

Changing the game: Exploring and reframing policy systems and processes in New Zealand tertiary education organisations

Aotearoa Regional Conference
9 and 10 July, 2015 WELLINGTON

Brigid Freeman, University of Melbourne, Research Fellow,
brigid.freeman@unimelb.edu.au

Sue Thompson, Otago Polytechnic, Director of Quality
Sue.Thompson@op.ac.nz

This paper is available from: <https://unimelb.academia.edu/BrigidFreeman>

Abstract

Sensible, implementable, reviewable policy systems and processes are pivotal governance artefacts for New Zealand tertiary education organisations, but how do you know if your institution stacks up? This presentation will explore outcomes from the Institutional Policy Project involving collaboration between Otago Polytechnic, the University of Melbourne, University of California – Berkeley, and Papua New Guinea’s Pacific Adventist University and Island Research and Consultants. This research explored New Zealand tertiary education organisation policy practitioners’ conceptions of policy, policy development systems and processes (including policy cycles), and institutional meta-policy (including policy frameworks). Policy borrowing and practice reframing will be promoted by highlighting exemplary policy systems and processes from New Zealand and comparator countries, and establishing a framework for a practical Policy Toolkit.

Key words: policy, institutional policy, governance artefact, higher education

INTRODUCTION

The Institutional Policy Project was launched by Brigid Freeman (University of Melbourne) in 2013, and involved international collaboration with researchers and practitioners from New Zealand (Sue Thompson, Otago Polytechnic), the United States (Andrew Goldblatt, University of California – Berkeley and Nancy Capell, formerly from the University of California) and Papua New Guinea (Tracie Mafile’o, Pacific Adventist University and Miskus Lapan, Island Research and Consultants). The objective was to explore concepts regarding institutional policy: policy, the policy cycle, and policy management, and examine organisational and practitioner approaches to, and exemplars for, institutional policy. This presentation builds on the emerging body of contemporary research regarding institutional policy (Freeman, 2010; Freeman, 2012a; Freeman, Jensen & Hatwell, 2013) and reports survey and document analysis results.

This presentation will highlight exemplary systems and processes to contribute to the ongoing reframing of institutional practices and the institutional policy agenda. Drawing on examples from New Zealand and comparator countries, this presentation will conclude by establishing a framework for a practical Policy Toolkit including a skeleton institutional

meta-policy, and resources for policy benchmarking ('policy borrowing'), development, approval, communication and networking, and implementation review.

New Zealand tertiary education organisations, comprising Institutes of Technology and Polytechnics (ITPs), universities, Private Training Establishments (PTEs) and wānanga, have a longstanding acquaintance with the quality agenda, and continue to be highly regulated through the Tertiary Education Commission (TEC) and New Zealand Qualifications Authority (NZQA). In recent years, the sector has witnessed reviews of ITP,¹ university and wānanga governance,² ostensibly to maximise governance efficiency and effectiveness, and enhance institutional responsiveness to New Zealand's labour market requirements. Concurrently, the *Tertiary Education Strategy 2014-2019* (TEC, 2015) has strengthened performance- and outcomes-based approaches for monitoring and government funding purposes, with Investment Plans telling 'performance stories' (TEC, 2014). Within this context, institutional systems and processes take on an important role in contributing to the achievement of outcomes driven operations and strategies. Institutional policy represents a key plank in an institution's governance armory to steer practices to achieve organisational, social and economic objectives. This paper seeks to identify current and exemplar examples to inform continuous improvement in institutional policy practices.

METHODOLOGY

The Institutional Policy Project involved surveys and semi-structured interviews with senior managers and policy practitioners at tertiary education organisations in New Zealand, the United States, and Papua New Guinea. The project also involved analysis of publicly available, internet-based governance documents, or 'artefacts' that have 'as their central feature an inscribed text' (Scott, 2014), including meta-policy (Dror, 1971). In total, 72 survey responses were received (New Zealand: 10; United States: 58; Papua New Guinea: 4) and 39 semi-structured interviews were conducted (New Zealand: 11; United States: 21; Papua New Guinea: 7).³ The research received approval by the University of Melbourne human ethics committee. The survey was launched at the Association of Tertiary Education Management (ATEM) Tertiary Education Management Conference (TEMC) held in Tasmania, Australia, and preliminary findings have been discussed through presentations at the Association of University Administrators (AUC) Annual Conference at the University of Manchester, United Kingdom (April, 2014) (Freeman, Capell, Goldblatt, Lapan, Mafile'o & Thompson, 2014), Association for Tertiary Education Management (ATEM) Tertiary Education Management Conference (TEMC) in Cairns, Australia (September, 2014) (Freeman, Lapan, Mafile'o, Capell, Goldblatt & Thompson, 2014) and Association of College and University Policy Administrators (ACUPA) conference in Florida, United States (October, 2014) (Freeman, Capell & Goldblatt, 2014).

¹ The recommendations from the review resulted in the passage of the *Education (Polytechnics) Amendment Act 2009*, which 'introduced new governance arrangements for ITPs together with an interventions framework designed to enhance and strengthen the capability, effectiveness, and efficiency of governance across the sector' (TEC, 2011, p. 1).

² See the Ministry of Education (2013) *Review of the Legislative Settings for University Governance Consultation Document*.

³ In two instances, the Papua New Guinea data are excluded from comparative tables. In Table 2, PNG responses were omitted as the respondents referred to texts other than institutional meta-policy; in Table 3, PNG responses were omitted as project interviewees reported the absence of formally articulated policy cycle requirements and survey responses were read as idealized rather than actual requirements.

FINDINGS - SURVEYS AND DOCUMENT ANALYSIS

Involvement with policy

The survey asked ‘What is your involvement with policy? (please tick whichever ones apply)’. Most respondents had practical experience with academic policy – consulting staff, conducting research or benchmarking (‘policy borrowing’), and drafting policy texts in accordance with institutional meta-policy requirements. 90 per cent consult staff, 80 per cent draft policy and conduct research or benchmarking and over two thirds (70 per cent) ensure that institutional meta-policy requirements are met. Half of all New Zealand survey respondents indicated that they manage the policy library, implement policy, monitor and evaluate policy implementation, and consult students. A small proportion of respondents (20 per cent) endorse policy (Table 1).

Table 1: Respondent involvement with policy (United States, New Zealand and Papua New Guinea)

Answer Options	New Zealand Response Per cent (n=10)	United States Response Per cent (n=56)	Papua New Guinea Response Per cent (n=4)
Consult staff at your institution about policy	90%	89%	75%
Draft policy	80%	82%	100%
Conduct research or benchmarking against other institution’s equivalent policies	80%	80%	25%
Ensure that policy meets the requirements of the ‘policy on policy’ / ‘policy framework’	70%	77%	25%
Manage the policy library	50%	63%	0%
Implement policy	50%	61%	75%
Monitor policy implementation	50%	59%	50%
Evaluate policy implementation	50%	39%	25%
Consult students at your institution about policy	50%	38%	50%
Have custodianship of the policy endorsement and/or approval process	40%	77%	25%
Review policy implementation	40%	51%	25%
Enter policy texts in the policy library	40%	50%	0%
Approve policy	40%	16%	0%
Have oversight of policy	30%	57%	0%
Endorse policy	20%	29%	0%

Source: Based on Freeman, Lapan, Mafile’o, Capell, Goldblatt and Thompson, 2014.

The high incidence of involvement with stakeholder consultation and policy drafting, and low incidence of involvement with policy endorsement is consistent with United States and Papua New Guinea participant responses (Table 1). The vast majority of New Zealand and United States survey respondents conducted policy research or benchmarking, and ensured adherence to institutional meta-policy requirements; however, low proportions of Papua New Guinea survey respondents reported being involved with these functions.

