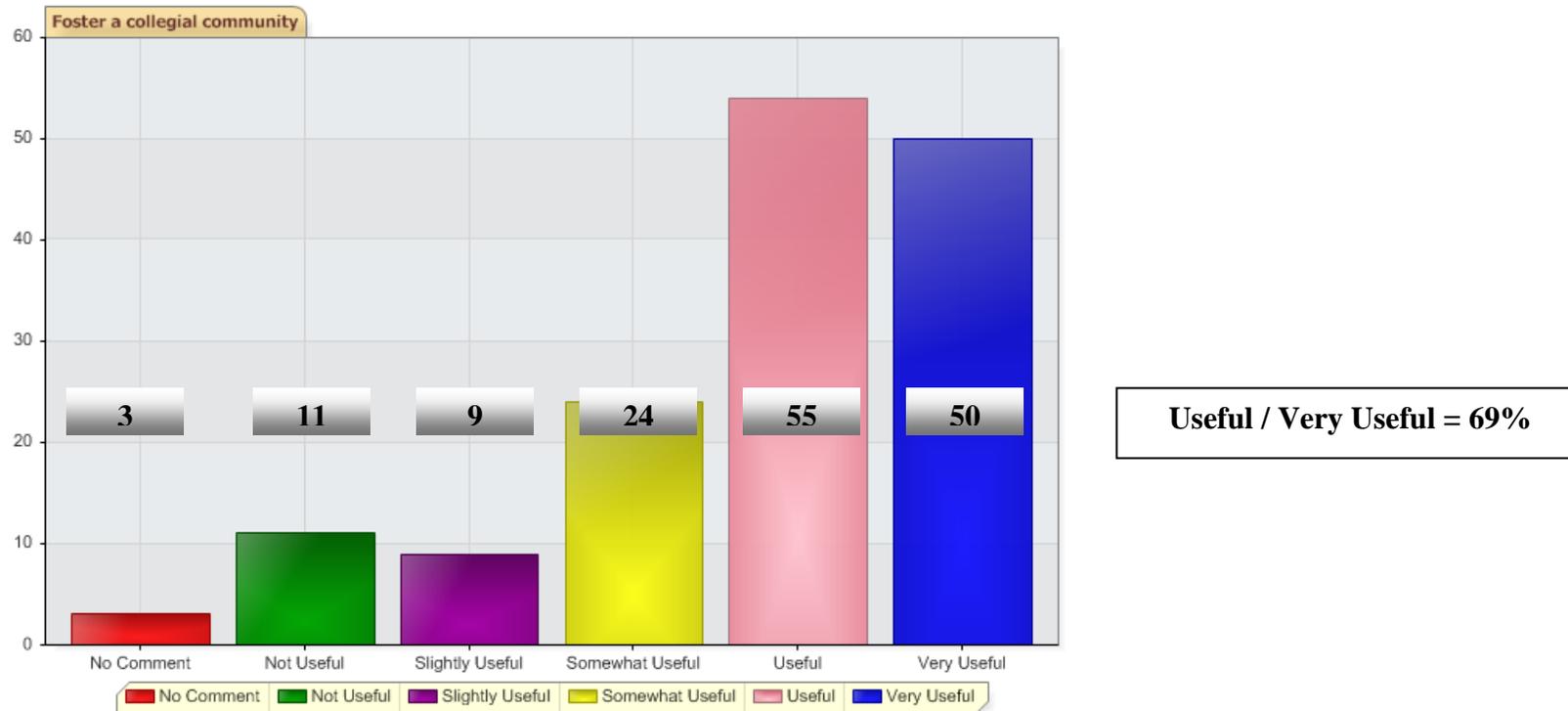
Theme	Summary	Comment examples
<p>The framework will be a point of reference and identify obligations</p>	<p>The framework should act as a central reference point for individual behaviour and decision making.</p> <p>It will provide an understanding of individual and organisational rights and responsibilities.</p>	<p><i>I will also go out of my way to help - with input from Department head of course; but the point is advancement of the University will only happen after each individual understands (and acts on) the goals set at the macro level and what their role in the micro level is so as to meet those goals.</i></p> <p><i>An ethical framework will back up decisions about problem solving and inter-acting with students and staff. This will end the improvisation that occurs whenever problems arise - improvisation that relies on the graces of the people involved and their power in the situation is unreliable, even capricious.</i></p> <p><i>Such a framework will provide guidance on both the defence and documentation of my own decisions, and my oversight and review of others'.</i></p> <p><i>It will be of great assistance to me.</i></p> <p><i>Yes, I probably will start fighting to regain some sense at MU/MGSM of what a university should be. The ethics framework - even it is ignored by senior management - could be used to embarrass the university into doing the right thing.</i></p> <p><i>I don't think I personally have ever done anything at uni that is against any rules, but i do believe that ethical guidelines will allow students to be more aware of their rights and responsibilities and act accordingly.</i></p>

Theme	Summary	Comment examples
<p>No, I already behave ethically or the draft is not useful</p>	<p>Respondents were either comfortable with their own ethical decision making and saw no need for an external statement to govern them OR the current draft was considered to be too vague, wordy or not specific enough to be useful.</p>	<p><i>No, I must make my own ethical judgments - guided by uni policy where appropriate but the uni cannot dictate my ethical behaviour.</i></p> <p><i>People will not alter their behaviour or the way they operate because of an ethics statement. Everyone thinks they behave ethically anyway, whether they do or not.</i></p> <p><i>If I don't know what it is, I'm pretty sure it won't be influencing my decision making.</i></p> <p><i>These are already values I hold and therefore will not influence any change to my decision making.</i></p> <p><i>As a professional I have already critically considered many of these guiding principles and these inform my daily practice.</i></p> <p><i>Not in its present form. It is too general and much too much of a motherhood statement at present.</i></p>
<p>It's needed - take action or lose me</p>	<p>These respondents had either bad experiences or opinions of MQ in terms of ethical behaviour.</p> <p>Change was needed now and the framework may be an example of change happening.</p>	<p><i>To be frank, if Macquarie continued down the path much longer I would have left the university.</i></p> <p><i>Because of unsatisfactory ethics I have had to move my coursework off campus. When I begin my PhD next year I will need to know I am safe to return to Macquarie.</i></p> <p><i>if I don't think the university has an ethical outlook then I would be persuaded to change universities or continue post grad studies elsewhere.</i></p>

Theme	Summary	Comment examples
Miscellaneous comments	Comments covered respondents' personal interest area, their dislike of the question itself or their perception of what is current academic practice.	<p><i>This is an incomplete or misleading question. The statement is unlikely to change my current decision making because I already try to adhere to similar principles. But to answer "disagree" suggests that I might disagree with the statement itself!</i></p> <p><i>depends - we are currently developing a University Sustainability Policy, which will more directly influence decision making in my field of work.</i></p> <p><i>Many of the principles reflect what I understand scholarly integrity to be - e.g. honesty, diligence, striving for excellence, avoiding plagiarism etc</i></p> <p><i>Decision-making in my area is dependent on decisions made in many other departments, and usually subject to the override of multiple managers. Results can end up every different from intentions.</i></p>

# Cardinal Principles

## Q.4 Foster a collegial community



Total Number of Comments	54
Themes identified	% of comments
What is collegial?	45%
It is essential, needed and positive	19%
This will put 'balance' into the system	17%
Unsure of the wording	11%
Principles do NOT equal ethical behaviour	6%
Miscellaneous comments	2%

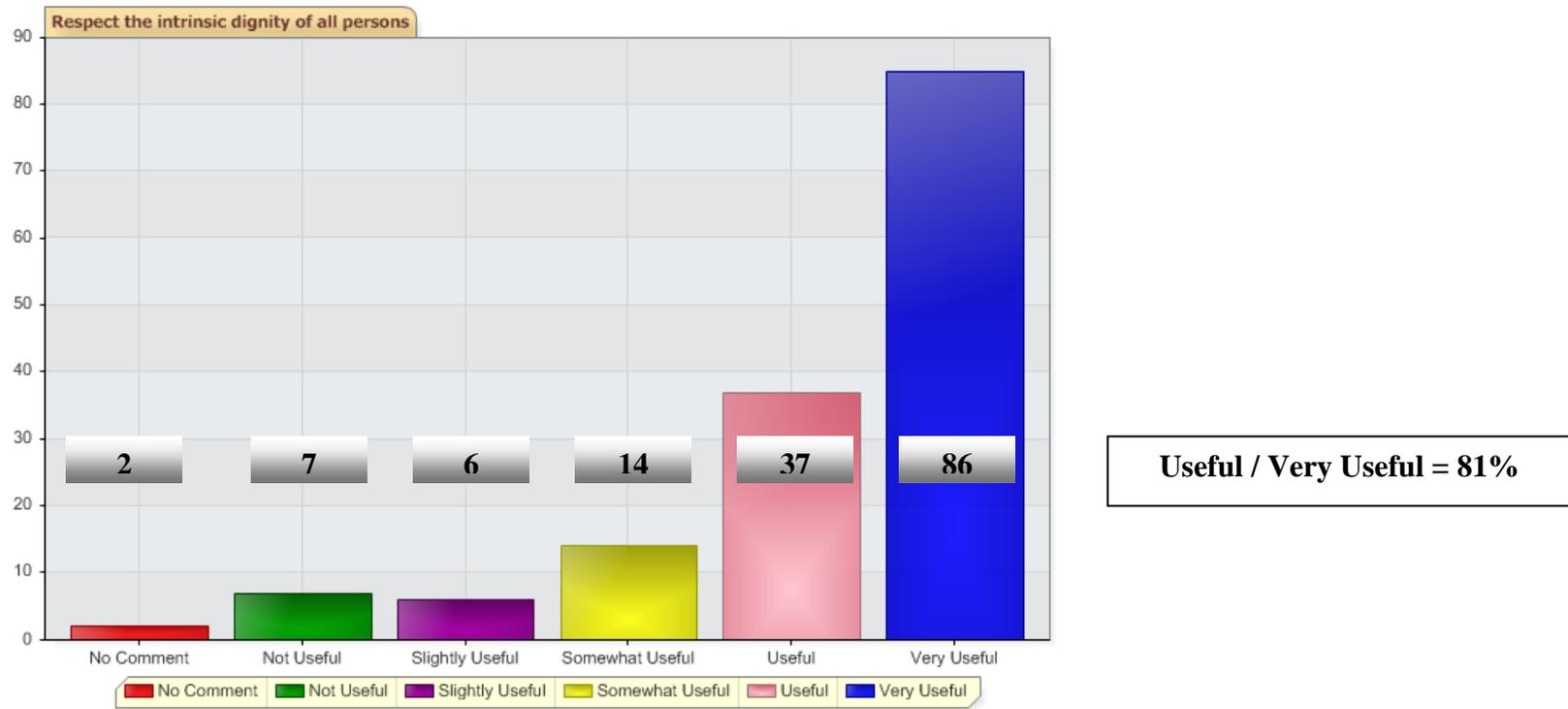
Theme	Summary	Comment examples
<p>What is collegial?</p>	<p>Comments were either critical or confused about the term collegial and what it actually meant, if applied.</p> <p>Some felt it had no part being in the framework, others that it would cause conflict and others just wanted the expectation of 'collegiality' spelt out.</p>	<p><i>'Collegial community' is not an end in itself, it is a means to an end. The ethics framework should concentrate on ends not means.</i></p> <p><i>What does it mean? There are staff members obsessively protective of their teaching and research work, whereas I personally believe in sharing my lecture notes and such with any colleagues who asks..</i></p> <p><i>While "working in groups" and "shared decision making" are important the word collegiality is often used to justify a range of reasons for not to do something.</i></p> <p><i>The problem is that the term "collegial community" means different things to different people.</i></p> <p><i>What is meant by collegial? It may seem obvious but it would still be helpful to elaborate on the goals more precisely.</i></p> <p><i>This will confront the issue of discipline / professional collegiality vs institutional collegiality</i></p>

Theme	Summary	Comment examples
<p>It is essential, needed and positive</p>	<p>Respondents embraced this principle.</p> <p>They saw it as positive, obvious and necessary to create a community that benefited all who participate in it.</p>	<p><i>Generally something we should strive for.</i></p> <p><i>Essential to further the standards of research collaboration and necessary to help cross-disciplinary research efforts.</i></p> <p><i>We are a small village and definitely form a type of greater community for many people who frequent Macquarie. It's very important that this sense of community is recognised and strengthened so as to ensure a community of love, care, encouragement and excellence.</i></p> <p><i>Of course this is crucial, especially a higher education sector that is undergoing a bit of an identity crisis at the moment. Some think these institutions are corporations, like telcos or banks, and collegiality is the first casualty. A case in point is the appointment of heads of departments replacing the long traditional of collegially elected heads. If we had an ethical framework in place last year we might have been able to defend this important tradition at Macquarie more effectively.</i></p> <p><i>This guards against self-interest overriding the best interests of others and the university.</i></p> <p><i>I believe that decisions for our workplace prove most beneficial when based on a collegial spirit and understanding.</i></p>

Theme	Summary	Comment examples
<p>This will put 'balance' into the system</p>	<p>Respondents saw that this statement gave hope to balance different interests in the system.</p> <p>Some were sceptical (but not cynical) that collegiality would actually be achieved – they need to see it being applied equally.</p>	<p><i>If all people would be heard, yes. However there is a power imbalance between, staff, students, department heads, and than the finance money making side of Mac called SAM.</i></p> <p><i>As an external/OUA student the fostering of a collegial community is most important as many of us have little to no access to such a community.</i></p> <p><i>As long as they are adopted within the executive as well.</i></p> <p><i>It would be very appropriate of all students and academic staff get treated equally and that there are no holes in the system where some people are lost and their rights violated.</i></p> <p><i>There is a very pervasive "silo" mentality. For the University to succeed and prosper in the future decisions need to be made across traditional departmental boundaries and take into account collective experience and expertise.</i></p> <p><i>There is an element of 'us and them' that exists in the university that may be reduced by fostering a perception that we are all 'us'</i></p>

Theme	Summary	Comment examples
Unsure of the wording	Respondents questioned the use of some words or simply thought the statement was 'just words'.	<p><i>Drop the word "foster" - create a teleological statement not a deontological or virtue statement.</i></p> <p><i>So what ? Worthy words...</i></p> <p><i>I don't know what collegial means.</i></p> <p><i>But so vague as to be of limited use - eg does a year of uncertainty about restructuring foster collegiality, or leaving staff uncertain about office space?</i></p>
Principles do NOT equal ethical behaviour	Simply having principles will not necessarily change existing behaviour.	<p><i>Having principles does not necessarily make people act differently.</i></p> <p><i>If only this were one of the principles that oriented our community... I have only been an employee for about a year-and-a-half, but I've been mortified at the internal hostility, or just pettiness, of administration in dealing with academic staff.</i></p>

Q.5 Respect the intrinsic dignity of all persons



Total Number of Comments	52
Themes identified	% of comments
Important and covers basic decency	26%
Will not work without policy and consequences	22%
Yes but .....	20%
It will help balance the system, process and interests	17%
What does it mean?	13%
Miscellaneous comments	2%

