INSTITUTE FOR GOVERNANCE & POLICY ANALYSIS

A PURPOSE-BUILT PROGRAM DESIGNED FOR THOSE ASPIRING TO A CAREER IN THE PUBLIC SERVICE OR IN POLICY ADVICE

MASTERS DEGREE IN PUBLIC ADMINISTRATION

INSTITUTE FOR GOVERNANCE & POLICY ANALYSIS

NO 1 GOVERNANCE INSTITUTE IN AUSTRALIA
WHY THE MPA

The MPA program has been co-designed with leading academics and senior practitioners to respond to professional development priorities outlined in the capability reviews in the United Kingdom, the capability review process and “Ahead of the Game” report in Australia and the performance improvement framework in New Zealand. Its truly distinctive feature is the provision of core professional skills in public management, policy and leadership, combined with academic disciplinary rigour. In addressing this, the program draws on the experience of leading academics and senior practitioners involved in the study and practice of contemporary governance.

The MPA components include advanced knowledge and skills in governance, policy analysis and leadership with a combined dissertation component which allows participants to investigate a wicked governance problem from both an academic and applied perspective.
THE EDUCATIONAL AIMS OF THE MPA ARE:

• to support the international modernising civil services’ agenda through enhancing the study and practice of policy formulation and delivery within public organisations;
• to foster strategic thinking for the creation of public value;
• to develop skills that underpin this agenda, including those of analysis, evaluation, use of evidence, problem solving, communication and the management of change;
• to explore and understand the international context of public administration, through awareness of the role of global trends and institutions, the scope for learning internationally and for the transfer of ideas;
• to link theory and practice in relation to the delivery of public services through a problem-solving centred approach to learning that aids professional development;
• to promote shared learning across sectors (public, private, nonprofit) and internationally;
• to offer flexible forms of study which enhance work-based learning.
## PROGRAM STRUCTURE

You require 36 credit points to earn a Masters Degree in Public Administration

Students would typically complete units in the following sequence at their own pace:

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**YEAR 1 FOCUS**

**SEMESTER ONE**

**PUBLIC ADMINISTRATION G 8556 (3CP)**

This unit outlines some of the most important developments in contemporary public management and governance and how these relate to the everyday practices of those working in the public sector. In so doing, it examines the role of the state and the public sector and introduces some of the key issues that governments and academics have been trying to address over several decades. It uses examples drawn from Australia, as well as a number of other OECD countries, to: critically analyse the forces that have driven the move towards ‘public management’; examine the theory and practice of ‘public governance’; evaluate the merits and challenges of these developments from different perspectives, including leadership and ethics; and, apply this knowledge to better understand specific developments across different contexts.

More specifically, the past 50 years have been a period of significant change in the public service during which time traditional, hierarchical and bureaucratic models of public administration have come under increasing challenge by more market and network-based approaches. These new approaches to public sector management have posed particular challenges for those working in the public sector as well as those charged with working with the public sector.

We will examine these challenges both in relation to specific topic areas, such as leadership and ethics, but also with reference back to four ‘governing dilemmas’:

1. accountability;
2. coordination;
3. state capacity;
4. political steering.

These themes have been chosen because they represent five of the key challenges that managers in the public sector now face in the context of a complex and delegated policymaking and service delivery environment. The unit will place a particular focus on developments in Australia but it will also include a strong comparative dimension so that local reforms can be seen as part of a more general re-design process that is taking place in public administration systems elsewhere. This ‘outward looking approach’ will involve examining the public sector reforms that are taking place elsewhere, particularly in OECD countries, whilst always being sensitive to how the local institutional, historical, political and economic context has shaped reform processes closer to home. This means that we will examine and reflect on recent developments at a federal and state level, such as the Moran Review (*Ahead of the Game*), as well as other reports and informed commentaries on contemporary developments in public sector reform (see the Further Reading List).

**LEARNING OUTCOMES**

At the successful completion of this Unit, students should be able to:

(a) *understand* the competing models, principles and values of contemporary governance and their foundation in hierarchical, market and network-based modes of governance.

(b) *analyse* the strengths and weaknesses of different models of contemporary governance and the opportunities and ‘governing dilemmas’ that they present for public managers.

(c) *comprehend and evaluate*, by being able to place into a broader context, the challenges, trends, programs and management practices that inform current reform practices in the public sector.

(d) *critically appreciate* the variation that exists across systems and over time in different national contexts and different policy sectors.

(e) *demonstrate* sound competencies in the written and oral presentation of academic work, including the capacity to conduct independent research.
YEAR 1 FOCUS

SEMESTER ONE

PUBLIC POLICY PG 6268 (3CP)

This unit provides an introduction to the specialist sub-field of policy analysis. It covers contemporary issues and problems and aims to deepen participants’ knowledge of the theory and practice of public administration and public policy. The unit therefore has three key aims:

1. to introduce students to the concepts, techniques and methods employed in policy analysis;
2. to evaluate the credibility of policy analysis as an understanding of policy-making in the real world; and,
3. to apply this knowledge to specific policy issues.