Institutional policy may be classified using a three-pronged typology: academic, administrative (or corporate), and governance (Freeman, 2014). New Zealand survey respondents were predominantly involved with academic policy, including teaching and learning policy (55.56 per cent), research policy (44.44 per cent), and research training policy (22.22 per cent). Smaller proportions were involved with administrative policy (human resources – 22.22 per cent; finance – 11.11 per cent; information technology – 11.11 per cent; occupational health and safety – 11.11 per cent) or governance policy

(11.11 per cent). Less than half (44.44 per cent) were involved with all categories of policy (that is, academic, administrative and governance).

For the majority of respondents, institutional policy-related matters represented a small component of their formal position requirements (up to 25 per cent of their time); however, a small proportion of respondents who were expected to allocate up to 25 per cent of their time actually allocated more time to policy (generally between 26 – 50 per cent). This suggests that, with the exception of this small proportion of respondents, there is a good match between formal position requirements and practices with respect to institutional policy.

Institutional meta-policy

Institutional meta-policy is an institution's 'policy on policy' or 'policy framework' (Freeman, 2014). 77.78 per cent of New Zealand survey respondents reported that their institutions had a written institutional meta-policy, referred to as 'policy development policy', 'policy framework', or 'creating policy'. Where established, their institution's governing body, Academic Board, or executive committee approved this text.

Over one third of respondents (42.86 per cent) reported that these texts, while developed, were not available on a publicly accessible website. This finding is confirmed by an examination of institutional websites, with institutional meta-policies located for most universities but only a few ITPs. For example, see the Lincoln University *Policies and Procedures Manual Welcome & Overview*,⁴ Massey University *Council Statute on Definition and Establishment of a Policy*,⁵ University of Canterbury *Policy Proposal, Approval, Dissemination and Review Process*,⁶ University of Otago *Policy Framework*,⁷ NMIT *Development of Council Policy*, and Otago Polytechnic *Policies*.⁸ The fact that few New Zealand institutions make such documentation publicly available may reflect less formalised approaches to policy-making, or the fact that they employ institutional websites for different purposes (such as marketing).

The survey asked 'What led your institution to develop this [meta-policy]?' New Zealand survey respondents reported that concerns regarding policy process transparency, awareness regarding the policy process and the desire to embed good policy practice were of utmost importance, which accords with responses provided by United States survey respondents (Table 2).

⁴ <http://registry.lincoln.ac.nz/?policy=LPP>

⁵ <http://www.massey.ac.nz/massey/fms/PolicyGuide/Documents/massey-university-statutes/Council%20Statute%20on%20Definition%20and%20Establishment%20of%20a%20Policy.pdf?E68ABE018B2B5E3DD91D66E1D1A55CA9>

⁶ <http://www.canterbury.ac.nz/ucpolicy/development.shtml>

⁷ <http://www.otago.ac.nz/administration/policies/otago015490.html>

⁸ <http://www.op.ac.nz/assets/policies/MP0105.01-Policies.pdf>

Table 2: Factors that led to the development of the institutional meta-policy (United States and New Zealand)

Answers	New Zealand Response Per cent (n=7)	United States Response Per cent (n=36)
To increase transparency regarding the policy process	86%	81%
To raise awareness of the policy process in the institution	71%	75%
To embed good policy practice	71%	75%
To support the development of good policy	57%	83%
To increase accountability regarding the policy process	57%	78%
To increase consistency in policy texts	29%	72%
Directive from the institution's governing body or other position/committee	14%	194%
In response to an external authority's requirement or recommendation	14%	19%
I am unsure	14%	0%

Source: Based on Freeman, Lapan, Mafile'o, Capell, Goldblatt and Thompson, 2014.

Three New Zealand survey respondents reported that while their institution did not have a meta-policy, they provided templates, were awaiting approval of a draft meta-policy, or were 'currently working towards a "policy on policy" [as] the process of development and review has until recently been extremely ad hoc' (survey respondent #2).

The survey asked respondents about governance documentation other than policy instruments; all New Zealand respondents reported having regulations, and most (85.71 per cent) reported having statutes. With respect to policy instruments, all New Zealand survey respondents reported having 'policies', and almost all (88.89 per cent) reported having 'procedures' and 'guidelines'.

The survey asked respondents to identify the approval authority for the three categories of institutional policy (academic, administrative and governance). The New Zealand survey respondents reported that the approval authority for academic policies is either the governing body (50 per cent) or Vice-Chancellor / President / CEO (50 per cent); however, one respondent noted that the approval authority was the 'CEO and Academic Board by delegation from Council' (survey respondent #10). The approval authority for administrative policy was the Vice-Chancellor / President / CEO in the majority of instances (66.67 per cent), with the remainder reporting that the 'Head of the respective department' held this responsibility.⁹ The approval authority for governance policy was predominantly the governing body (85.71 per cent).

The vast majority of respondents (75 per cent) reported that the same approval authority was responsible for approving policy instruments that support policy, such as procedures, which contrasts with United States survey respondents where lower order approval authorities are responsible for such matters. Half of the New Zealand survey respondents reported that a lower order approval authority was responsible for approving a minor amendment to a policy,¹⁰ while the vast majority (87.50 per cent) reported that the initial

⁹ Three New Zealand survey respondents noted that the approval authority was the Management Forum or Vice-Chancellor's Advisory Group.

¹⁰ One New Zealand survey respondent provided this definition for "minor amendment": '... a change to a current policy or procedure that is not substantive and that does not alter the effect, responsibility, meaning or intent of all or any part of the policy or procedure.'

approval authority was responsible for approving an amendment that is *not* a minor amendment to a policy.¹¹ As such, New Zealand approval authorities, principally the governing body and institutional head, hold considerable authority with respect to institutional policy instruments from initial approval to ongoing substantive amendment.

Conceiving policy and procedures

The survey asked ‘How does your institution define “policy”?’ One respondent reported that policy is a mandatory governance instrument that establishes intent and parameters for institutional decision-making:

A policy is a governing tool that: Articulates purpose and outcomes; Sets parameters for decision-making to mandate or constrain actions. The focus of a policy is on intent and authority and responsibility to act. Adherence to a policy is mandatory. [Please note this is my working definition in training managers] (survey respondent #4)

Another respondent reported that policy articulates mandatory principles and formal expectations, with penalties for non-compliance:

Principles that identify formal expectations of staff and students on specified University matters. Policies are formally documented and approved by Council or its delegated authority. Boundaries are defined and a framework provided within which operating procedures may be developed. Compliance is expected and non-compliance may result in censure, penalties or disciplinary action. (survey respondent #2)

A third respondent provided an all-encompassing definition where policy establishes the institutions' position and mandatory operational requirements, with differential treatment for human resources policies:

A Policy sets out the University's position on a specific matter and requires a certain line of action to be taken, although it does not necessarily detail that line of action. Policies, except Human Resource (HR) Policies, are formally documented and approved by Council or under its delegated authority. The Vice-Chancellor establishes HR Policies pursuant to his or her authority under the State Sector Act. Compliance is mandatory. Examples: Research and Study Leave Policy, Purchasing Policy, Email Policy. (survey respondent #1)

Several New Zealand tertiary education organisations' websites publish texts or information that defines institutional policy. For example, the Wellington Institute of Technology *Taikura Quality Management System* positions policy within the context of quality management:

Taikura The heart of the tree, this being symbolic of a strong heart, enabling a tall, strong tree with good fruit; good, strong policies leading to successful students. (n.d., p. 1)¹²

The survey asked ‘How does your institution define “procedures”?’ One respondent provided a working definition that conceives procedures as mandatory statements

Examples of minor amendments include a position or title change; updating links; or adding new or amending existing supporting documents' (survey respondent #1).