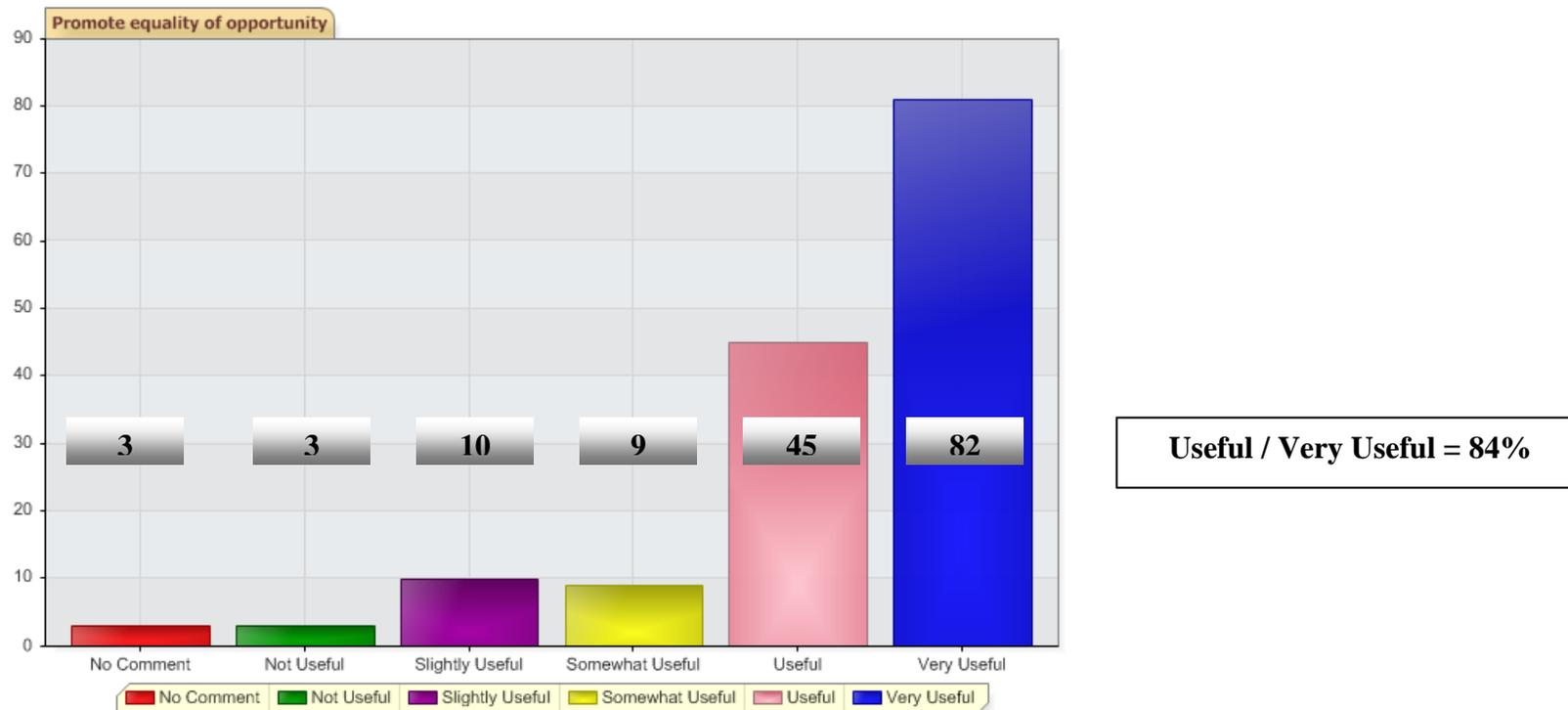
Theme	Summary	Comment examples
<p>Important and covers basic decency</p>	<p>Respecting the dignity of all persons is a valued inclusion in the framework.</p> <p>Some respondents hoped that such a principle was self-evident and did not need to be stated; others thought it was essential to spell it out.</p>	<p><i>Respect of others and oneself is important in important for it recognises, accommodates and applauds diversity and encourages listening, communicating and collaborating with others.</i></p> <p><i>I would hope that students and staff at university level would have this quality.</i></p> <p><i>All persons should be respected and valued.</i></p> <p><i>Everyone has his own dignity. I think we should respect everybody.</i></p> <p><i>Like most ethical statements it seems a pity that we need to even consider we need them. Self evident.</i></p>

Theme	Summary	Comment examples
Will not work without policy and consequences	Although the statement was accepted it alone will not deliver results. Policies, processes and what happens if respect is not given needs to be made clear.	<p><i>As I am involved in supporting staff when they face a difficulty with a peer or manager, dignity is not always practiced. Some clearer definition about what is intrinsic dignity and how we find out about each other would be useful.</i></p> <p><i>The imperative to be respectful of it or not is likely to be personality-driven, therefore it is unlikely that this point should have any real effect on what individuals do.</i></p> <p><i>Needs to be backed by policy.</i></p>
Yes but .....	Respondents wanted their support for the principle to be seen as qualified – either by reality or by what needs to be applied to make the principle meaningful.	<p><i>But I would like to see this implemented regardless of an ethics framework - an enforced code of conduct and bringing maverick senior managers into line.</i></p> <p><i>Yes, but let's face facts: we are NOT all born equal despite what the bleeding hearts may claim. Some are better than others.</i></p> <p><i>Again the practical ethics is in the detail where principles need to be applied to real and often difficult situations. Who decides what constitutes personal dignity and how it should be respected. How are minority positions respected?</i></p>

Theme	Summary	Comment examples
<p>It will help balance the system, process and interests</p>	<p>Adoption of this principle will assist in addressing issues of imbalance of power throughout the university.</p> <p>Examples were provided or just a general sense of their experience.</p>	<p><i>It's been my observation that respect is apportioned selectively at Macquarie. Recognizing that dignity is intrinsic in all is a step forward.</i></p> <p><i>In the university context it is useful in levelling the playing field when petty power plays occur. It is a bare minimum if complex activities are to be undertaken by groups of diverse individuals. However, it is often the minimum standard that needs to be stated so that a clear boundary is drawn.</i></p> <p><i>Currently at Macquarie there is little visibility of minority groups (or much outward recognition of their contributions at Macquarie). At the same time, there remains some overt discrimination. As one example, HR still informs people that they cannot designate a same-sex partner as the beneficiary of superannuation benefits, even though this discriminatory practice has become illegal (Macquarie has not updated its forms or knowledge of the issue).</i></p> <p><i>I'd like to see the university actually stamp out incidences of workplace bullying and harassment.</i></p>
<p>What does it mean?</p>	<p>The principle was not clear in its meaning.</p>	<p><i>I'm not sure what it means. Many of my contacts with people are quite superficial - I think it takes a long time to understand someone's intrinsic dignity. Or does it mean I should assume that everyone has some intrinsic dignity and I should be respectful of David Irvine's work [or similar] being promoted on campus?</i></p> <p><i>Too vague to add anything to standard anti-discrimination law.</i></p>

		<p><i>A little too 'big picture' and nebulous.</i></p> <p><i>I'm not sure that you need "intrinsic" it's sort of tautological if dignity is intrinsic then intrinsic dignity is a double up.</i></p>
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## Q.6 Promote equality of opportunity



Total Number of Comments	39
Themes identified	% of comments
Yes, or yes but ...	29%
Personal interpretations will impact the practical application	23%
Principle needs better definition or change of words	17%
Is this practical or needed? The law covers this	14%
Macquarie does EO poorly now	17%

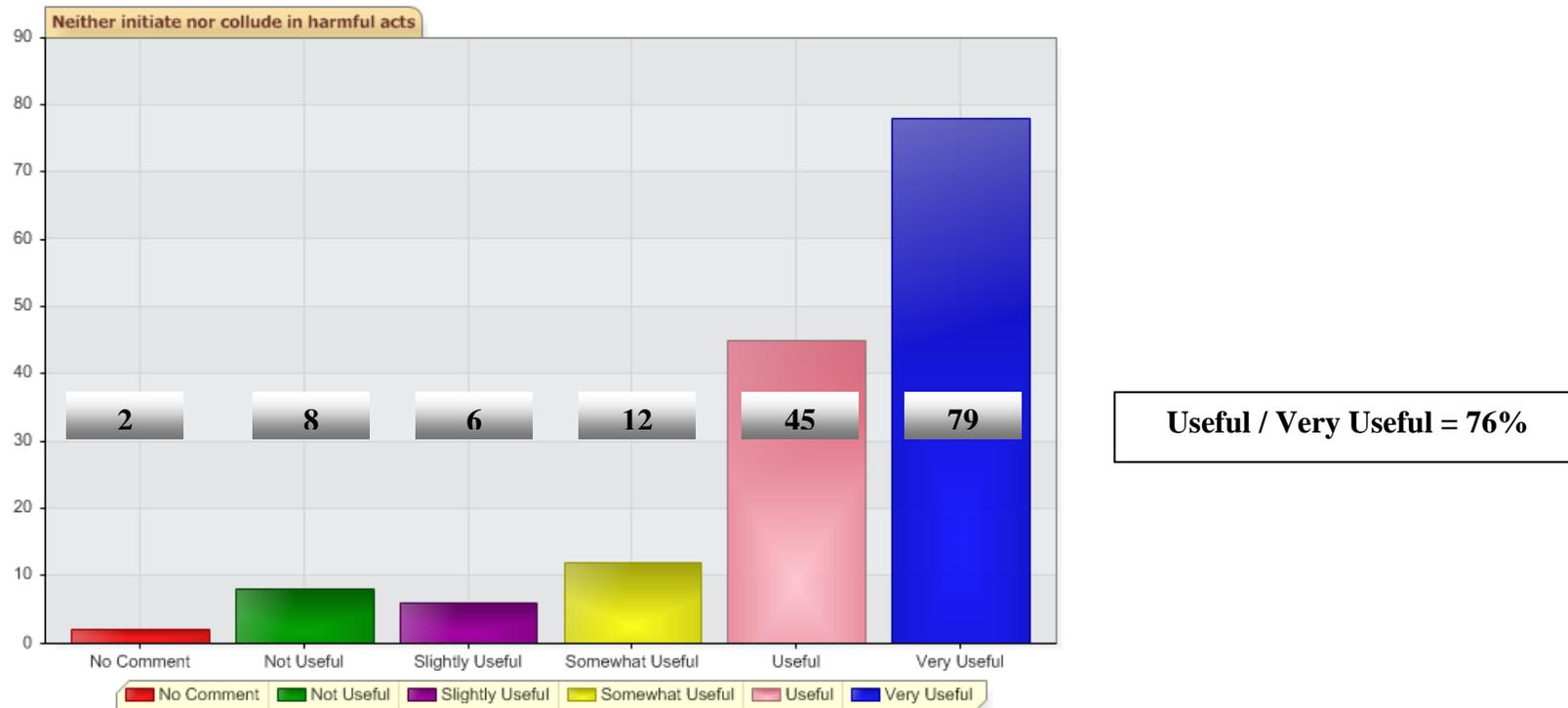
Theme	Summary	Comment examples
<p>Yes, or yes but ...</p>	<p>Respondents gave this principle either empathic support – with some minor qualifications.</p> <p>It was seen as an important 'bottom line' statement.</p>	<p><i>A university is a place where all people are equal and have the opportunity to learn something new.</i></p> <p><i>I strongly endorse the sentiment, but question its usefulness, as it is almost universally agreed to, but in my experience, is too often interpreted as meaning equality of outcomes.</i></p> <p><i>Human Resources are our greatest asset and developing all staff to the best of abilities not only motivates and rewards the individual but the University as a whole</i></p> <p><i>This needs to be upheld in all areas of the university not just in enrollment but in the provision of equipment and resources.</i></p>
<p>Personal interpretations will impact the practical application</p>	<p>EO is 'in the eye of the beholder'. Respondents wanted clarification on the application of this principle. Is it beyond the basics? What is unequal for some will be fair for others.</p>	<p><i>I think a lot of people on campus feel they are doing this, but then engage in other exclusionary behaviours. I don't think stating this as a principle will help to change behaviour.</i></p> <p><i>Useful for those who would otherwise be deemed "unequal".</i></p> <p><i>Again, needs to be clarified. Most will take this to read race/religion/gender. How about other criteria.</i></p> <p><i>Does that mean that students who can't write in English should be marked on their concepts, regardless of how bad their writing is?</i></p>



Theme	Summary	Comment examples
<p>Principle needs better definition or change of words</p>	<p>Similar to the previous theme but requiring greater attention to the definition and its meaning.</p> <p>Respondents challenged the 'motherhood statement' to get a better understanding of what is expected.</p>	<p><i>One needs to define 'equality of opportunity' and then specify what is required of participants and measure outcomes.</i></p> <p><i>Personally I dislike the concept of equality for reasons that are perhaps too long to go into here. I much prefer the concept of equity. As an individual from a low socio/economic background I am all too familiar with the inequality intrinsically present in the concept of equality.</i></p> <p><i>There is more to equality than opportunity - why not "achieve" it rather than "promote" it, the latter is rather "wishy-washy" and "hands-off". I can feel good without doing anything</i></p> <p><i>Is the implication equal opportunity to any person in the world or any that are within the Uni? Within the Uni yes, otherwise not. Of course! You have to discriminate.</i></p>
<p>Is this practical or needed? The law covers this</p>		<p><i>A legal obligation anyway. Nice to reinforce it in a statement; unlikely to change anyone's behaviour. Legislation and a few prosecutions does that, unfortunately. But it might help in defining the moral high ground in situations such as grievances and disputes.</i></p> <p><i>Universities have a long way to go to meet the standard of equality of opportunity expressed by government in legislation and international agreements.</i></p>

		<p><i>This is not needed in the principles list, which is far too long for people to remember. EEO enshrines this so this principle could be eliminated.</i></p>
<p>Macquarie does EO poorly now</p>	<p>Respondents gave a range of examples where EO was not currently exercised in relation to communities of staff and/or students.</p>	<p><i>The treatment of female employees has been appalling over the past 30 years and this is all the more reprehensible because places of learning should have the mind power to do better than this.</i></p> <p><i>But will this be backed with action (ie the equity support unity is woefully under-resourced and rules are inflexible when it comes to accommodating people with disabilities.</i></p> <p><i>As an MGSM student I observed MGSM reproduce inequalities of the external environment in the classroom. What chance a NESB student deriving career mobility from an MBA when cultural disadvantage is reproduced in the classroom?</i></p> <p><i>Our organisation provides education for others to improve their standing in society - does it provide it internally for staff? Not for many general staff who have little opportunity of increasing their pay through promotion. A system of secondments and a culture &amp; structure to support project work &amp; movement across the uni would develop the majority of general staff.</i></p> <p><i>We do this very poorly, as do our major external funding agencies.</i></p> <p><i>Whether access through non-traditional routes or a 'glass ceiling' when it comes to promotion I don't think EO is very evident.</i></p>

## Q.7 Neither initiate or collude in harmful acts



Total Number of Comments	51
Themes identified	% of comments
Who decides what is harmful? What does it mean?	28%
This is a minimum, much more is required through policy	23%
This is self-evident and covered by law	19%
Need to address existing and historic problems	14%
This is a positive step	7%
Miscellaneous	9%

Theme	Summary	Comment examples
<p>Who decides what is harmful? What does it mean?</p>	<p>Respondents were critical or questioning of the meaning of the term 'harmful acts'.</p>	<p><i>We need to define who is sustaining the harm. As it stands, this is too woolly to be of any use in many of the situations I can envisage in the life of this university</i></p> <p><i>Don't like the negative in this. Who defines what is harmful, to whom? Better to reinforce positive message in the ethics framework.</i></p> <p><i>This is a very vague statement. What does it mean by 'harmful'? Sometimes community leaders have to engage in or support activities, which are harmful to all or to a portion of the community for the 'greater good' so to speak.</i></p> <p><i>Harmful to who? The university? Students? The community? What about when they're in conflict?</i></p> <p><i>This needs to be clarified. I'd say there is much low-grade harm done in many decisions.</i></p> <p><i>What is harmful?</i></p>



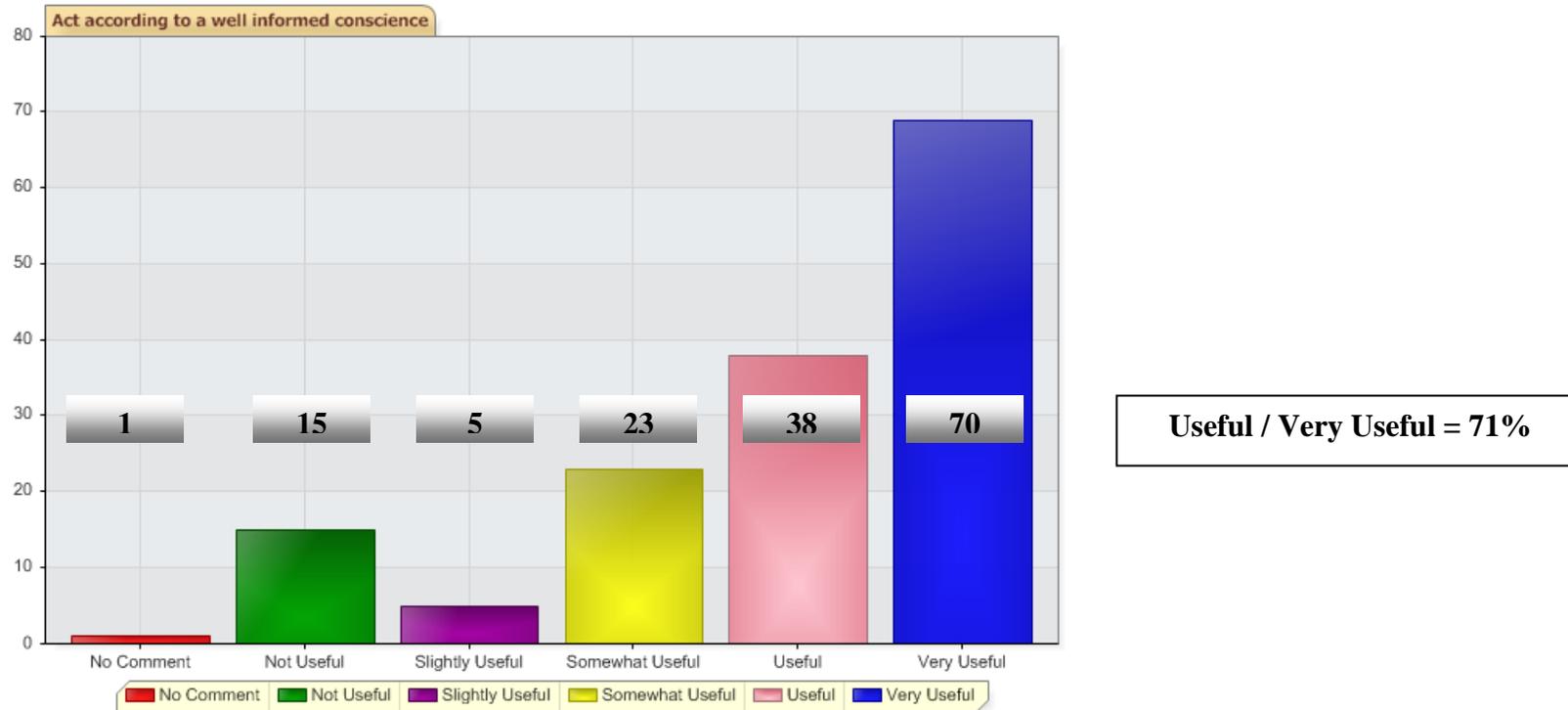
Theme	Summary	Comment examples
<p>This is a minimum, much more is required through policy</p>	<p>Respondents accepted the statement and although some wanted the definition specified (as above) the respondents wanted something more to flow from the principle – policy, procedures, outcomes, consequences or education.</p>	<p><i>Each of these needs to be supported by policy and/or legislation</i></p> <p><i>The value of this statement lies in its emphasis upon collusion. It is important to register that keeping silent about unethical behaviour in others may be as harmful as engaging in unethical behaviour oneself.</i></p> <p><i>This is less than the bare minimum; it needs to go further than this; should consider what must be done when harmful acts are discovered. Also AS THE HIGHEST PRIORITY needs to encourage and exhort the university and students to do constructive, positive acts - moral courage that focuses on benefiting humanity is required as a return on the heavy investment in learning at university.</i></p> <p><i>If harmful acts could also be broadened to include the prevention of research that might challenge existing assumptions.</i></p>
<p>This is self-evident and covered by law</p>	<p>Some of these comments questioned the need for this principle's inclusion in the framework. It was either seen as obvious or already covered by legal obligations and the law.</p>	<p><i>This should happen anyway, laws, ethics and morals deal with this. Does it need spelling out or could this one be dropped?</i></p> <p><i>Surely this is self-evident? I would hope so!</i></p> <p><i>Harmful acts are bad.... Is this a serious question?</i></p> <p><i>Goes without saying, but I guess if you are going to have an ethics statement this has to be in it.</i></p>

Theme	Summary	Comment examples
Need to address existing and historic problems	Comments addressed past or current practices and experiences that respondents perceived as harmful or where collusion occurred.	<p><i>In the light of some of the 'inappropriate' behaviour in some areas of MQ - this is necessary.</i></p> <p><i>I am not involved in physical harmful acts but am aware of psychological harm that is being carried out on some staff members.</i></p> <p><i>After the problems that occurred within the SAM organisation which had the potential to damage Macquarie's reputation, the way the university hierarchy dealt with this pending problem will hopefully deter anyone else in future doing it.</i></p> <p><i>I have not only been the victim of harmful acts (sexual harassment by a staff member and vilification by other staff members and students) but also believe that MQ colluded in these harmful acts through a deficient and non-independent complaints system that whitewashed the outcome of my complaint and attempted to move me to Sydney uni..</i></p>
This is a positive step	The inclusion of this statement in the framework was seen as useful and positive – sending a message to all about what the University stands for.	<p><i>This is useful because it would give me grounds to oppose decisions made by others that are contrary to this principle.</i></p> <p><i>I think it is very important to behave responsibly in all that we do and be aware that we may influence others. An ethical framework articulated by the University offers us valuable points of reflection and guidelines.</i></p> <p><i>Obvious, but since harm can occur in unforeseen, it can be an important criterion to refer to.</i></p>

Theme	Summary	Comment examples
Miscellaneous	A range of comments posed questions about MQ's business considerations or currently held perceptions about such dealings.	<p><i>Personally, I consider the legal system to be the lowest form of ethical standard. Doing what you can legally get away with - rather than what is morally right - tends to push people and organisations to unethical behaviour, and ultimately destroys social institutions. The current perception is that MU is awash with lawsuits - could none of these disputes have been settled before getting to the point of lawsuits?</i></p> <p><i>Well of course - but perhaps again I should qualify this to say "potentially very useful". This principle raises some VERY interesting questions around our commercial and development activities - how far do we go in determining what constitutes "collusion" and what constitutes a "harmful act"? Does this mean we terminate or refuse to enter into contracts with companies that harm their staff through poor employment contracts? (eg Cochlear, currently refusing to negotiate a collective agreement</i></p>

# Whenever making a decision as part of this University

## Q.8 Act according to a well informed conscience



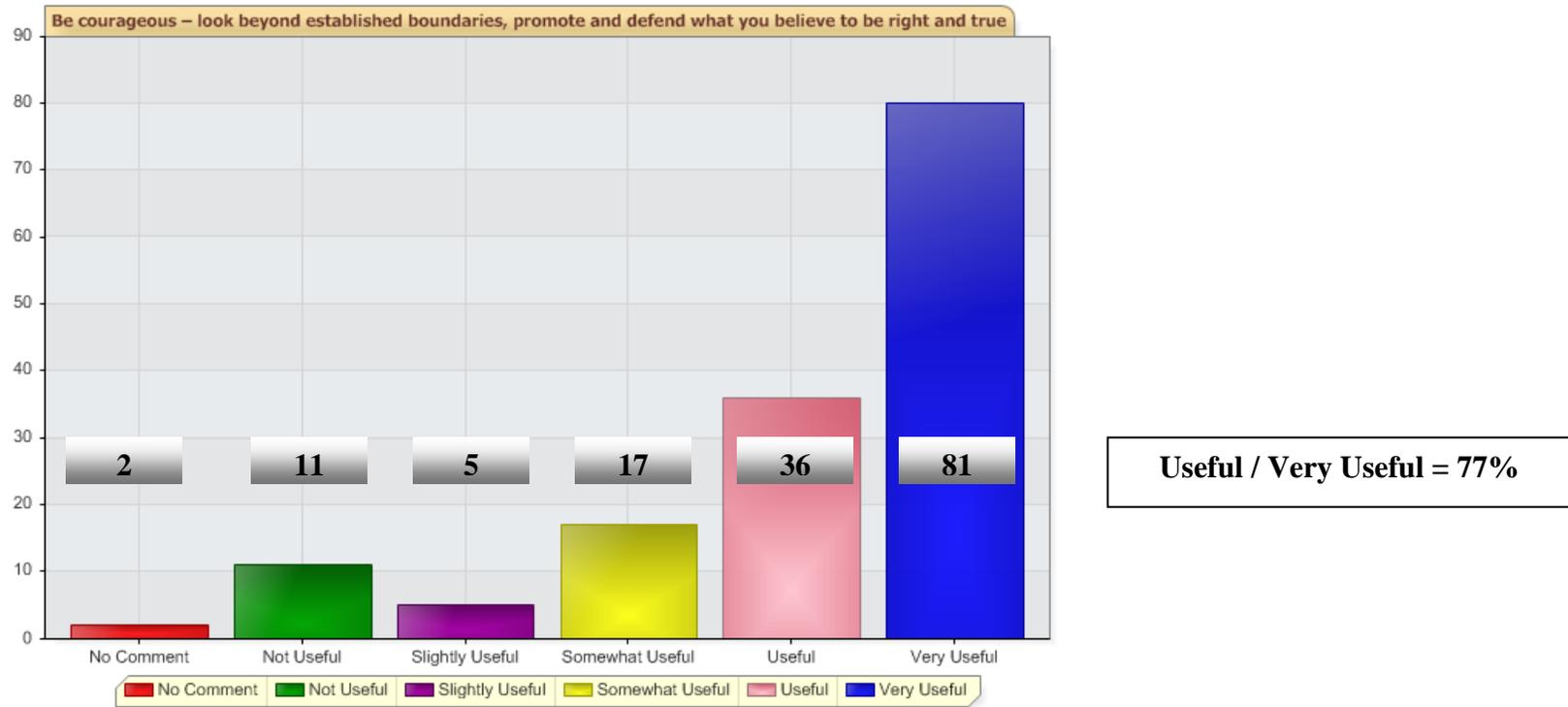
Total Number of Comments	52
Themes identified	% of comments
Problems of the definition and interpretation of a 'well informed conscience'	43%
This appropriate or we already apply this	26%
Alternatives and suggestions offered	7%
Intention is good but too hard to specify	7%
Miscellaneous	17%

Theme	Summary	Comment examples
<p>Problems of the definition and interpretation of a 'well informed conscience'</p>	<p>Almost half the comments focussed on the question of understanding what is meant by 'a well-informed conscience' and the basis for making judgements of conscience.</p> <p>A concern is that interpretation of an individual or a group may vary widely.</p>	<p><i>Trouble is that people's basic values and 'conscience' vary, so it would be helpful to be more specific here. Also what about members without a well-informed conscience?</i></p> <p><i>Too problematic a concept. Nazis claim to have acted in accordance with their conscience. one person's well-informed conscience is another person's misinformed conscience</i></p> <p><i>What constitutes well informed? Informed by faith or alternately by reason? Debates? What types of actions does the principle refer to?</i></p> <p><i>Where do you say we have to develop a well informed conscience - how do we know when we have one?</i></p> <p><i>This, I feel, needs much more elaboration. Surely it can't be expected that all members of the University, whether students or the multiple levels of staff, be expected to uphold the same 'well informed conscience'.</i></p>

Theme	Summary	Comment examples
This appropriate or we already apply this	Respondents either accepted this statement as an obvious and important part of their job or felt they already meet this requirement.	<p><i>As a representative of the uni, I am aware of my role in discovery of facts prior to providing information.</i></p> <p><i>Well informed is a major requirement.</i></p> <p><i>Adequate research should be done regarding ethical concerns.</i></p> <p><i>It is one's duty to be well informed.</i></p> <p><i>This is part of a disciplined mind and approach</i></p>
Alternatives and suggestions offered	Several respondents suggest changes, additions or alternatives of the statement.	<p><i>I think the idea behind this principle could be captured more clearly/directly: eg something like "Act on the basis of carefully considered reasons that you endorse.</i></p> <p><i>Suggestion: "Act with integrity and according to a well informed conscience"</i></p> <p><i>Perhaps adding that the informing can be collegial.</i></p>
Intention is good but too hard to specify	The statement was considered noble but too hard to achieve.	<p><i>While I understand the thinking behind this statement I consider it dangerous. It provides no guidance as to how to resolve the situation when my conscience leads me to conclusions diametrically opposed to the conclusions your conscience leads you to. Conscience is not a helpful criterion.</i></p> <p><i>Better wording will be difficult to arrive at, so I support it, but for many the process of becoming well-informed and developing subsequently a clear idea of conscience is probably impossible to secure.</i></p>

		<p><i>I think there is hard work specifying exactly what this might require in terms of information and conscientious decision-making, but it is a good thing to aim for.</i></p>
Miscellaneous	<p>A range of comments – some agreeing with the statement, others questioning, others making little sense except to the respondent themselves.</p>	<p><i>That's commonsensical. It's unlikely that academics would decide to act when not well-informed. And those who are not keen on being informed are unlikely to seek more information because this point is included in the framework.</i></p> <p><i>A heightened awareness demands or requires more personal responsibility.</i></p> <p><i>But there's the rub...</i></p> <p><i>This puts the onus of responsibility back to the individual to source all relevant information before making a decision, and to reference key ethical principles as a guide to action.</i></p>

Q.9 Be courageous – look beyond established boundaries, promote & defend what you believe right & true



Total Number of Comments	54
Themes identified	% of comments
It's a positive step	25%
It could be taken the wrong way	19%
Help establish a culture	13%
At what risk?	10%
It's ironic considering recent history	10%
Alternatives and suggestions offered	6%
Miscellaneous	17%

Theme	Summary	Comment examples
It's a positive step	A quarter of those that commented positively endorsed the inclusion of this statement in the framework,	<p><i>This can be difficult but often is necessary to expedite change.</i></p> <p><i>Courage and foresight would be excellent qualities to focus on!</i></p> <p><i>Good to support these values. This quality is perhaps more determined by personality and ability, but all should be encouraged by this statement.</i></p> <p><i>Especially applicable for undergraduates who may not be getting the best quality teaching from a very small number of academic staff. We should be able to air our concerns without fear of penalties.</i></p> <p><i>I think this draft ethical framework has great potential to be supportive of courageous acts in speaking out for justice and truth. I am excited by what it offers.</i></p> <p><i>Lack of courage seems to be one of the factors by which wrongful situations are allowed to continue, witnessed by others and condoned through inaction often fuelled by fear.</i></p> <p><i>Yes again very important. This university must be very forward-thinking if it is to survive in today's world</i></p>