¹¹ One New Zealand survey respondent provided this definition for “amendment which is not minor”: ‘A major amendment to a policy or procedure is a change to a current policy or procedure that is likely to affect or alter the effect, responsibility, meaning or intent of all or any part of the policy, procedure or related policies, stakeholders, aligned procedures or systems’ (survey respondent #1).

¹² www.weltec.ac.nz/SH/Policy/Taikura_qms.pdf

prescribing specific actions represented as interrelated steps required to implement a policy:

Procedures are statements that prescribe specific actions to give effect to policy. Procedures focus on the implementation of policy hence the emphasis on a series of interrelated steps to help implement the policy. Procedures are prescriptive and mandatory. (survey respondent #4)

Another respondent concurred with the step-wise approach, and reported that such procedures articulate mandatory operational requirements for policy implementation:

Standard, step-by-step, methods of operating in line with best practice or safe practice. They generally relate back to a policy statement and may offer advice or set expectations about how a policy or regulation should be implemented or how an activity is carried out. Compliance is expected, and where a decision is taken to depart from the guidelines, actions may need to be explained and/or justified. (survey respondent #2)

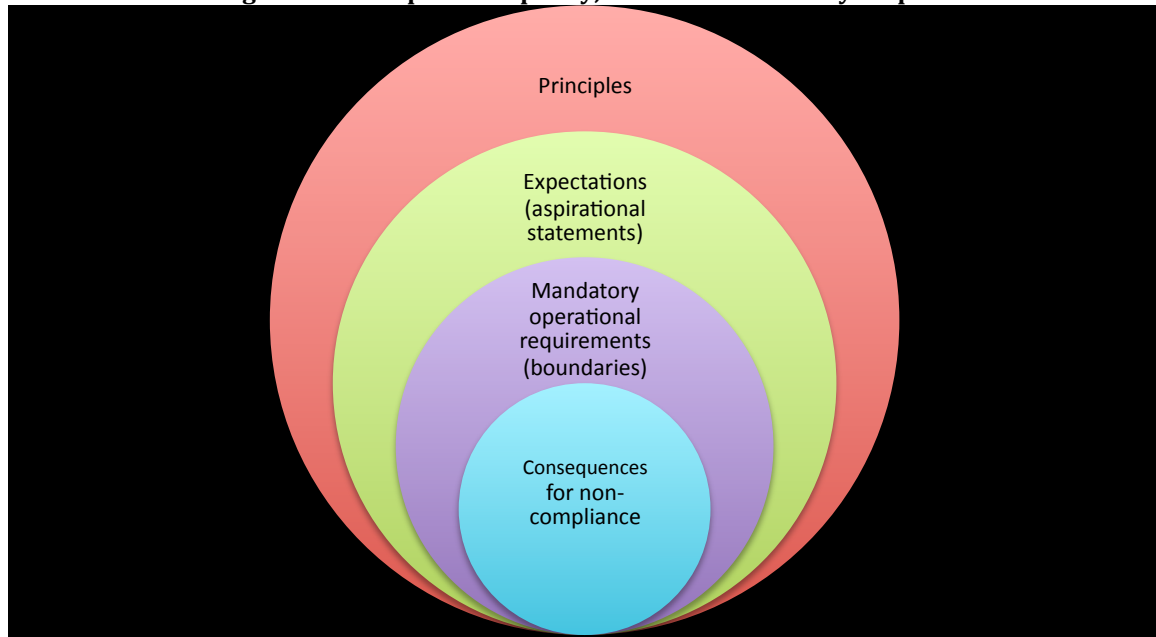
Similarly, a third respondent reported that procedures outline mandatory steps, noting that these may be related to a parent statute, regulation or policy:

A Procedure sets out, often in a step-by-step manner, the way in which the University undertakes appropriate or best practice. Procedures sometimes elaborate on, and give effect to, a Statute, Regulation or Policy. Compliance with Procedures is required. Procedures are approved variously by Committees or Divisional Heads. Examples: Student Academic Grievance Procedures, Reimbursement Procedures. (survey respondent #1)

Nearly sixty per cent of New Zealand survey respondents (57.14 per cent) reported that policies and procedures are combined (that is, one text includes both 'policy' and 'procedure' provisions); while over one quarter (28.57 per cent) reported that policies and procedures are separate texts.

In summary, New Zealand survey respondents conceived institutional policy as documents that codify institutional principles, expectations (that is, aspirations) and mandatory operational requirements. Policy is a control mechanism that establishes boundaries for institutional decision-making and operations ('must-do's'), and establishes or identifies consequences for non-compliance (including censure, penalties and disciplinary action).

Figure 1: Conceptions of policy, New Zealand survey respondents



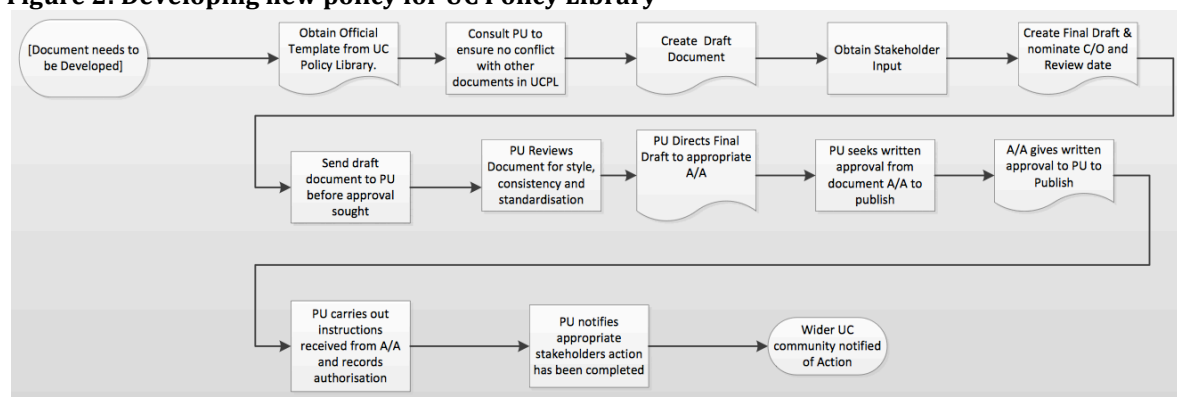
As such, within the New Zealand tertiary education context, policy is an authoritative, operational and compliance-focused instrument. The importance for New Zealand managers and policy practitioners is an appreciation of the imperative to clarify, at the institutional level, internal conceptions of policy to guide policy development and review, and more importantly, support every-day users in the implementation process. The question 'why are we doing this?' - where policy implementation is genuinely recognised as the 'main policy game' - remains of uppermost importance.

The policy cycle¹³

The survey asked 'Does your institution have a "policy cycle"?' and the vast majority (87.50 per cent) responded in the affirmative. Five respondents provided information regarding their institution's policy cycle, including one example of a 'cradle to grave' or 'life cycle' policy process (develop, consult, approve, publish, implement, monitor, review). Institutional websites also provide several examples of such stepped policy-making processes, such as the *Developing New Policy for UC Policy Library* process from the University of Canterbury:

¹³ While the Institutional Policy Project explored the policy-making process, explicitly examining the potential applicability of the policy cycle, it is acknowledged that the staged, sequential approach to policy-making is highly contested. While policy is indeed 'messy', the concept of a policy cycle is frequently employed by many New Zealand and Australian tertiary education organisations to guide policy development and review (Freeman, 2014).