Theme	Summary	Comment examples
<p>It could be taken the wrong way</p>	<p>Respondents identified contradictions and conflicts with the statement.</p> <p>They saw the potential for individual interpretation to cause serious problems.</p>	<p><i>I like the sentiment but it gives those that wish to continue defending outmoded and deliterious approaches to license to do so.</i></p> <p><i>Too many religious nuts might take this one to heart. Not everyone's values are the same. What I believe to be right and true may differ from others. Again, what constitutes promoting and defending?</i></p> <p><i>My thought here is what if someone believes it right and true to collude in a harmful act.</i></p> <p><i>The term 'courageous' has too much baggage attached to it. Does it mean sticking to one's opinions against ill-informed prejudice or sticking to one's opinion against rational argument?</i></p> <p><i>First and second parts of principle could conflict: good to look beyond existing boundaries, but flexibility and openness to beliefs of others would be a more acceptable principle to me than "promoting and defending" what I believe to be right and true.</i></p>
<p>Help establish a culture</p>	<p>Concern that this statement will only be effective if the existing culture is changed.</p> <p>The framework provides an opportunity to do this.</p>	<p><i>This will only be useful if the university is able to provide an environment, which enables such courage.</i></p> <p><i>At the innovative university this should be a given, but the culture does not really support innovation and different-thinking. Therefore, changes to the system are needed to enable this principle.</i></p>

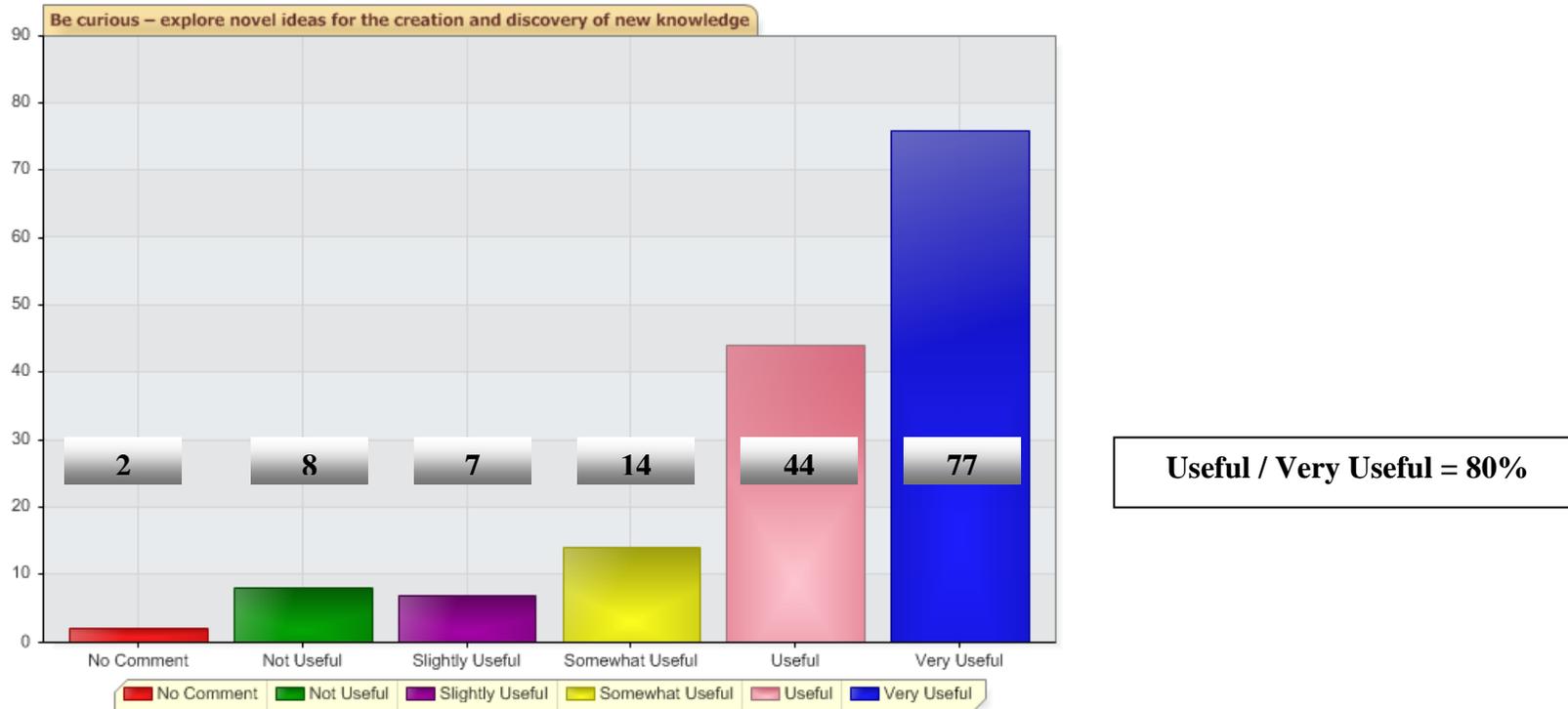
		<i>Often there is pressure to conform and it is important to cultivate a university environment where integrity counts for something</i>
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Theme	Summary	Comment examples
At what risk?	Comments show concern that this statement was not practicable as people did fear retributions, especially from management if they spoke out.	<p><i>- even when your upper management do not agree with you?</i></p> <p><i>Fine as long as courageous doesn't tend toward foolhardy. Many of us are constrained by rules and prohibitions in the workplace that inhibit our acting or speaking in defence of what we believe are to be right or true. Our current Enterprise Agreement makes it easier than previous agreements for those in authority to punish disagreement or disaffection.</i></p> <p><i>Again, needs to be demonstrated by managers - for example, by NOT victimising people who speak out on issues where they believe the truth (or what is right) needs to be defended. There are Divisions in this University where people are afraid to criticise because they have seen what happens to people who do.</i></p>
It's ironic considering recent history	Recent experiences revealed some respondents find the proposed statement challenging to what they believe is or will be the reality.	<p><i>This is somewhat ironic, given the University's media policy seems designed to prevent 'courageous' disclosure of inconvenient truths.</i></p> <p><i>There is some other Mac doctrine that says everything we do must be in the university's interests - the above principle may fly in the face of blind institutional loyalty.</i></p> <p><i>But in the corporate culture of Australia's 21st century higher ed sector, dissent is not tolerated (and often punished) by small-minded managers obsessed with their end-of-year bonus or their KPIs. Australian universities are starting to feel VERY Singaporean ... and this is definitely a step backwards.</i></p>
		<i>Potentially confronting and discriminative value.</i>

<p>Alternatives and suggestions offered</p>	<p>A handful of suggestions to adjust the statement.</p>	<p><i>Categories of "right" and 'true' are relative. Suggestion: "Be courageous – look beyond established boundaries, promote the spirit of this framework at all times"</i></p> <p><i>Why not "act on what you believe to be right and true"?</i></p>
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Theme	Summary	Comment examples
Miscellaneous	A range of comments.	<p><i>There needs to be a considered balance between the expressed values of the university's ethical statement and the requirement for an individual to act with intellectual courage and integrity especially in advancing an area of learning.</i></p> <p><i>Lord! This sounds like the American constitution</i></p> <p><i>Established boundaries are not much to do with quality of decisions but the second part of the question (which is unrelated to the first) is rather obviously important.</i></p>

Q.10 Be curious – explore novel ideas for the creation and discovery of new knowledge



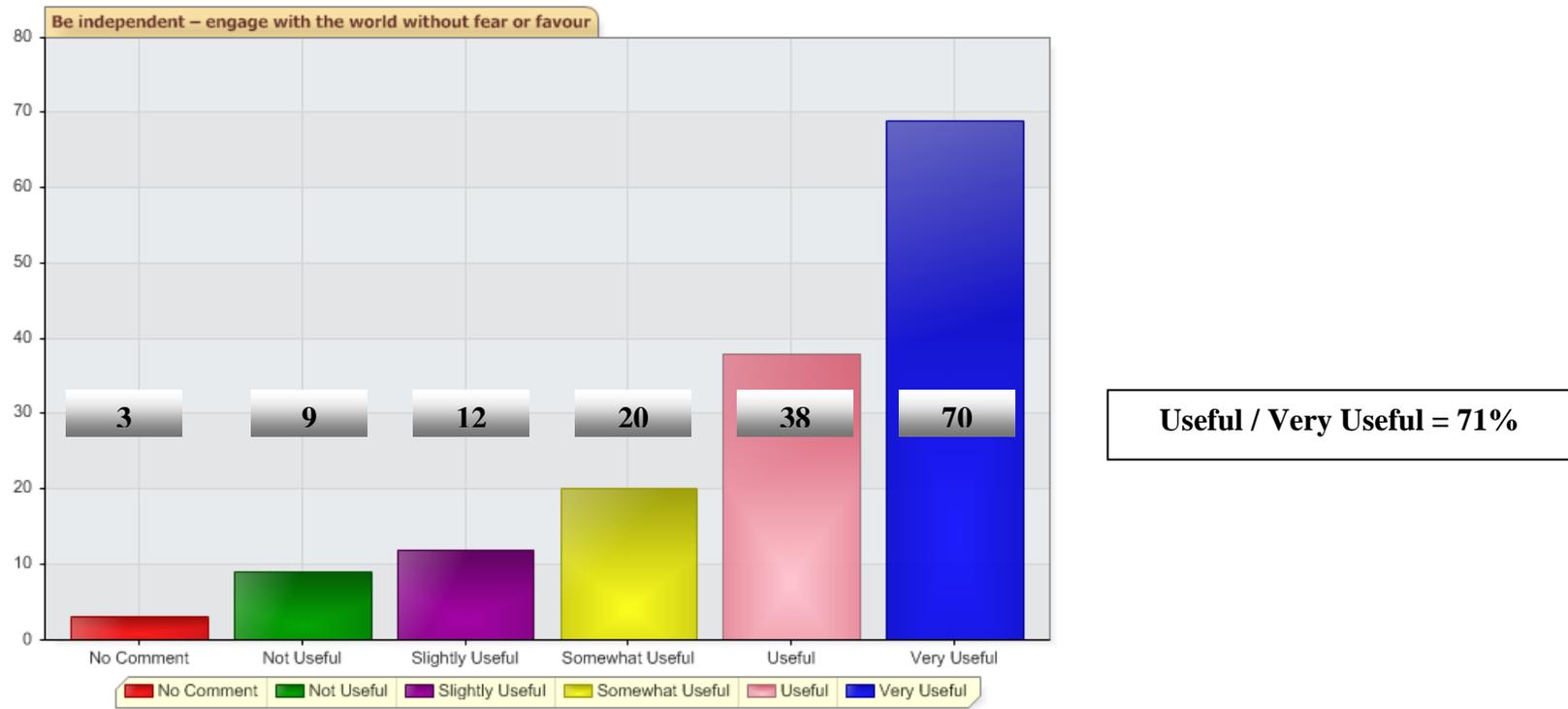
Total Number of Comments	47
Themes identified	% of comments
This is central to what a university does	47%
This is ironic	19%
What does this have to do with ethics?	14%
Miscellaneous	21%

Theme	Summary	Comment examples
<p>This is central to what a university does</p>	<p>Almost half of the comments felt this statement was, should be or is core to a university's mission.</p>	<p><i>That's part of an academic job description, no?</i></p> <p><i>Particularly useful if a framework is provided within the University for putting forward suggestions and engaging both students and staff. Does this already exist?</i></p> <p><i>I assume that this would be second nature to a university which calls itself 'the innovative university'.</i></p> <p><i>Any institution which does not do this, and allow people to do this has no right to call itself a university.</i></p>
<p>What does this have to do with ethics?</p>	<p>These respondents questioned how this statement relates to ethics.</p>	<p><i>Curiosity does not seem to be an ethical matter to me.</i></p> <p><i>What has this got to do with ethics?</i></p> <p><i>Impossible within any corporate and rule bound organisation!</i></p> <p><i>I'm not sure why this comes into the realm of ethics.</i></p> <p><i>Good advice but not strongly related to ethics.</i></p>

Theme	Summary	Comment examples
<p>This is ironic</p>	<p>These comments pointed out the irony between the statement and the reality of academic and working life at Macquarie.</p> <p>They point to their own, or others', experiences to show examples where the culture inhibits or prevents curiosity.</p>	<p><i>Again this should be a given at the innovative university but current gatekeepers and systems prevent really new discoveries and ideas at least in the area where I work.</i></p> <p><i>Thick, stifling layers of bureaucracy are the enemies of good ideas; create enough demands for reports, applications, etc. and you can bludgeon the curiosity and creativity out of even those determined enough to get PhDs.</i></p> <p><i>This is particularly important. There is too much of the culture that encourages conformity.</i></p> <p><i>This is something that I feel is important, however, it would be very hard to encourage individuals to publish, or seek to publish, their novel ideas. As a student I feel that this is not encouraged within the student community at all. Students seeking to maintain a good GPA will not be curious or explore novel ideas.</i></p>
<p>Miscellaneous</p>	<p>Both positive and critical comments covering a range of perspectives.</p>	<p><i>This may be useful for some positions within the university, esp. academic and higher level general staff. However, I don't believe it applies to all jobs within the university and may be detrimental to some jobs, esp. those that are short term and involve highly specified tasks.</i></p> <p><i>I am unclear what this adds - it is implicit in the research orientation of academic work, but is enormously unclear.</i></p> <p><i>This would encourage continuous improvement.</i></p>

		<p><i>Nice heroic sentiment - but if there's no pot of gold at the end of the commercialisation-rainbow will the research get cut down? How will collegiality interact with this sentiment if one discipline cuts the other down?</i></p>
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Q.11 Be independent – engage with the world without fear or favour



Total Number of Comments	50
Themes identified	% of comments
This in unrealistic and against current culture	35%
This is positive, important or needed	20%
Don't understand or question the interpretation	15%
How will this be practically applied?	10%
Alternatives and suggestions offered	8%
Miscellaneous	13%

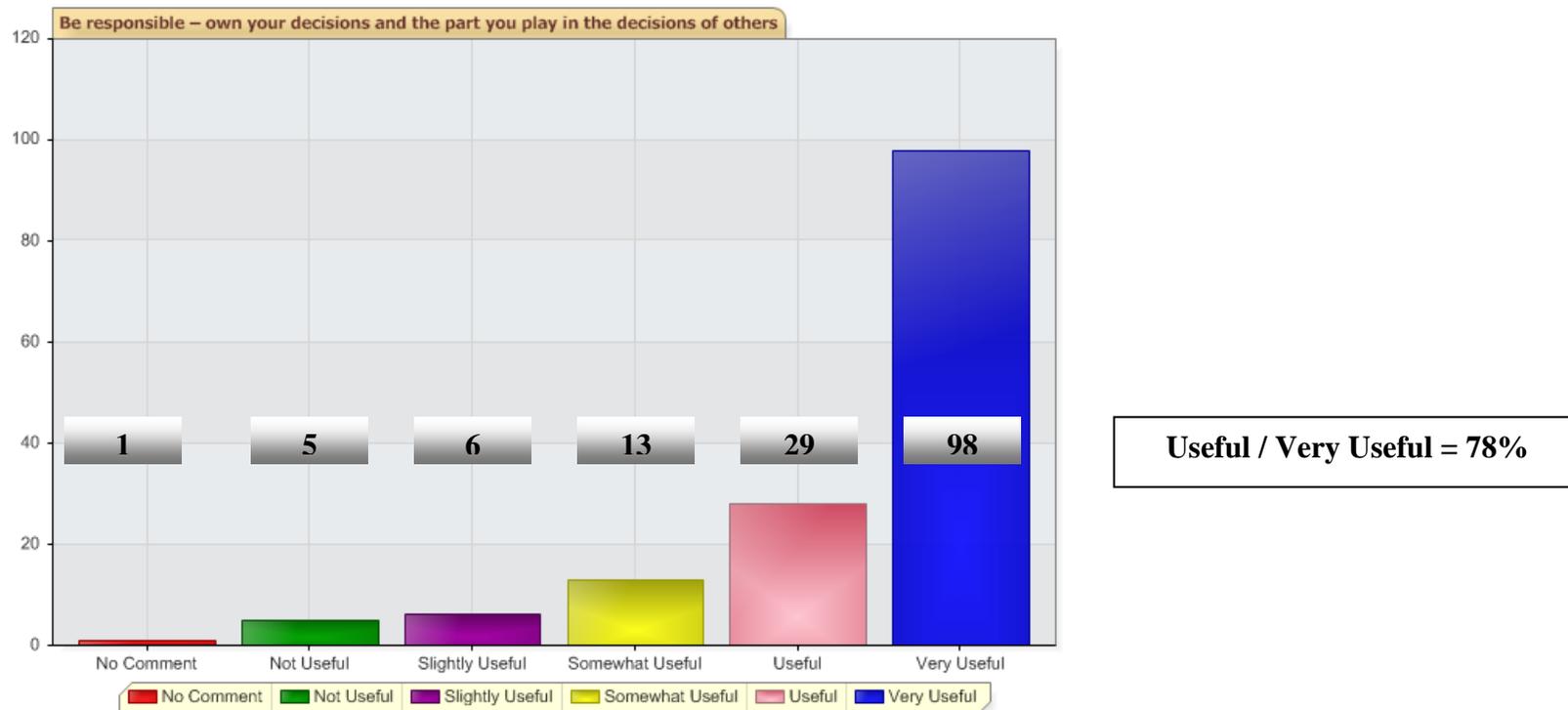
Theme	Summary	Comment examples
<p>This in unrealistic and against current culture</p>	<p>A third of respondents' comments pointed to relationships, arrangements or existing practice which made this statement hollow or a contradiction.</p> <p>They pointed to 'fear and favour' currently being exercised and did not expect that this could or would change.</p>	<p><i>This is a lot like John Howard's industrial relations plan: it's great if you have specialised expertise that is in demand. It's not so great if you can be replaced by thousands of other people, and you have a mortgage.</i></p> <p><i>To one's own detriment? Not likely! Humans don't</i></p> <p><i>If the science departments are to be sponsored and involved with industry partners, how would that independence be executed? Wouldn't it be unrealistic and hypocritical to demand that in the increasingly corporatised universities?</i></p> <p><i>An ideal, but then one sees how some academics who have tried this have been treated.... it is probably wishful thinking.</i></p> <p><i>This is an inherently self-contradiction - our work is informed, sometimes directed by management, commercial, public, peer or government pressures - why wouldn't there be fear or favour?</i></p> <p><i>But let's not offend the government who pays the bills, nor our increasing contingent of NESBs.</i></p>

Theme	Summary	Comment examples
<p>This is positive, important or needed</p>	<p>This statement was seen as necessary and needed at the university.</p>	<p><i>Encouragement to be independent is important in a university where academia promotes independent, creative thinking.</i></p> <p><i>This is important, but building trust to allow people to stick their necks out in defence of things that others disagree with or disapprove of means that senior management buy-in (and trust in that buy-in) is essential.</i></p> <p><i>This is a very useful attribute in a learning environment. The concept may need some development if it is to have the gravitas of a VALUE.</i></p>
<p>Don't understand or question the interpretation</p>	<p>These respondents mostly did not understand the logic of the statement within itself and suggested that it was against others in the framework.</p> <p>Some were confused and others concerned how it would be interpreted.</p>	<p><i>Have concerns about how people might interpret this in their dealings with the media.</i></p> <p><i>I don't follow the logic of the connection between two statement parts - I have come back to this a number of times and can't quite fathom what this principle is getting at. It appears to state that we should act independently of what others think or feel, but surely this could actually discourage ethical conduct which often asks us to consider the perspective of others.</i></p> <p><i>I am not sure what this is suggesting. I thought we were all supposed to engage in collaboration? Perhaps this could be slightly reworded - act in a principled manner without fear or favour??</i></p> <p><i>Independence is good, but I don't understand what you mean by "without fear or favour"</i></p>

<p>How will this be practically applied?</p>	<p>Once again respondents queried the practical application of this statement.</p> <p>They were supportive of its intent but wary of how it translated into organisational policy and positions.</p>	<p><i>Be independent is good. Not sure how you operationalise the rest and it's a little like self help truism. Can we instead have "exercise your own opinion"?</i></p> <p><i>Needs to be backed with specific rules regarding shareholdings (what can be held and what must be disclosed).</i></p> <p><i>Let's hope so. And let's hope we will be defended by our leadership when we do. If any of our academics, for example, were attacked in Parliament like David Peetz was recently by the Workplace Relations Minister, I would hope our VC would go in to bat for him and demand greater respect for the academic voice. Where was the Griffith University VC's defence of his staff member's academic independence? I hope ours would do better.</i></p>
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Theme	Summary	Comment examples
<p>Alternatives and suggestions offered</p>	<p>A few respondents offered their input to improve the statement or address a concern they had with it.</p>	<p><i>Need to modify this to with respect and dignity (and kindness and charity) - I know you have a bit of this above but it is not strongly linked</i></p> <p><i>Would prefer something about value of partnerships and working together for good of society, rather than independence.</i></p> <p><i>Might be useful to define this in the context of being cooperative.</i></p>
<p>Miscellaneous</p>	<p>A few comments or statements from respondents – opinion, statement and questions over how other parts of the framework interrelate.</p>	<p><i>The coward dies a thousand deaths the hero only one.</i></p> <p><i>It's a pity some feel they have to intimidate the world, that they are better - or have a superior right.</i></p> <p><i>"Collaborative" and "collegial" all too often mean "be a good cog in the machine, fit in", i.e. "don't be independent".</i></p>

Q.12 Be responsible – own your decisions and the part you play in the decisions of others



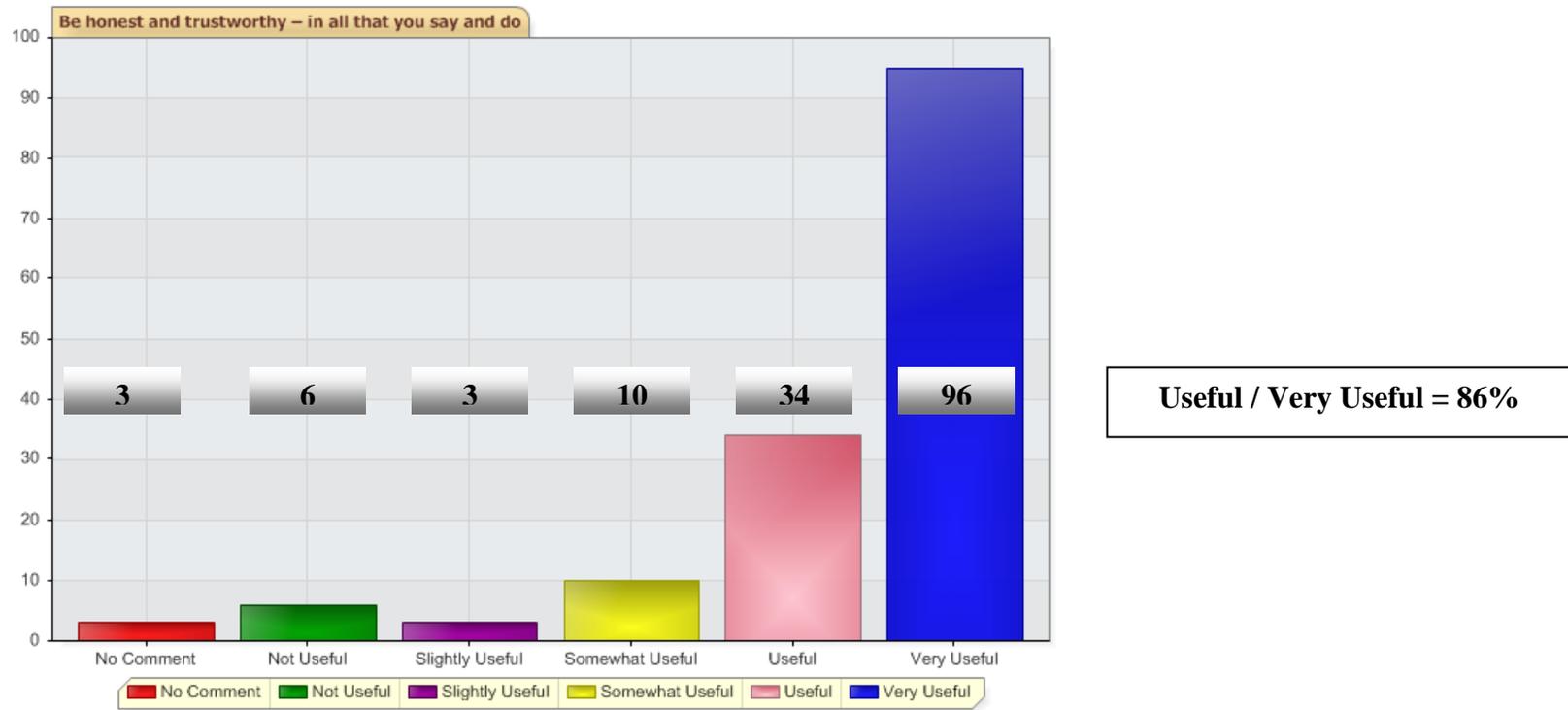
Total Number of Comments	35
Themes identified	% of comments
Positive, needed, necessary	47%
With our power relations, culture and history it will be problematic	20%
Unrealistic but welcome	13%
Query the language, definition or offer alternate wording	13%
Miscellaneous	7%

Theme	Summary	Comment examples
<p>Positive, needed, necessary</p>	<p>Almost half the comments embraced the statement as essential, good and necessary for the University to adopt</p>	<p><i>I think this is relevant to being honest and trustworthy.</i></p> <p><i>Good, clear and commits people - my only hesitation is that it is a "life ethic" not specific to a university</i></p> <p><i>Let's get the decision making based on the law and sound practices rather than rank and deal making.</i></p> <p><i>NO BRAINER</i></p> <p><i>Sometimes the basics are most needful of stating.</i></p> <p><i>Very important.</i></p> <p><i>This should be in everyone from kindergarten up. What sort of world do we have that needs to tell people to be responsible. I guess this one!! So it is important to say this.</i></p> <p><i>Responsibility is one of the hardest qualities to take on but the best people can do it with ease.</i></p> <p><i>Yes, there is no neutral position. We have to make a stand for or against. To not do so is to take an indifferent amoral position.</i></p>

Theme	Summary	Comment examples
<p>With our power relations, culture and history it will be problematic</p>	<p>Comments focused on existing patterns of experience which highlight both the need for this statement and barriers that will need to overcome if it is to be given practical effect.</p>	<p><i>There is still an element of 'blaming' and punitive behaviour in the current university culture that can make this difficult to deal with. The 'word' of general staff is often not equal to that of students or academic staff.</i></p> <p><i>Again, trust in senior management's commitment to have this apply to themselves will be crucial in its adoption as a benchmark by the whole community.</i></p>
<p>Unrealistic but welcome</p>	<p>Respondents welcomed the statement but questioned the capacity and commitment of the organisation to actually live and work with it.</p>	<p><i>This is a tricky line to navigate, but is important to acknowledge both individual and collective responsibility.</i></p> <p><i>It would be nice if we could get rid of the plethora of useless committees of people who are intrinsic wastes of space, and move towards personal responsibility with the individual who makes the decision actually signing the bit of paper and taking responsibility. Far too much low-level administration is being handled at too high a level, and involves multiple signatures. Why? Who is on a power trip? Why do so many people have to approve low value financial transactions?</i></p> <p><i>Again, an unrealistic, but extremely welcome principle. Committee-driven world of university decision-making has been designed for individuals not to take personal responsibility for anything. So, can this be executed realistically speaking? Top-down and bottom-up accountability would be probably more realistic to achieve in this context.</i></p>

<p>Query the language, definition or offer alternate wording</p>	<p>Comments pointed to the need for a clearer definition to aid better understanding of individual responsibilities.</p>	<p><i>Again, being responsible is important but what are you saying about the ownership of decisions?</i></p> <p><i>Yes, but this could be expressed better. E.g. 'Have carefully considered and justifiable reasons for your decisions and be prepared to use these reasons to defend and promote those decisions. Be prepared also to change those decisions in the face of better reasons.'</i></p> <p><i>Again - a definition of 'responsible' would be advisable. I was responsible in reporting a predator so that other women would not suffer. That is responsible. The university is not responsible, in my view, for the safety of female students as the predator still works at Macquarie.</i></p> <p><i>Again the statement should be written in simple language so that all can understand and be able to implement it in their working life.</i></p>
<p>Miscellaneous</p>		<p><i>If we act ethically as an individual the corollary is accepting responsibility for the decisions.</i></p>

Q.13 Be honest and trustworthy - in all that you say and do



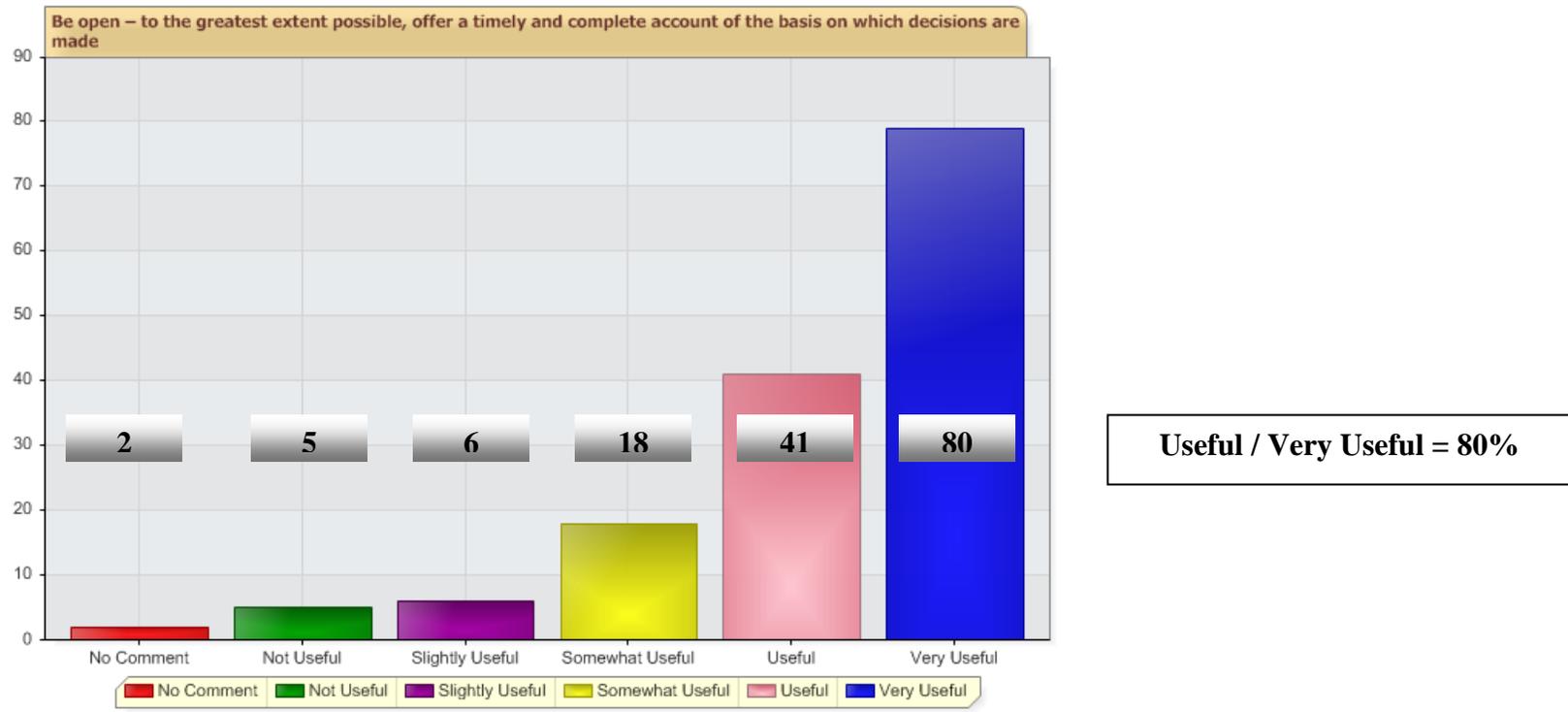
Total Number of Comments	33
Themes identified	% of comments
Obvious although some would say idealistic	72%
Reality check, please!	12%
What will be the consequences?	8%
Miscellaneous	8%