Figure 2: Developing new policy for UC Policy Library



Source: University of Canterbury (n.d.) *Developing New Document for UC Policy Library*. Accessed 3 May 2015 from <http://www.canterbury.ac.nz/ucpolicy/documents/DevelopingNewDocumentUCPolicy.pdf>

In addition, the New Zealand survey respondents provided four examples where the process is primarily focused on, and commencing with, policy review:

Policy is reviewed, considered by the approving authority, sent out for 20 working days consultation, feedback considered, discussed at the approving body and then final changes agreed and approved. People that have given feedback are advised what has been considered and agreed - and then thanked again for their input - this action is important. (survey respondent #6)

The survey asked ‘In your institution, is there any requirement to ...’ undertake various policy cycle stages. All New Zealand survey respondents reported policy requirements related to consultation with staff, policy implementation monitoring, review and evaluation. In addition, the vast majority reported requirements with respect to gaining endorsement to proceed (88 per cent), consulting employees (83 per cent), students (83 per cent) and faculty (75 per cent) (Table 3).

Table 3: Policy cycle requirements (United States and New Zealand)*

Answers	New Zealand Response Percent (n=8)	United States Response Percent (n=41)
Consult staff at your institution	100%	85%
Monitor policy implementation	100%	57%
Review policy implementation	100%	54%
Evaluate policy implementation	100%	42%
Gain endorsement to proceed from a governing body/committee or senior officer	88%	93%
Consult employee/enterprise bargaining representatives	83%	60%
Consult students at your institution	83%	5%
Consult faculty** at your institution	75%	90%
Conduct research or benchmarking against other institution's equivalent policies	25%	44%
Consult government/state legislators	33%	15%

** In this survey the term ‘faculty’ refers to academic staff.

Source: Based on Freeman, Lapan, Mafile’o, Capell, Goldblatt and Thompson, 2014.

Policy cycle requirements may also be discerned from institutional meta-policy. For example, the Massey University *Council Statute on Definition and Establishment of a Policy*¹⁴ establishes requirements as follows:

Steps: Identify policy need and initiate action; draft policy; consultation; endorsement process; approval process; publishing process; implementation; periodic review ...

Similarly, the University of Canterbury *Policy proposal, approval, dissemination and review process* establishes the following steps: 'policy proposal; policy development and consultation; policy approval; policy dissemination; policy amendments and review'.¹⁵

There were some notable differences between New Zealand and United States survey respondents, with greater proportions of New Zealand survey respondents reportedly requiring policy implementation monitoring, evaluation and review. Coupled with the review-oriented policy cycles discussed previously, this acknowledgement of value-adding implementation evaluation and review processes suggests that quality improvement processes have positively influenced thinking about policy process at least insofar as formal requirements.

This formal linking between quality and policy is clearly established by some institutions. For example, the Wellington Institute of Technology *Taikura Quality Management System*¹⁶ states that 'Policies and their operational documentation are established in accordance with the principles of Taikura to provide assurance that quality is maintained and risk is managed' (p. 3). As such, New Zealand institutions may well be leading in this area relative to comparator countries.

With respect to policy review, all New Zealand survey respondents reported that their institution specifies how frequently policy should be formally reviewed, with nearly two thirds (62.50 per cent) reporting that this requirement is established in the meta-policy. Most commonly, policy is formally reviewed every three years. Policy review involves both a review of policy text (that is, the presentation and words) (100 per cent), and a review of policy implementation (that is, practices governed by the policy text) (75 per cent).

Most New Zealand survey respondents reported that their institutions evaluate policy implementation for *some* policies (85.71 per cent), rather than *all* policies. Perhaps worryingly, nearly one third of respondents (28.57 per cent) reported that their institutions do not evaluate policy implementation. Indeed only 28.57 per cent of respondents reported that their institution ensured that *all policy* was reviewed in accordance with review institutional timeframes.¹⁷ All New Zealand survey respondents reported that there were no consequences for failing to comply with policy review timeframes.

¹⁴ <https://www.massey.ac.nz/massey/fms/PolicyGuide/Documents/massey-university-statutes/Council%20Statute%20on%20Definition%20and%20Establishment%20of%20a%20Policy.pdf?E68ABE018B2B5E3DD91D66E1D1A55CA9>

¹⁵ <http://www.canterbury.ac.nz/ucpolicy/development.shtm>

¹⁶ www.weltec.ac.nz/SH/Policy/Taikura_qms.pdf

¹⁷ A further 42.86 per cent reported that their *some* policy was reviewed in accordance with institutional timeframes for policy, while 28.57 per cent reported that their institution did not ensure this.

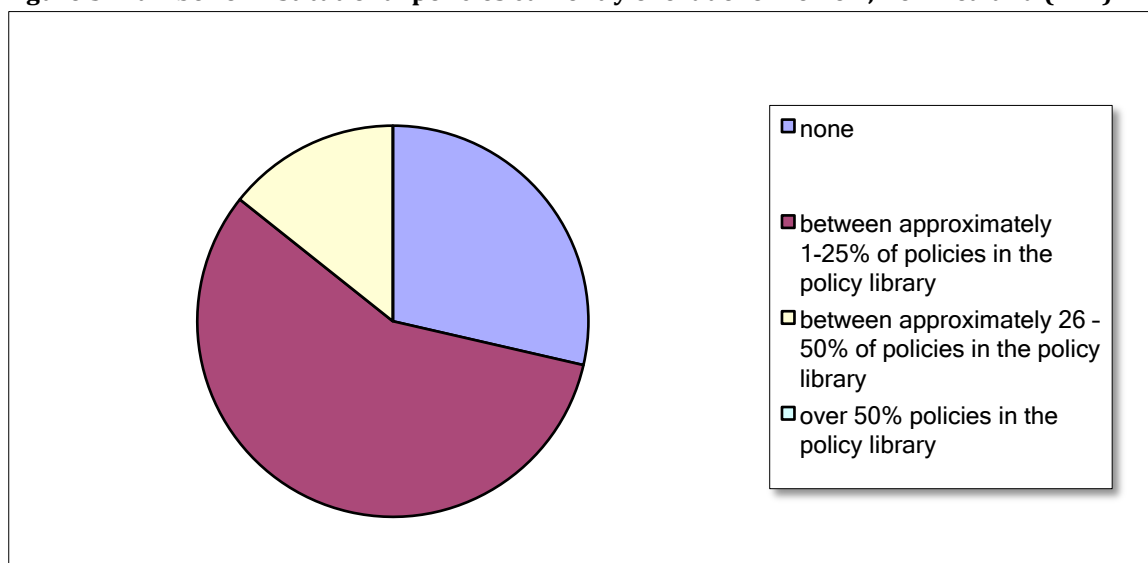
The survey asked respondents to describe their institution's policy review processes. A couple of New Zealand survey respondents reported that policy owners are generally responsible for policy review; another detailed their review process as follows:

Reminder notice from Head of Policy, policy owner will then take responsibility to review, use area specific experts and committees to participate, consult with stakeholders, draft the reviewed policy and submit for endorsement by eg the Executive Management Team for non-academic policies and the Academic Board [Senate] for Academic policies for approval by the VC (survey respondent #4)

However, one respondent reported: 'Presently, this is ad hoc' (survey respondent #8), concurring with responses from United States and Papua New Guinea survey participants that policy implementation evaluation and review represent 'the missing links' in the policy cycle.

The survey asked 'How many of your institution's policies are currently overdue for review?' Four of the seven New Zealand respondents answering this question reported that their institution had up to 25 per cent of policies in their policy library overdue for review; one respondent reported between 26 – 50 per cent were overdue (Figure 3). Two respondents reported that their institution had no policies overdue for review. In most instances (75 per cent), this is attributed to 'limited resources to review policy'.