Theme	Summary	Comment examples
<p>Obvious although some would say idealistic</p>	<p>Overwhelmingly, comments accepted and endorsed this statement.</p> <p>Many found it quite obvious but agreed that such a principle needed to be stated in 'black and white'.</p>	<p><i>Again, commonsensical, but possibly does need to be spelled out.</i></p> <p><i>Goes without saying, but I guess if you are going to have an ethics statement this has to be in it.</i></p> <p><i>Honesty is the best policy so the saying goes!</i></p> <p><i>Again simple, clear and action focused but not specific to a university</i></p> <p><i>You should not need to be told this.</i></p> <p><i>Obviously a statement cannot make a person truthful and worthy of trust. Although a statement can have an inspirational message.</i></p> <p><i>Imperative...as this develops a culture of TRUST...which is currently lacking at MQ at the moment.</i></p> <p><i>Very useful from an ethical perspective.</i></p> <p><i>A basic human belief and value for an ethically driven organization.</i></p>

Theme	Summary	Comment examples
Reality check, please!	Comments showed times where honesty was not the best policy.	<p><i>This seems very Christian. I have given false feedback to PhD and honours students to get them through a tough time (e.g. saying that I am confident they will complete, when I'm not 100% sure that this is true). I've had a few students say that my continued faith in their ability to get through really helped, so I won't be changing this strategy. I think being honest and trustworthy in ALL you say and do is something nice to aspire to, but it doesn't always lead to good interactions with others.</i></p> <p><i>What about looking out for your own interests. Being honest can get you in trouble. What does the framework do to encourage honesty even if other interests are hurt.</i></p> <p><i>well, the political machinations that characterise university life don't sit well with this one, and they aren't going to disappear in the near future, so this one seems to be a bit silly</i></p>
What will be the consequences?	These respondents wanted to know what happens if people are not honest and trustworthy. What are the implications, if any?	<p><i>Just 'motherhood' unless implications spelt out.</i></p> <p><i>Good ... but will the University as a community become willing to sanction those of its members who are not honest?</i></p>
Miscellaneous	A couple of comments that reflected on the statement or their own experience.	<p><i>This is a challenge when honesty is sometimes not usefully shared. However in general I think it is more helpful to say what is your own truth but without judgement of the other. Sometime honesty carries with it a judgement of the other, and that is not so useful.</i></p>

		<p><i>Trustworthy with regard to the welfare of others yes.</i></p> <p><i>It would be great to say I could trust Macquarie but its staff and complaints dept have breached my trust in immeasurable ways. I'm not sure how you could prove that you were trustworthy to me unless via a tight system that moved to make Macquarie safe and remove unsafe people from your staff.</i></p>
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Q.14 Be open – to the greatest extent possible, offer a timely and complete account on the basis on which your decisions are made



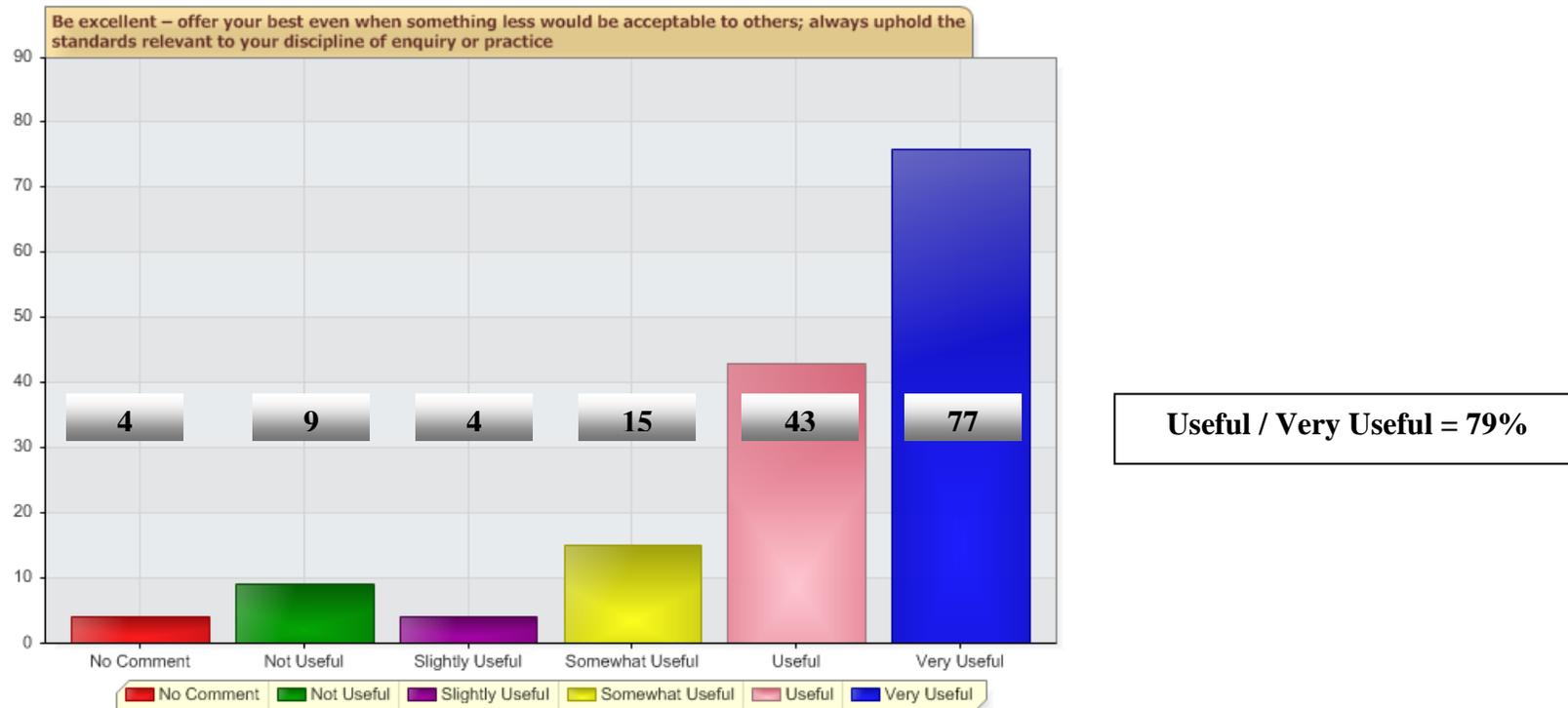
Total Number of Comments	45
Themes identified	% of comments
Positive, useful and needed	31%
Problem with wording, definition or suggested alternatives	24%
How will this be applied?	24%
What do you mean?	6%
Miscellaneous	14%

Theme	Summary	Comment examples
<p>Positive, useful and needed</p>	<p>A third of comments found the draft statement useful, important and needed in order to create a changed culture and therefore, supported the ethical framework.</p>	<p><i>Sometimes timely and complete don't come together (often one comes at the expense of the other), but as much as is possible, this should be sought.</i></p> <p><i>Transparency does make decision-making and decisions more acceptable by the majority. Otherwise, gossip and conspiracy theory can undermine all efforts.</i></p> <p><i>Perhaps useful to hold our superiors to account?</i></p> <p><i>This would really help to establish and maintain the collegial community mentioned above. In fact, without this kind of transparency, it is hard to have collegiality.</i></p> <p><i>Being open and transparent is crucial for the development of TRUST.</i></p> <p><i>Really, really important. Again, I think the factor of power needs to be acknowledged - the more powerful the decision-maker, the wider the constituency to which that person should be accountable.</i></p> <p><i>This is a good statement and support of culture change.</i></p>

Theme	Summary	Comment examples
<p>Problem with wording, definition or suggested alternatives</p>	<p>Comments focussed on the actual wording. Some thought it clumsy, others provided suggestions.</p> <p>Several comments feature 'to the greatest extent possible' and indicated a mixed reaction – those that thought it was a 'cop-out' and those that it was sensible.</p>	<p><i>I feel this principle is not sufficiently focused. "Being open" is quite a different matter to "being timely". And the offering of a "complete account of the basis on which decisions are made" seems to be only part of what "being open" involves (though it is an important part). The notion of "transparency" seems closer to what this principle is about, so perhaps something like "Foster openness and transparency" might better capture the ideas here.</i></p> <p><i>Why "to the greatest extent possible". This is a cop-out. Transparency and democracy as principles should be promoted.</i></p> <p><i>I like for the caveat at the front "to the greatest extent possible"</i></p> <p><i>I see "to the greatest extent possible" as being an unnecessary qualification. Rather than a 'complete' account I would prefer a 'considered' account.</i></p>
<p>How this be applied?</p>	<p>Comments focused on the application of this statement through policy and procedures. Some were hopeful about its use; others were critical or cynical.</p>	<p><i>With proper procedures and support no more KTM - kill the messenger.</i></p> <p><i>There can be better process applied here.</i></p> <p><i>You say survey indicated that staff want to be more involved in decisions that are made that affect them - how do we develop a culture where open &amp; honest communication can be had?</i></p> <p><i>But is it possible in this day of spin? I can't even get a response to a memo re falling lifts!</i></p>

		<p><i>This will be interesting to see in action!</i></p> <p><i>In practice this may be onerous if we have to do this for everything.</i></p>
What do you mean?	Respondents were either confused about the statement.	<p><i>A little confusing as a statement.</i></p> <p><i>If you mean being able to justify a decision and show logical thought process, then yes. If that's not what you mean, ignore my answer and put "no comment".</i></p> <p><i>Does this refer to transparency within the operations of the University?</i></p>
Miscellaneous	A range of comments – effectively amounting to a critique of management.	<p><i>Again, we have specious justifications trotted out all the time to punish members of the university community who happen to disagree with B-grade managers. This will never change unless we can re-cultivate the collegial ethos that used to permeate Australian universities until fairly recently.</i></p> <p><i>Can be incorporated in statement on responsibility.</i></p> <p><i>We are meant to have minds that are trained to be open.</i></p> <p><i>No one should restrict themselves or be closed off from the world and should not be in denial.</i></p> <p><i>Again, this comes back to being well researched on the issue.</i></p>

Q.15 Be excellent – offer your best even when something less would be acceptable to others; always uphold the standards relevant to your discipline of enquiry or practice



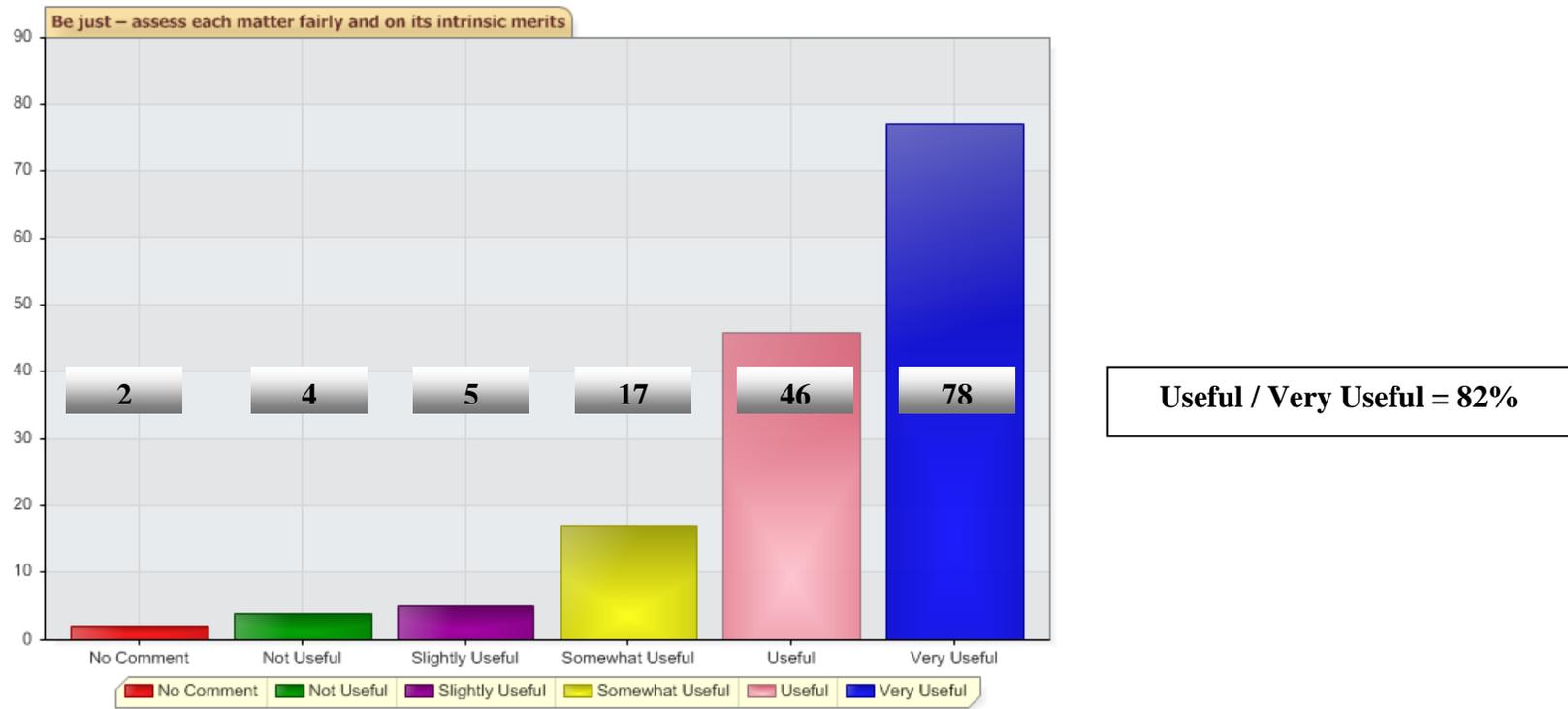
Total Number of Comments	38
Themes identified	% of comments
Great, needed and inspirational	38%
In reality it's a trade off	24%
Doesn't work or language is muddled	21%
Help to change of culture to current system	12%
Miscellaneous	6%