Figure 3: Number of institutional policies currently overdue for review, New Zealand (n=7)



Five respondents reported that their institution had conducted a review of the whole suite of policies to reduce the number of policies, standardise policies according to a new template, and improve consistency:

To improve consistency, get rid of old policies, making a clear distinction between policies, procedures and guidelines, align with new demand and strategic direction of university (survey respondent #4)

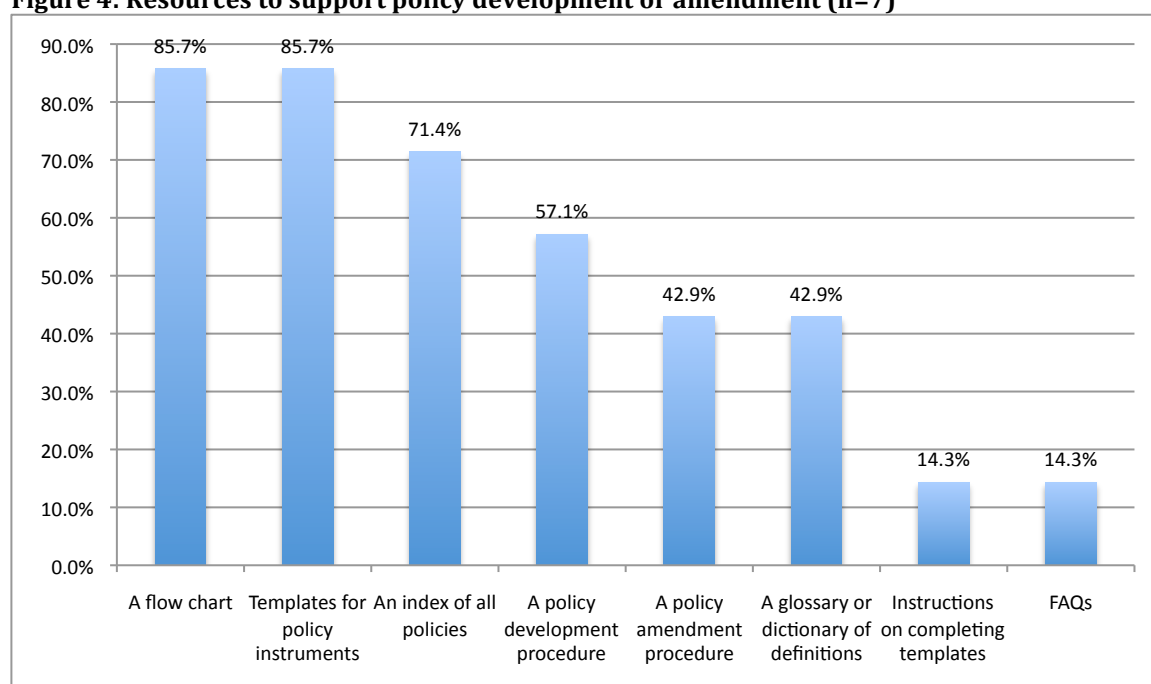
This is consistent with experiences in the United States and Australia, where comprehensive policy suite review projects have followed earlier rounds of policy development and publication centralisation effort. Respondents reported that these policy suite review exercises revealed lessons concerning mismatches between policy and

practice, internal resistance to changing practices, unrealistic expectations regarding time required to complete these exercises, and very tellingly, that ‘Policies in some areas do not have a high priority’ (survey respondent #1).

Policy resources

New Zealand survey respondents reported that their institutions have a small range of policy resources available to support policy development or amendment, predominantly including ‘a flow-chart summarising the policy process’ (85.71 per cent), ‘templates for policy instruments’ (85.71 per cent), and ‘an index of all policies’ (71.43 per cent) (Figure 4). No respondents reported having ‘workshops or training programs for policy developers’.

Figure 4: Resources to support policy development or amendment (n=7)



Resources to support policy implementation monitoring, evaluation and review were less well developed, with only half of all respondents reporting having ‘manual feedback mechanisms (such as feedback forms)’; and only a third having ‘automated review notifications (from the policy library or elsewhere)’ and ‘review schedules (listing review dates)’. No respondents reported that their institution had an ‘issues log (to log issues as policy is being implemented)’, ‘guide to policy implementation monitoring and evaluation’, ‘guide to policy implementation review’ or ‘workshops or training programs’. This lack of resources for policy implementation monitoring, evaluation and review is a finding replicated in the United States and Papua New Guinea, and indeed in Australia, clearly indicating that further work is required in this area in at least these four countries.

Some universities have publicly available policy development resources, such as Lincoln University's *Policy Development Template* and *Policy Change Memo*¹⁸ and Massey University's *FAQs relating to the Massey University Policy Guide and policy development*,

¹⁸ <http://registry.lincoln.ac.nz/?policy=LPP>

*Policy Related Definitions, Policy Template and Procedure Template.*¹⁹ The University of Canterbury illustrates exemplary practice in this respect, having a wide range of publicly-available resources, including an online listing of policies due for review,²⁰ and numerous templates, examples and ‘How to’ documents.²¹ The ITPs have far fewer publicly available policy-related resources, and these relate more broadly to quality management and institutional audit. Indeed many institutions may utilise institutional quality, evaluation and audit systems and processes for institutional policy implementation evaluation and review purposes; however, this requires further research.²² The ITP sector’s longstanding involvement with the quality agenda would suggest that there is a wealth of experience regarding monitoring, evaluation and review.

The project found that, with respect to human resources to support the institutional policy effort, the vast majority of New Zealand survey respondents had support to maintain the policy library (100 per cent), co-ordinate the development, endorsement approval and amendment processes (80 per cent), and maintain oversight of the implementation of institutional meta-policy (80 per cent). Few New Zealand respondents (25 per cent) reported having resources for the co-ordination of the monitoring and evaluation of policy implementation. Similarly, both United States and Papua New Guinea survey respondents predominantly reported human resources being available to support co-ordination of the development, endorsement and approval processes, and oversight of meta-policy implementation (Table 4).

Table 4: Human resources available (United States, New Zealand and Papua New Guinea)

Answer Options	New Zealand Response Per cent (n=5)	United States Response Per cent (n=33)	Papua New Guinea Response Per cent (n=4)
Maintenance of the policy library	100%	76%	25%
Co-ordination of the development, endorsement and approval of policy	80%	85%	100%
Oversight of the implementation of the ‘policy on policy’ / ‘policy framework’	80%	82%	75%
Co-ordination of the amendment of policy texts	80%	82%	67%
Co-ordination of the review of policy implementation	50%	52%	50%
Development and delivery of policy resources and policy-related professional development	50%	52%	100%
Co-ordination and conduct of consultation with policy stakeholders	40%	82%	0%
Co-ordination of the monitoring and evaluation of policy implementation	25%	36%	100%

Source: Based on Freeman, Lapan, Mafile’o, Capell, Goldblatt and Thompson, 2014.

With respect to staff time, three New Zealand survey respondents reported that their institution had dedicated policy human resources (two for ‘up to 1 Full Time Equivalent [FTE]’ staff members; one for ‘1-2 FTE’); which for two were located centrally, and for one, devolved within the institution. While these results should be taken as indicative only

¹⁹ http://www.massey.ac.nz/massey/staffroom/policy-guide/policy-guide_home.cfm

²⁰ <http://www.canterbury.ac.nz/ucpolicy/whats-new/reviews.shtml>

²¹ See the *Document History and Version Control Guidelines, Policy Template, Template Guidelines, Sample Policy, Review Cycle Workflow, Rescinding or Merging a Document Workflow, Developing and new Document Workflow, Approval Authority Instructions and Contact Officer Instructions* available from <http://www.canterbury.ac.nz/ucpolicy/whats-new/reviews.shtml>

²² In addition to New Zealand examples there are many international exemplars, including handbooks (see the James Cook University *Policy Handbook* at http://www.jcu.edu.au/policy/public/groups/everyone/documents/policy/jcu_136599.pdf) and workshops (see the Policy Development Program conducted by Joshua Adams for Cornell University at <https://www.sce.cornell.edu/ps/policy/index.php> and Policy Forums/Workshops and Policy Guide by the ATEM Institutional Policy Network <http://www.atem.org.au/publications/policy-guide>).

given the limited number of responses, they confirm interview results indicating a dearth of policy-dedicated human resources in New Zealand tertiary education organisations.

Policy libraries and policy websites

All New Zealand survey respondents reported having an online policy library as the central repository for all institutional policy texts, with other webpages providing links to the institutional policy library. Indeed an examination of New Zealand institutional policy libraries reveals a trend towards 'governance' or 'official information' online libraries including statutes, rules, student charters, codes of practice, plans, policies, procedures and forms. For example, see the Manukau Institute of Technology 'Student regulations and policies' webpage,²³ Victoria University of Wellington 'Strategy and policy' library,²⁴ and University of Waikato 'Official Information' library.²⁵ This trend is also evident in the United States and Australia.

In the vast majority of cases (83.33 per cent), New Zealand survey respondents reported that their policy libraries are organised using both alphabetical lists and under broad categories. There is considerable variation with respect to categorisation after the broad headings (academic, administrative/corporate and governance), perhaps reflecting variation in organisational structure. In at least some instances institutional policies remain grouped around quality management standards, reflecting former government requirements regarding policies articulating standards implementation.²⁶

Over half (57.14 per cent) of all texts are publicly accessible, while a substantial proportion (42.86 per cent) have a number of texts that are restricted to the institution's staff and/or students. Most (83.33 per cent) hold previous versions of texts, where such texts are available, in three quarters of cases, to the policy owners electronically through the policy library. All policy libraries were searchable by keyword within meta-data, although only a smaller proportion (40 per cent) were searchable by area responsible for the policy.

DISCUSSION AND CONCLUSION

Institutional meta-policy defines the range of policy instruments, establishes definitions for policy instruments, articulates the institution-specific policy cycle, establishes a classification scheme for institution-specific policies, defines the application of policy instruments, and establishes approval authorities (Freeman, 2014). There are many examples, such as the following publicly available meta-policies – with varying nomenclature and levels of formalisation - from New Zealand, Australia and the United States (Table 5).²⁷

²³ <http://www.manukau.ac.nz/current-students/student-regulations-and-policies>

²⁴ <http://www.victoria.ac.nz/about/governance/strategy>

²⁵ <http://www.waikato.ac.nz/official-info/>

²⁶ For example, an examination of institutional policy repositories identified the Bay of Plenty Polytechnic still employs this approach (<https://www.boppoly.ac.nz/go/qms>).

²⁷ In addition, Pacific Adventist University and Divine Word University in Papua New Guinea have codified their policy-making processes into formalised meta-policies; however, these are not available via their institutional webpages.

Table 5: Example meta-policies – New Zealand, Australia and United States

Country	Institution	Meta-policy
New Zealand	NMIT	<i>Development of Council Policy</i> ²⁸
	Otago Polytechnic	<i>Policies</i> ²⁹
	Lincoln University	<i>Policies and Procedures Manual Welcome & Overview</i> ³⁰
	Massey University	<i>Council Statute on Definition and Establishment of a Policy</i> ³¹
	University of Canterbury	<i>Policy Proposal, Approval, Dissemination and Review Process</i> ³²
	University of Otago	<i>Policy Framework</i> ³³
Australia	University of the Sunshine Coast	<i>Policy Framework – Governing Policy</i> ³⁴ and <i>Policy Framework – Procedures</i> ³⁵
	Wollongong University	<i>Standard on UOW Policy</i> ³⁶
	Federation University	<i>Policy Framework and Policy Framework Procedure</i> ³⁷
United States	Old Dominion University	<i>University Policy: Development, Approval and Maintenance of University Policy</i> ³⁸
	The University of Toledo	<i>Formulation and issuance of policies</i> ³⁹
	James Madison University	<i>University Policy Management</i> ⁴⁰
	Cornell University	<i>Formulation and Issuance of University Policies</i> ⁴¹

Meta-policy, by definition, provides the institutional framework for policy-making. Where these matters are not appropriately or indeed comprehensively codified, there is a risk to institutional policy coherence, and over-reliance on the corporate memory of experienced policy practitioners. Given senior-level institutional agreement to proceed, codification of institutional meta-policy is reasonably straightforward. Benchmarking exercises have been completed (Freeman, 2014) and there are numerous examples from which to 'borrow' and adapt to reflect institution-specific contexts. The benefits are clear: a coherent, considered approach to policy governance; increased transparency regarding the policy process; clarification and increased awareness regarding policy stakeholder roles; and reduced risk as policy approval authorities are clearly established.

A skeleton institutional meta-policy would include the following elements: definitions, policy cycle stages, review timeframe, classification scheme, application information, and approval authority information, as detailed in Table 6:

²⁸ <http://www.nmit.ac.nz/assets/Uploads/About-NMIT/pdfs/Policy-and-Procedure/Development-of-Council-Policy.pdf>

²⁹ <http://www.op.ac.nz/assets/policies/MP0105.01-Policies.pdf>

³⁰ <http://registry.lincoln.ac.nz/?policy=LPP>

³¹ <http://www.massey.ac.nz/massey/fms/PolicyGuide/Documents/massey-university-statutes/Council%20Statute%20on%20Definition%20and%20Establishment%20of%20a%20Policy.pdf?E68ABE018B2B5E3DD91D66E1D1A55CA9>

³² <http://www.canterbury.ac.nz/ucpolicy/development.shtml>

³³ <http://www.otago.ac.nz/administration/policies/otago015490.html>

³⁴ <http://www.usc.edu.au/explore/policies-and-procedures/policy-framework-governing-policy>

³⁵ <http://www.usc.edu.au/explore/policies-and-procedures/policy-framework-procedures>

³⁶ <http://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow058645.pdf>

³⁷ http://policy.federation.edu.au/planning_quality_review/policy/ch01.php

³⁸ <http://www.odu.edu/about/policiesandprocedures/university/1000/1001>

³⁹ <http://www.utoledo.edu/policies/administration/legalaffairs/pdfs/3364-10-01%20Formulation%20and%20issuance%20of%20policies.pdf>

⁴⁰ <http://www.jmu.edu/JMUpolicy/policies/1000.shtml>

⁴¹ http://www.dfa.cornell.edu/cms/treasurer/policyoffice/policies/volumes/governance/upload/vol4_1.pdf

Table 6: Skeleton institutional meta-policy

Range of policy instruments	The range of policy instruments is [insert] (e.g. policy, procedure, guideline)			
Definitions	A 'policy' is defined as [insert] A 'procedure' is defined as [insert] A 'guideline' is defined as [insert] A 'minor amendment' is defined as [insert] A 'substantive amendment' is defined as [insert]			
Policy cycle	The <i>policy development process</i> will generally include the following stages: [insert; for example: draft / consult / endorse / approve / implement / monitor / evaluate / review] The <i>policy review process</i> will generally include the following stages: [insert, for example: evaluate / review / approve – without changes; minor or substantive amendment; or revoke / implement] [note: these may be elaborated in an attendant procedure and/or flowchart or diagrammatical representation]			
Review timeframe	Policies will be reviewed every [insert] years. Procedures and guidelines will be reviewed every [insert] years. The review will focus on policy implementation, taking into consideration monitoring and evaluation outcomes.			
Classification scheme	The classification scheme for policy is [insert] (e.g. administrative policy, academic policy, governance policy)			
Application of policy instruments	Policy applies institution-wide. Procedures apply institution-wide and/or to a specific organisational unit. Guidelines apply institution-wide and/or to a specific organisational unit.			
Approval authorities	Instrument	Initial approval / revocation	Minor amendment	Substantive amendment
	Policy	[insert]	[insert]	[insert]
	Procedure	[insert]	[insert]	[insert]
	Guideline	[insert]	[insert]	[insert]