Theme	Summary	Comment examples
Great, needed and inspirational	Simple positive support all round in this range of comments.	<p><i>That's a motivational credo, so I guess why not.</i></p> <p><i>I think this is related to inspiring passion and commitment in the University community. this is also part of a culture of excellence.</i></p> <p><i>To come to university you must be out to achieve something so give it your best!</i></p> <p><i>This is good one for lecturers</i></p> <p><i>ONE OF THE MOST IMPORTANT</i></p> <p><i>Striving for excellence, particularly in a university environment, is an expectation!</i></p> <p><i>Absolutely agree. Doing your best is a valuable affirmation.</i></p> <p><i>I think that this is a very good tenet for the university to adopt, because so much university study is about furthering professional opportunity and money.</i></p>

Theme	Summary	Comment examples
In reality it's a trade off	Respondents perceive that the reality is they are caught between the competing interests of time and an aspiration to achieve excellence.	<p><i>This seems tangential to ethics. There is a trade off here between excellence and time required. I definitely choose what to invest time in, and it's not everything.</i></p> <p><i>Life's a trade off between competing interests.</i></p> <p><i>I see some uses in this principle. However, in my job and the work of many academics on campus, it is hard to offer the best, as we are torn between administration, teaching and research. Sometimes it helps to feel comfortable that you can make compromises in one area in order to do well in another area (i.e. not all areas receive your best). Also, I have a couple of colleagues who are very talented researchers who don't publish because they feel their articles are not the best they can present.</i></p> <p><i>This is another self-contradiction - because excellence is fraught by fear and favour.</i></p>
Doesn't work or language is muddled	Respondents questioned the statement, felt it needed rephrasing to be meaningful and thought excellence would not be understood.	<p><i>This is a muddled statement and perhaps reflects the over-use of "excellence." It may be very counter-productive to provide standards higher than required as this may increase costs. The right standard is the agreed standard, not some idealised standard. It is a second and quite large topic to cover standards within disciplines - this goes to professional ethics, judgment and practice.</i></p> <p><i>We are in the third university in a small city and we have little time or budget for true excellence. Most people using this word have no clue whatsoever about excellent universities.</i></p>

		<p><i>This is cringeworthy!! It sounds like something that would appear in advice handed to a new employee in a fast food chain. Needs to re-phrased , perhaps so that it amounts to a reminder of the need to abide b professional codes of conduct or, for students, achieve high academic standards.</i></p>
<p>Help to change of culture to current system</p>	<p>These comments supported the statement and saw it as a way to improve or change the current university environment.</p>	<p><i>The performance management system needs to value quality rather than quantity.</i></p> <p><i>I think that this would be very hard to enforce, if it were needed. However, as a principle to build a University upon it is a fantastic goal to strive for.</i></p> <p><i>Strongly Agree. Relevant tools and support useful for students who apply this motto in the work place and find themselves at odds with management.</i></p>

Q.16 Be just – assess each matter fairly and on its intrinsic merits

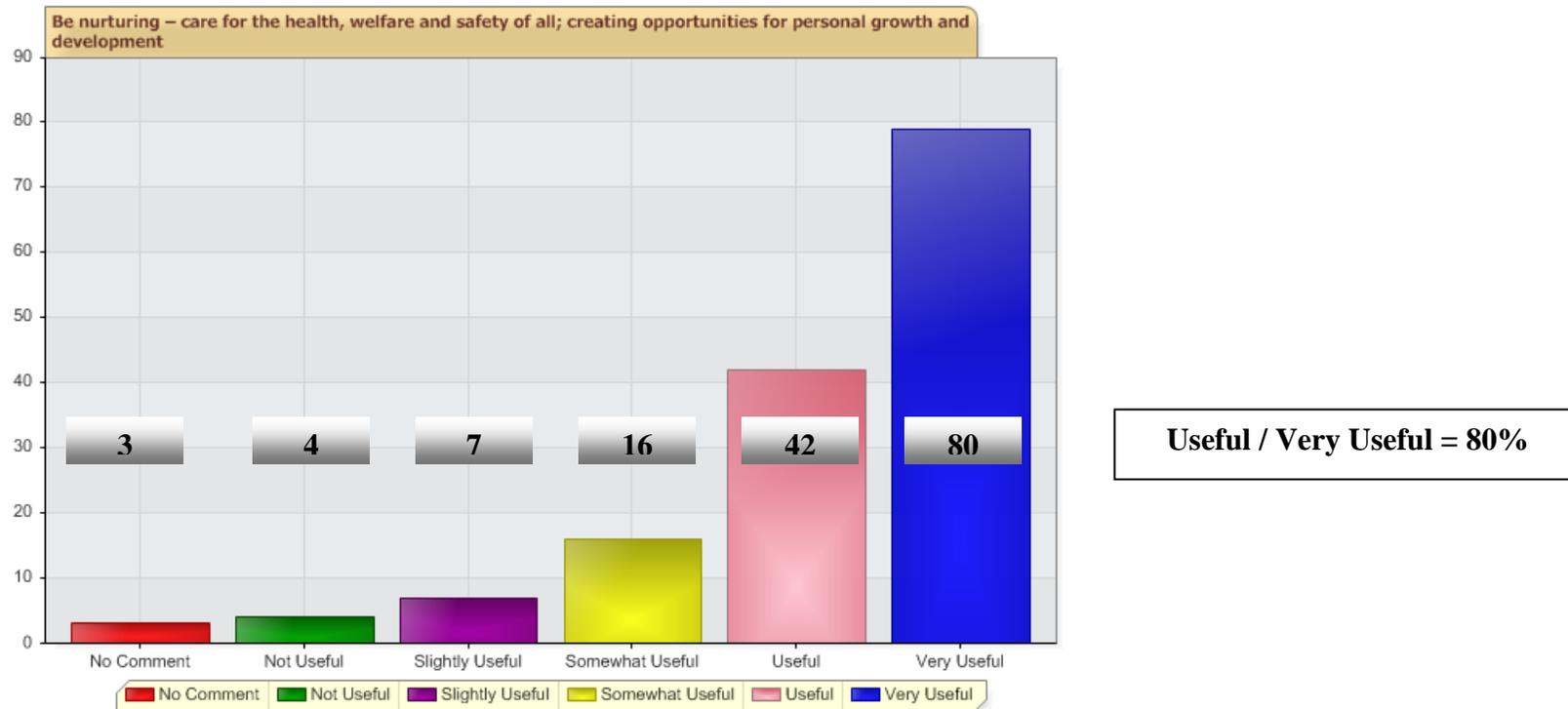


Total Number of Comments	34
Themes identified	% of comments
It's a matter of interpretation	26%
'Intrinsic' is problematic	22%
Positive step and help with impartiality	19%
Focused on the justice	15%
Miscellaneous	19%

Theme	Summary	Comment examples
It's a matter of interpretation	<p>These comments questioned how one might interpret the concept of what is 'just'.</p> <p>Assessments will vary from individual to individual – how will that deliver a just decision?</p>	<p><i>That's what we all try to do. It's an interesting point. Is it asking for objectivity or an inner sense of justice that may differ from individual to individual?</i></p> <p><i>This is impossible to achieve given the multiple perceptions that people bring to situations. Current practice speaks against this being other than wishful thinking.</i></p> <p><i>My assessment will be different to others given my cultural, family &amp; life experiences. The value of diversity in a large organisation.</i></p> <p><i>By whose measurement of justice?</i></p>
'Intrinsic' is problematic	<p>The word 'intrinsic' concerned these respondents. What does it mean and how is it to be interpreted?</p>	<p><i>It's that notion of intrinsic that troubles me. It assumes there is a perspective from nowhere - a value-free stance. I think that moral properties are relational - they depend on features of the knower and the known - they are not intrinsic in any universalistic sense.</i></p> <p><i>Justice is, of course, of universal importance. A very careful definition of 'intrinsic' is most necessary here.</i></p> <p><i>Not sure about "intrinsic merits" - no issue stands in isolation, everything has a context. I am not talking about a justification for being UNjust, rather, we need to ensure that the scope of justice is adequate to deal with context and circumstances.</i></p>

Theme	Summary	Comment examples
Positive step and help with impartiality	General acceptance of the statement and how it would help the culture and university system.	<p><i>Impartiality is very important and you should assess each matter on its merits.</i></p> <p><i>I agree, it is too, too easy to make a decision based upon a negative (or positive) past experience as opposed to evaluating what is in front of you.</i></p> <p><i>Open-mindedness comes in here, and having the ability to suspend judgment. Personal biases need to be owned and managed.</i></p>
Focused on the justice	<p>Like the comments on 'intrinsic' these focussed on 'justice' – what it is, how it is done.</p> <p>Also included suggestions to make the complaints system fairer.</p>	<p><i>Justice - Your complaints department needs to introduce an independent complaints system so that victims and perpetrators can agree equally on a person that assesses complaints. Additionally it might be best if the Dean does not promise to 'treat you like family' during a complaint and then never speak to you again.</i></p> <p><i>I wouldn't use the expression "just." It has many cultural connotations and the old aphorism may confuse - "justice is blind." However, a simply expressed VALUE of fair treatment in accord with established PROCESS is a good idea. All processes should have as integral to their procedure that issues are decided on their merits.</i></p>
Miscellaneous	A couple of reflections on the current university environment.	<p><i>The current Enterprise Agreement and the way in which it's being interpreted by those in positions of control fosters injustice though.</i></p> <p><i>Could we just get some fair into the MQ environment – no need for quasi-judicial actions.</i></p>

Q.17 Be nurturing – care for health, welfare and safety of all; creating opportunities for personal growth and development

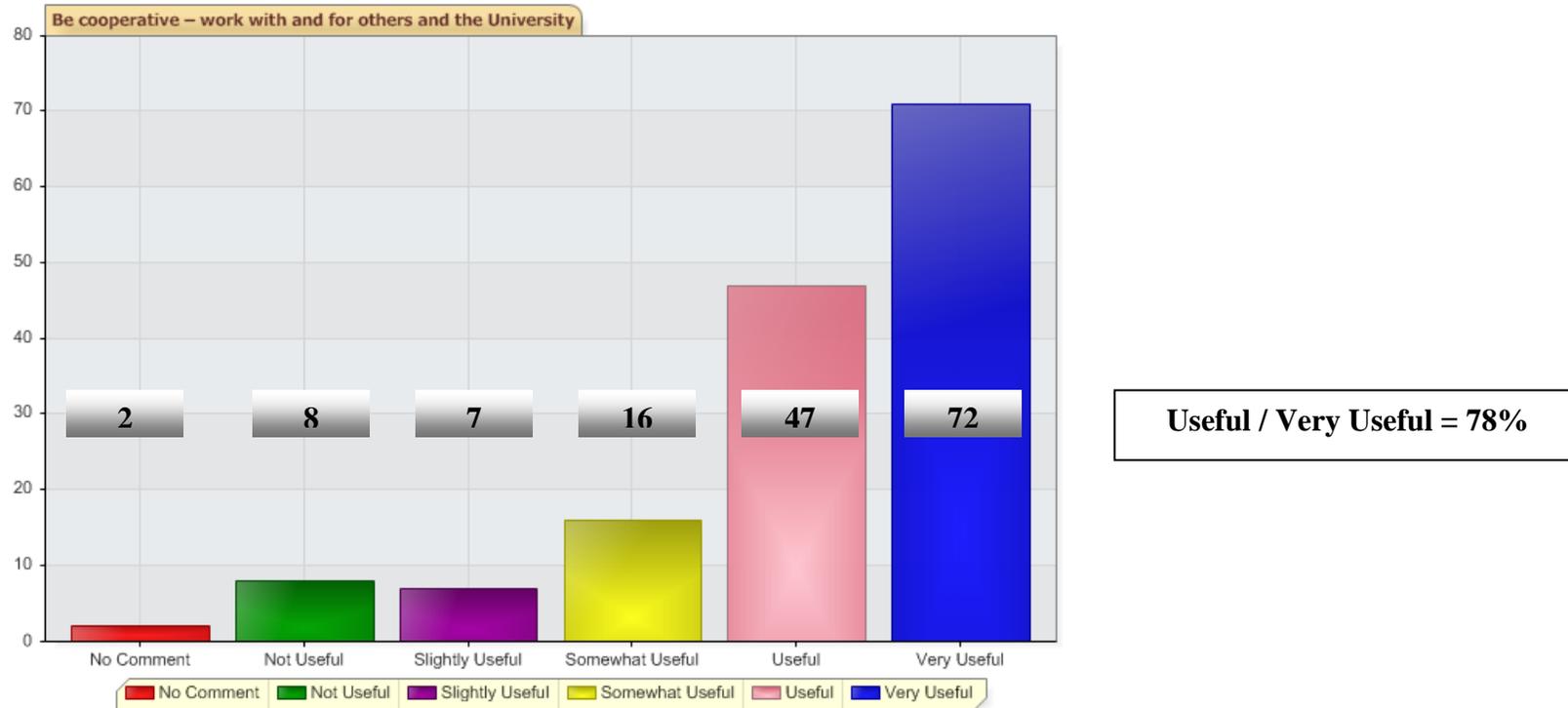


Total Number of Comments	40
Themes identified	% of comments
Really positive, would like to see it happen	41%
How do you do this and overcome existing issues	25%
Suggestions	16%
Will this work?	6%
Miscellaneous	13%

Theme	Summary	Comment examples
Really positive, would like to see it happen	A significant number of comments found this statement useful, positive and would like to see it turn from ideal into reality.	<p><i>A fine ideal much needed at Macquarie.</i></p> <p><i>Again, a critical factor in the establishment and maintenance of a collegial and ethical community.</i></p> <p><i>If the majority agree that nurturing is part of tertiary education (which I think it should be), that's good to remind of that. However, does it mean that we can be more lenient with deadlines and more understanding of students' personal problems (I am so, but that's not the norm).</i></p> <p><i>Nice ideal. It will be interesting to see how people interpret their duty to "nurture" and whether behaviours change as a result.</i></p>
How do you do this and overcome existing issues	Most of these respondents did not currently view Macquarie as having a nurturing environment. Individuals would need training, assistance and support. Practical strategies would need to be developed and effort committed to address existing issues and practices.	<p><i>The environment at Macquarie is not nurturing. How will you measure nurture a perpetrator is allowed to continue to teach?</i></p> <p><i>If the university wants to promote this, then people are going to need serious coaching assistance. Adults who were never sufficiently nurtured themselves, find this hard to do for others.</i></p> <p><i>I question the extent to which university management will be able to do this, irrespective of the ethics statement, if bottom line demands require otherwise.</i></p> <p><i>Will HR actually promote this?</i></p>

Theme	Summary	Comment examples
Suggestions	Comments suggested that 'nurturing' be dealt with elsewhere in the framework or in other university policies. Others wanted a clearer definition or the inclusion of specific people and issues.	<p><i>I don't believe this is realistic and could potentially be intrusive. This is much better dealt with in terms of organisational policies if possible.</i></p> <p><i>Could this be incorporated into the collegial community definition?</i></p> <p><i>What about mentioning the environment and future generations?</i></p> <p><i>I know this is not fully defined but an open ended "all" means we have to nurture people we don't deal with.</i></p>
Will this work?	These comments questioned whether this ideal was actually realistic. Interpretation was thought to be a problem.	<p><i>I don't believe this is realistic and could potentially be intrusive. This is much better dealt with in terms of organisational policies if possible.</i></p> <p><i>Acting in a manner so as not to endanger others is obviously important, and saying so can both help to make that point to callous individuals, and as a benchmark in judging their actions. However, the interpretation of "welfare" can vary widely, and "creating opportunities" has in my experience often meant lecturers presuming to impose compulsory arrangements on students.</i></p>
Miscellaneous		<p><i>This is beginning to sound ...</i></p> <p><i>This is covered in the equal opportunity section</i></p>