New Zealand tertiary education organisations face challenges with respect to the availability of institutional policy-related resources, systems and processes. A framework for a practical Policy Toolkit would include resources for policy benchmarking ('policy borrowing'), development, approval, communication and networking, and implementation review, such as the following:

Table 7: Suggested Policy Toolkit elements

Policy benchmarking/borrowing resources	- list of New Zealand university, ITP and Wānanga governance/policy repositories
Policy development resources	- policy, procedure, guideline templates - templates with instructions to complete - style guides - policy training, workshops and online videos - <i>Policy Without (Much) Pain</i> (Freeman, Jensen and Hatwell, 2013) ⁴²
Policy approval resources	- submission cover sheets
Policy communication and networking resources	- virtual policy network - email policy network - ATEM Institutional Policy Network ⁴³ - Association of College and University Policy Administrators (ACUPA) ⁴⁴
Policy implementation review resources	- manual feedback form - policy issues log - policy review schedule

Many New Zealand tertiary education organisations have exemplar individual policy documents, and practitioners and policy stakeholders can readily explore these through policy benchmarking ('borrowing'). In its simplest form, policy benchmarking involves identifying, examining and drawing on texts from like (and indeed 'unlike') institutions.

⁴² <http://www.atem.org.au/publications/policy-guide>

⁴³ To join the ATEM Institutional Policy Network (for no cost), email Mark Hatwell at mark.hatwell@monash.edu.au

⁴⁴ <http://www.acupa.org>

The following table provides URLs for New Zealand universities, ITPs and wānanga to support policy benchmarking explorations. Many Private Training Establishments will also have online resources for policy benchmarking purposes.

Table 8: New Zealand tertiary education organisation governance/policy instrument repositories

INSTITUTION	NAME OF REPOSITORY	URL
Auckland University of Technology (AUT) Te Whare Wanaka o Aoraki	Academic Policies and Regulations	http://www.aut.ac.nz/being-a-student/current-postgraduates/academic-information/academic-policies-and-regulations-where-they-are-published-and-how-to-get-copies-of-them
Lincoln University	Lincoln University policies and procedures manual welcome	http://registry.lincoln.ac.nz/?policy=LPP
Massey University	Massey University Policy Guide	http://www.massey.ac.nz/massey/staffroom/policy-guide/policy-guide_home.cfm
University of Auckland	Policy and administration	https://policies.auckland.ac.nz/default.aspx
University of Canterbury	UC Policy Library	http://www.canterbury.ac.nz/ucpolicy/
University of Otago	Policy Library	http://www.otago.ac.nz/administration/policies/
University of Waikato	Official University Information	http://www.waikato.ac.nz/official-info/
Victoria University of Wellington	Strategy and policy	http://www.victoria.ac.nz/home/about/policy/
Aoraki Polytechnic	Code of Practice, Procedures and Policies	http://www.aoraki.ac.nz/international-students/code-of-practice-procedures-and-policies
Bay of Plenty Polytechnic Te Kuratini o Poike	Quality Management System	https://www.boppoly.ac.nz/go/qms
Christchurch Polytechnic Institute of Technology (CPIT) Tirohia Te Matapuna o Te Matauraka	Policies (Corporate Policies and Procedures) (Academic Policies and Procedures)	http://www.cpit.ac.nz/about-us/policies
Eastern Institute of Technology New Zealand (EIT)	Important Policies and Procedures	http://www.eit.ac.nz/students/current-students/important-policies-and-procedures/
Manukau Institute of Technology Te Whare Takura o Manakau	Student Regulations and Policies	http://www.manukau.ac.nz/current-students/student-regulations-and-policies
Nelson Marlborough Institute of Technology (NMIT) Te Whare Wananga o Te Tau Ihu o Te Waka a Maui	Policies and procedures	http://www.nmit.ac.nz/about/policies/
Northland Polytechnic (NorthTec) Tai Tokerau Wananga	Policies	http://www.northtec.ac.nz/about-us/about-northtec/policies
Otago Polytechnic Te Kura Matatini ki Otago	Our Policies	http://www.op.ac.nz/about-us/governance-and-management/
Southern Institute of Technology (SIT) Te Whare Wananga O Murihiku	SIT Policies & Procedures	https://www.sit.ac.nz/Home/About-Us/Policies-Procedures
Tai Poutini Polytechnic	Office Publications (not including policies)	http://www.tpp.ac.nz/about-tpp/academic-publications/
Open Polytechnic Kuratini Tuwhera	Student rights and conduct	http://www.openpolytechnic.ac.nz/study-with-us/services-for-students/student-rights-and-conduct/
Unitec New Zealand Te Whare Wananga o Wkirkaka	Policies and Procedures	https://ds.unitec.ac.nz/dsweb/UnitecSearch
Universal College of Learning (UCOL) Te Pae Matauranga Ki Te Ao	Home page	http://www.ucol.ac.nz/Pages/default.aspx
Waiariki Institute of Technology Whare Takiura	Home page	http://www.waiariki.ac.nz/
Waikato Institute of Technology (Wintec)	Policies	http://www.wintec.ac.nz/studentlife/policies/Pages/Index.aspx
Wellington Institute of Technology (Weltec)	Search for Business Policy Manuals (various locations)	http://www.weltec.ac.nz/
Western Institute of Technology at Taranaki (WITT) Te Kura Matatini o Taranaki	Home page	http://www.witt.ac.nz/
Whitireia New Zealand	Home page	http://www.whitireia.ac.nz/Pages/home.aspx
Te Wānanga o Raukawa	Home page	http://www.wananga.com/
Te Whare Wānanga o Awanuiāraangi	Home page	http://www.wananga.ac.nz
Te Wānanga o Aotearoa	Home page	http://www.twoa.ac.nz

An examination of New Zealand, publicly available institutional policies suggests a level of similarity in terms of document fields. A basic policy template – including peripheral fields around the most essential policy (and procedure) provisions - could include the following:

Table 9 – Policy template

Title of policy
Objective of policy
Application of policy [institution-wide OR specific to one campus or organisational unit; staff only OR students only OR staff and students]
POLICY [insert policy provisions]
PROCEDURES [insert procedures OR include in separate document]
Definitions
Related policies, procedures, guidelines or further documentation
Policy evaluation criteria
Position responsible for implementation
Version control information [approval authority; approval date; commencement date; review date]
Contact person

Several institutions provide instructions to complete these templates, such as the University of Canterbury *Guidelines for Using the UC Document Template*.⁴⁵ Similarly, there are a large number of institutional policy ‘style guides’, such as the extremely comprehensive University of Southern Queensland *Policy and Procedure Style Guide*.⁴⁶

With respect to policy communication and networking opportunities, the Association for Tertiary Education Management (ATEM) Institutional Policy Network runs policy workshops and forums, and produced *Policy Without (Much) Pain* (Freeman, Jensen and Hatwell, 2013).⁴⁷ ATEM also supports the Delegations Teleconference Group, which focuses specifically on delegations policy.⁴⁸ Some individual institutions run their own professional development in this area, or collaborate with other institutions to provide practitioner training. Increasingly, technology will be embraced for these purposes; for example, Southern Cross University has produced two video tutorials to provide basic template completion training.⁴⁹

The various endorsement and approval processes – and related document shepherding – required in tertiary education organisations are assisted by basic submission documentation. This documentation invariably requires the following information, noting that more complex submission documentation will be required following policy review.

⁴⁵ <http://www.canterbury.ac.nz/ucpolicy/documents/finalguidelinestotemplate.pdf>

⁴⁶ <http://policy.usq.edu.au/resources.php>

⁴⁷ <http://www.atem.org.au/publications/policy-guide>

⁴⁸ For information regarding the Institutional Policy Network, contact Mark Hatwell (mark.hatwell@monash.edu.au). For information regarding the Delegations Teleconference Group contact Brigid Freeman (brigid.freeman@unimelb.edu.au).



⁴⁹ <http://scu.edu.au/policy/index.php/3>

Table 10: Policy submission cover-sheet (basic)

[insert title of policy] Submission Cover Sheet
To
From
Date
Subject
BRIEFING [insert briefing]
Consultation
Endorsement
Recommendation: That the [insert position/committee]: - revoke the current X Policy/Procedure/Guideline (if necessary); and/or - approve the X Policy/Procedure/Guideline and/or - approve amendments to the X/Policy/Procedure/Guideline, as attached
Approved [insert space for name and title of approval authority]
Date
Insert name of person submitting recommendation

A range of generic resources have been developed to support policy review (Freeman, 2012b).⁵⁰ The following provides a template for a basic *Manual Feedback Form* (noting that online feedback mechanisms are increasingly being incorporated into document/policy repositories):




Table 11: Feedback form

Name	
Email	
Telephone	
Title of Policy, Procedure or Guideline	
Your feedback	
Your recommendation	<input type="checkbox"/> minor correction (e.g. broken link in the policy repository) (the INSERT TITLE OF APPROPRIATE APPROVAL AUTHORITY can approve minor corrections to information held in the policy repository) <input type="checkbox"/> minor amendment (the INSERT TITLE OF APPROPRIATE APPROVAL AUTHORITY must approve minor amendments*) <input type="checkbox"/> substantive amendment (the INSERT TITLE OF APPROVAL AUTHORITY must approve substantive amendments) <input type="checkbox"/> other Please provide details below 

Source: Based on Freeman, 2012b.

⁵⁰ See: Freeman, B. (2012). *University policy review: What? Why? How? What's the big elephant?* Association for Tertiary Education Management (ATEM) Developing Policy in Tertiary Institutions forum, University of Melbourne, 26 October 2012.

The following provides a basic *Policy Issues Log*, for policy owners or practitioners to manually track feedback received as the policy is progressively being implemented (again noting that such manual mechanisms will be replaced by IT-based systems in time):

Date received	Respondent's name and email	Summary of feedback	Action taken
			
			
			

Source: Based on Freeman, 2012b.

Finally, a framework for a *Policy Review Schedule*, which could for example be maintained in excel, with each 'category' of policy on a different tab, for ease of reference.

Type of document (policy, procedure, guideline)	Title of policy	Approval authority	Policy owner	Date approved & date commenced	Date review must be completed by
				dd/mm/yyyy and dd/mm/yyyy	dd/mm/yyyy*

* Consider staggering groups of related policy documents for example, 28/02/yyyy; 30/06/yyyy; 30/11/yyyy)

Source: Based on Freeman, 2012b.

Finally, while there are clearly benefits to be derived from networking with colleagues from other tertiary education organisations, in New Zealand, the competitive, market-based environment and geographical spread of institutions constrains such interactions. The Institutional Policy Project research suggests that in New Zealand, to a greater extent than comparator countries (or Australia), there is little evidence of inter-institutional networking and policy learning where exemplary resources are shared, 'borrowed' and replicated. However, given that most (if not all) New Zealand tertiary education organisations have at least some institutional policies, most (if not all) must have some policy-making resources. The high quality of the New Zealand tertiary sector, must mean that many of these are exemplary. This conference and other such professional development activities go some considerable way to providing opportunities to share

existing resources, and establish long-lasting networks through which policy borrowing can occur.

ACKNOWLEDGEMENT

This paper is part of a series of papers arising from the Institutional Policy Project. This project is a collaboration also involving Miskus Lapan (Island Research and Consultants), Andrew Goldblatt (University of California, Berkeley), Nancy Capell (formerly of the University of California), and Tracie Mafile'o (Massey University). Special thanks to Penelope Pepperell, Academic Secretary, University of Melbourne for fruitful and friendly discussions regarding institutional policy generally, and making suggestions to improve this paper.

REFERENCES

- Dror, Y. (1971). Universities and the teaching of policy sciences. *Policy Sciences*, 2(1), 83-85.
- Freeman, B. (2010). Benchmarking to identify good practice University Policy Frameworks. In *Tertiary Education Management Conference*, Melbourne 3-6 October 2010.
- Freeman, B. (2012a). *Innovative approaches, systems and resources for university policy review*, Tertiary Education Management Conference (TEMC), Hotel Grand Chancellor, Adelaide 16-19 September 2012.
- Freeman, B. (2012b). *University policy review: What? Why? How? What's the big elephant?* Association for Tertiary Education Management (ATEM) Developing Policy in Tertiary Institutions forum, University of Melbourne, 26 October 2012.
- Freeman, B., Jensen, K. & Hatwell, M. (2013). *Policy without (much) pain: A guide to better practice in institutional policy development and policy management in Australasian tertiary education institutions* (second edition). Association for Tertiary Education Management.
- Freeman, B. (2014). Benchmarking Australian and New Zealand university meta-policy in an increasingly regulated tertiary environment. *Journal of Higher Education Policy and Management*, 36(1), 74-87.
- Freeman, B., Capell, N. & Goldblatt, A. (2014). *First hand voices from United States policy practitioners*. ACUPA 2014, Orlando, Florida, United States, 19-21 October, 2014.
- Freeman, B., Capell, N., Goldblatt, A., Lapan, M., Mafile'o, T. and Thompson, S. (2014). An international comparative perspective on institutional policy to enhance institutional governance, policy-making and policy infrastructure, for improved institutional outcomes. Association of University Administrators (AUA) Annual Conference, University of Manchester, 13-16 April 2014.
- Freeman, B., Lapan, M., Mafile'o, T., Capell, N., Goldblatt, A. and Thompson, S. (2014). *Same but different: Conceptions and management of institutional policy in the United States, New Zealand and Papua New Guinea*. Tertiary Education Management Conference (TEMC).
- Ministry of Education (2013). *Review of the Legislative Settings for University Governance Consultation Document*.
- Scott, J. (2014). *A matter of record: Documentary sources in social research*. John Wiley & Sons.
- Tertiary Education Commission (2011). *Review of Governance Change Evaluation of the implementation and short-term outcomes of the change*. National Office. Tertiary Education Commission.
- Tertiary Education Commission (2014). *General Plan Guidance for 2015 and 2016: Guidance for TEOs seeking plan-based funding from the TEC from 1 January 2015*.



Minerva Access is the Institutional Repository of The University of Melbourne

Author/s:

Freeman, B;Thompson, S

Title:

Changing the game: Exploring and reframing policy systems and processes in New Zealand tertiary education organisations

Date:

2015

Citation:

Freeman, B. & Thompson, S. (2015). Changing the game: Exploring and reframing policy systems and processes in New Zealand tertiary education organisations. Aotearoa Regional Conference, Association for Tertiary Education Management (ATEM).

Persistent Link:

<http://hdl.handle.net/11343/290661>