Q.18 Be cooperative – work with and for others and the University



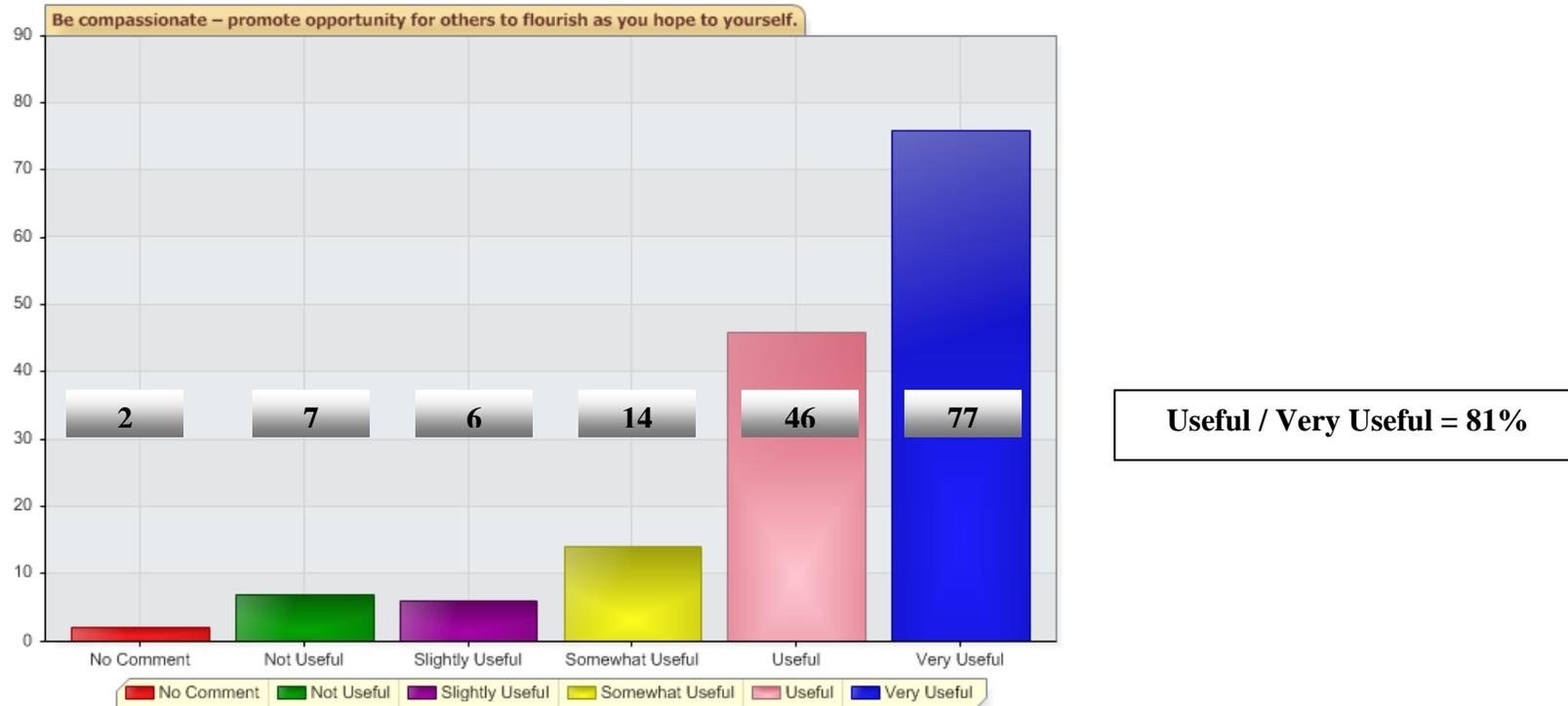
Total Number of Comments	40
Themes identified	% of comments
It's a positive step and will help change culture	35%
This is a contradiction to what is happening	16%
Issue with the definition	14%
Do we really work for the University?	11%
This point is outside ethics	11%
Miscellaneous	14%

Theme	Summary	Comment examples
<p>It's a positive step and will help change culture</p>	<p>A third of comments thought it was a positive and helpful step. It would encourage change but needs to be supported by policy and action.</p>	<p><i>This encourages MQ to work across borders of Divisions/Offices.</i></p> <p><i>From a student's perspective, if this principle were adopted by teachers as a teaching principle it would be fantastic. Too often the development of the student is far second to the development of the teacher's own development.</i></p> <p><i>By working together and advocating for others changes can occur making the university a better place and all benefit.</i></p> <p><i>We are forced to compete more and more for the rewards that we need to make our workplace fun. Only a policy change can alleviate this. Current policy instructs us to be uncooperative on the whole!</i></p> <p><i>I hope this will result in teaching which reflects this.</i></p> <p><i>Cooperation is a key to learning with and for others. Sharing ideas builds trust and fosters creativeness.</i></p> <p><i>Reward systems need to reflect this. Many workplaces reward individual effort alone, while asking for more altruistic behaviour.</i></p>

Theme	Summary	Comment examples
<p>This is a contradiction to what is happening</p>	<p>Several critical and cynical comments based on respondents' personal experiences or interactions within the university.</p>	<p><i>Too often, I find institutional demands (not my colleagues') are incompatible with my own standards for excellence, appropriate use of resources, pursuing excellence, and the like. Although I did not behave this way prior to arising, I find myself thinking increasingly of how I might avoid the current administrative demands placed upon faculty.</i></p> <p><i>Why should I "work for the University" when MQ doesn't give a rat's arse about me other than as a potential \$100,000 value on completion of my PhD? There is absolutely no loyalty downwards, so why should I have any loyalty back?</i></p> <p><i>Well, I've not heard of anyone receiving promotion at Macquarie for being a "team player"... but ruthlessly self-serving careerism and grotesque sycophancy (often at the expense of colleagues) seems to work a treat in immature and mediocre institutions (incl. Australian universities). There are many people in this organisation who seem to spend huge chunks of their careers mopping up the trail of destruction left behind by grotesquely ambitious colleagues.</i></p>
<p>Do we really work for the University?</p>	<p>Comments queried whether the premise in the statement is really true.</p>	<p><i>The student is not at university to work for the university. There may be situations in which individuals may choose to cooperate for their mutual benefit, but this must be a free choice, where it is freely chosen to be appropriate, not a primary imperative.</i></p>

		<p><i>Does any researcher really work for the university...particularly in the sciences it is intellectual pursuit that drives the individual, the university can look after itself!</i></p> <p><i>Why for the University, rather than for the academic discipline, or the nation?</i></p>
This point is outside ethics	Respondents suggested this statement was outside the scope of an ethical framework.	<p><i>Not an ethical value - people are allowed to refuse to be a team player</i></p> <p><i>This does not imply ethical conduct. You could be cooperative for very negative reasons.</i></p> <p><i>Again this is getting to a personal level and I think outside the range of a general ethics statement.</i></p>
Miscellaneous	A handful of comments outside the above themes.	<p><i>If the university had my respect, I would work within it. Respect is earned. The fact that the Dean of Students told me that outcomes of complaints are different to the actually internal action taken proves that there is an enormous disparity in integrity at Macquarie.</i></p> <p><i>It is very difficult to be a university worker without doing this.</i></p> <p><i>Some people are introverts and perform best by themselves, which is fine as well.</i></p>

Q.19 Be compassionate – promote opportunity for others to flourish as you hope to yourself



Total Number of Comments	34
Themes identified	% of comments
Positive step and needed	30%
The definition needs work	24%
Is there the ability to do this and counter the existing culture?	21%
Miscellaneous	24%

Theme	Summary	Comment examples
Positive step and needed	Almost a third of comments simply endorsed this statement. They value compassion in themselves, others and organizations.	<p><i>Compassion is something that is missing a lot from organisations.</i></p> <p><i>I think this reminds us that the flourishing of others is integral to a healthy community, and it encourages reflection on support systems like mentoring and the like.</i></p> <p><i>This too is the foundation for excellence and longevity.</i></p> <p><i>Compassion is paramount to collegiality.</i></p> <p><i>No one should be selfish to their own needs only, many other students are studying at the university and everyone has the right to further their studies.</i></p>
The definition needs work	The comments focussed on the need to provide a clearer description of what 'compassion' is.	<p><i>Again you are only "promoting" - why not say "create"</i></p> <p><i>This overlaps too much with the "Be nurturing" principle above. The two could easily be merged without substantive loss, I think.</i></p> <p><i>I am favourable to the idea of compassion but this statement needs much refinement. Compassion is a great goal to strive for but needs adequate definition.</i></p> <p><i>That's not quite my understanding of "being compassionate" - or at least, it's only a small part of it.</i></p>

Theme	Summary	Comment examples
<p>Is there the ability to do this and counter the existing culture?</p>	<p>Comments pointed to the current competitive culture that runs counter to the ethical statement. Some questioned whether adoption of the principle would have any effect.</p>	<p><i>The current promotions system conflicts with this, that is, you focus on yourself and provide opportunities for yourself, not for others.</i></p> <p><i>Again, a fine sentiment but difficult to honestly adhere to in the current competitive environment.</i></p> <p><i>I applaud the intention but I think the cynics will be laughing up their sleeves. To have an effect it really needs to be driven forward into the culture. It will be interesting to see how this will be done. Without such, the framework will be just words on a web site.</i></p>
<p>Miscellaneous</p>	<p>Comments ranged from wanting to know about the universities actions when confronted with a difficult situation to curiosity about practical steps the University would take to give effect to the principle.</p>	<p><i>In these days of down-sizing it is not about opportunities to flourish but about viable futures for everyone. I wonder how the university will implement compassion when it needs to lose staff? If VALUES are included in the statement there should be a good idea about all the contexts in which they will be needed and that it is reasonably possible to achieve the VALUE. Idealised VALUES that are broken will do more harm than good.</i></p> <p><i>While noble, more about ethical outcomes of actions rather than ethical standards themselves</i></p> <p><i>Again this is getting to a personal level - would the university look at a lecture series open to staff on cooperation and compassion for fellow workers</i></p>

## Q.20 Any other comments

Total Number of Comments	55
Themes identified	% of comments
A good first step but where to now?	24%
Clarification please	20%
A framework is a 'motherhood' statement unless it produces change through action	16%
The proof will be in the pudding	18%
Miscellaneous	20%

Theme	Summary	Comment examples
<p>A good first step but where to now?</p>	<p>A quarter of the comments were positive and supportive of the initiative to establish a framework. They were hopeful that it was more than talk and words and want to see what happens next.</p>	<p><i>Please do a good job of this.</i></p> <p><i>Seems very nice and positive - if fortune-cookie-ish. I just wonder how much is talk and how much is a commitment to taking an ethical stance in real-world circumstances. But certainly this is a wonderful first step. Good work!!</i></p> <p><i>Well done. Anything about praise, recognition celebrating success or are we a bit more introverted culturally? I think this should be promoted.</i></p> <p><i>I support and endorse all the values in the draft ethical statement - but HOW will it actually work in practice? HOW does the university progress from the advanced state of cynicism we currently work in to something as hopeful as what the ethical statement espouses?</i></p> <p><i>The draft ethical framework lays out in a nutshell the university's responsibility to its students and how students are supposed to conduct themselves and respect the university for giving them an opportunity.</i></p>

Theme	Summary	Comment examples
Clarification please?	<p>Comments sought clarification for words, meaning and intent either of individual statements or the framework overall.</p> <p>Some suggested the inclusions of environmental and other commitments.</p>	<p><i>I had to read the two opening paragraphs several times before I thought I understood them. I think could be worded more clearly.</i></p> <p><i>Add act in the interests of future generations. Care for the land as custodians.</i></p> <p><i>I think that many of the statements require clarification. some additional points under each statement would qualify what is meant, and therefore would reduce ambiguity or misinterpretation.</i></p> <p><i>Include principles expressing a commitment to environmental sustainability and engagement with the wider community.</i></p> <p><i>The crucial issue in relation to this ethical framework that seems to be unclear to me is this; are these tenets intended to be used by the broader university community to provide a bulwark against an executive and chain of managers who could potentially inflict harm on the university, or, will they be used as yet another tool by management to justify retribution against members of the broader university community who happen to disagree with something or other emanating from E11A?</i></p>
A framework is a 'motherhood' statement unless it produces change through action	<p>Comments criticised the broad nature of the framework. Many say it had potential but needed to be backed up by actions, procedures and more detail to ensure it is understood and able to be applied.</p>	<p><i>I worry that this will turn into a giant 'motherhood' statement. These things need to be actionable, illustrated and demonstrated and supported from the VC and academic senate on down.</i></p> <p><i>All a bit vague and so if some was being assessed against it, it would be possible to drive a truck through some of the statements.</i></p>

		<p><i>I think that many of the statements require clarification. some additional points under each statement would qualify what is meant, and therefore would reduce ambiguity or misinterpretation. This is important if it is going to be a document, which is successful in working towards the main principles of ethical conduct.</i></p>
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Theme	Summary	Comment examples
<p>The proof will be in the pudding</p>	<p>These comments specifically reflect that the university needs to be seen to 'walk the talk'. Some are sceptical or even cynical, others more hopeful. All want the framework to be applied in a meaningful way – leading to positive change.</p>	<p><i>I think if the Uni management acted according to these principles there would be a better case for trying to get staff to sign up to them - we have seen untruths and persecutions from people at high levels - the restructure will see the removal of opportunity</i></p> <p><i>A key requirement to breaking down the cultural barriers is to create a trusting environment. Because of the lack of transparency in the past there is an amount of suspicion associated with new initiatives. It is not just enough to have the existence of ethical framework - actually implementing it and establishing it within the thought patterns of staff will take some time. The way the Executive passes this down to the next level of management and so on will be the key making this a success.</i></p> <p><i>Such a document is all very noteworthy. How will the university translate rhetoric into reality. People will happily support and espouse these principles...who wouldn't...but how much will they be lived by the leaders at the top and modelled to others???</i></p> <p><i>I have no problem with the ethical statement, but it seems to me that it is entirely OUT of step with the day-to-day functioning of the university in too many regards. I would love to see these principles become orientations for the university to pursue, but I cannot see changing my own behaviour all that much without a significant change in the university's expectations.</i></p>

Theme	Summary	Comment examples
Miscellaneous	A smattering of comments covering a range of personal views.	<p><i>I think this list is getting too long and recommend combining at least two sets of two pairs, add possibly eliminating a couple of others that are taken care of by EEO and other laws. The list should not exceed human memory capacity or it will remain decorative paper. Many existing practices would need to be brought into line if these principles were to mean much..</i></p> <p><i>Good on you for inviting us to be involved in this draft. Completing this survey has made me think about the principles I follow in my life outside the university.</i></p> <p><i>I am surprised at the basic nature of these queries and am wondering if this is a devil's advocate ploy to turn up new ideas. The fundamentals of an ethical system do not appear to have been thought through. The equity issues have not been considered. Macquarie's students come from many different backgrounds and do not have a shared worldview.</i></p> <p><i>It was interesting to note that HR was not listed as a category (office) for classification of staff. This is certainly telltale of the perception of HR in the wider MQ community.</i></p> <p><i>I have attached a link to an article that advises how the university might make its environment safe for women. I am doing honours without the best supervisor because he harassed me.</i>  <a href="http://www.uow.edu.au/arts/sts/bmartin/pubs/93campussexx.pdf">http://www.uow.edu.au/arts/sts/bmartin/pubs/93campussexx.pdf</a></p>