Policy analysis has been described as “knowledge of” and “knowledge in” the policy process. It includes knowledge of the broad macro-level forces which constrain policy processes such as the political or economic contexts or processes of globalisation (e.g. geopolitics, political integration, global communications, internationalisation of capital); understanding the institutional processes which shape policy agendas and the solutions we apply to them (e.g. network governance, policy learning from overseas exemplars); the application of knowledge at the decision-making (e.g. problem definition, agenda-setting; policy formulation) and the field levels (implementation, evaluation); and technical tools of analysis (e.g. cost-benefit analysis and programme evaluation). Topics covered include: policy design; the role of values in policy making; policy making in a federation; evidence-based policy making and the challenges raised by wicked problems. Case studies from Australian public policy are used to develop and exemplify concepts, techniques and approaches.

The unit provides students with a broad view of the nature of the policy process and seeks to provide an opportunity for participants to enhance their personal growth by stimulating new ideas and developing new skills in public policy and administration. It achieves this by: exploring current developments in policy analysis; evaluating the actions and processes that shape policy continuity change; and, assessing how policies are formulated, implemented, monitored and evaluated.

LEARNING OUTCOMES

On successful completion of this subject participants will have:

(a) an enhanced capacity to generate appropriate policy advice;
(b) an improved understanding of the realities of real-world policy making;
(c) an understanding of the broad forces and institutional structures influencing the policy process;
(d) the ability to present knowledge, ideas and opinions effectively and communicate them within a work environment.
YEAR 1 FOCUS

SEMESTER ONE

MANAGING GOVERNMENT FINANCE G 6260 (3CP)
This unit is about financial management in the public sector and the environments and frameworks within which it is conducted. It covers:

- the roles and practices of government in financial management;
- the impacts of government finances on the economy;
- budget making;
- performance budgeting;
- the development and funding of new spending proposals;
- decision-making on fiscal and budget matters;
- financial management techniques and requirements;
- financial relations between Australian governments; and
- contemporary government finance issues.

The unit is designed for generalists working in government, rather than financial specialists or economists.

LEARNING OUTCOMES
On successful completion of this unit you will have further developed your skills, insights and knowledge in:

(a) identifying and resolving public sector financial issues;
(b) managing financial and other resources efficiently and in accordance with relevant laws and regulations;
(c) identification and development of new spending programs, and their advocacy;
(d) negotiating with others and communicating on government finance issues; and
(e) using academic and professional literature to contribute to knowledge and professional practice in public finance.

WINTER

SPECIAL TOPICS IN BUSINESS AND GOVERNMENT G 9376 (3CP)
This is a seminar based program in contemporary topics and practices of public administration. Topics will be determined by the students and may include public/private sector partnerships, community participation, conflict management, social justice, regionalism, managing economic development, and non-profit management or other topics as identified by the students and teaching staff. In addition a selection of practical skills will be developed around communication, facilitation, grant writing and evaluation. Each year topics are chosen that are contextually relevant, align with student interests and engage international academics and practitioners.

LEARNING OUTCOMES
At the successful completion of this unit, students should be able to:

(a) comprehend and critically analyse contemporary public administration topics
(b) analyse specific public administration contemporary topics using multiple frames of reference and evidenced based analysis and policy design
(c) demonstrate skills in written and verbal communication to concisely and persuasively convey the significance of contemporary Public Administration topics
(d) critically appreciate the skills required for critical reflection, communication and design in public administration.
YEAR 1 FOCUS

SEMESTER TWO

RESEARCH METHODS PG 6270 (3CP)
The unit introduces students to the meaning of ‘theory’, its links with methodology via techniques of research, and distinctions between research and policy action. The aim is to allow students to formulate a topic for research by thesis. Specific topics will include the writing of a thesis, the logics of social investigation, forms of explanation, including causality, correlation and ‘verstehen’. There is also a non-mathematical introduction to statistical concepts sufficient to enable participants to engage in a critical literature review. An overview of qualitative research, its techniques and their strengths and limitations is also provided.

LEARNING OUTCOMES
This unit will provide students with an understanding of:

(a) contemporary debates in the philosophy of the social sciences;
(b) the ingredients of effective research design;
(c) ethical issues involved in social science research;
(d) approaches to qualitative data analysis;
(e) advanced quantitative research methods;
(f) computational/big data techniques of data analysis;
(g) skills of critical reflection and communication.

SEMESTER TWO

ADVANCED POLICY ANALYSIS PG 9686 (6 CP)
This unit builds on Public Policy and provides students with hands-on instruction in the application of leading edge methods and techniques in advanced policy analysis. The unit also seeks to provide an opportunity for participants of a practical orientation to enhance their personal growth by stimulating new ideas and developing new skills in public policy design and analysis. In sum, the unit aims to:

• explore new techniques in policy analysis and their application;
• apply these techniques to critical policy problems;
• assess their strengths and weaknesses;
• understand the politics of evidence-based policy-making and the capabilities required to win the war of ideas.

LEARNING OUTCOMES
Students completing this subject will:

(a) understand different models of and approaches to policy analysis and advising, and their usefulness for policy and management practice;
(b) become more proficient at designing, modelling and crafting policy options for simple and complex issues;
(c) acquire knowledge about citizen-centred policy-making and policy innovation;
(d) develop further understanding of Westminster-style policy systems and their strengths and weaknesses;
(e) reflect on the features which define ‘quality’ and ‘value’ in policy.
SEMESTER TWO

LEADING AND MANAGING CHANGE G 9802 (3CP)

This unit engages with the critical challenges in developing effective leadership and change management in public administration. The unit will equip students with a strong insight into some of the prominent approaches to understanding effective leadership and the nature and challenges involved and puts forward some strategies to achieve this. While in the past leadership in public administration was treated as a synonym for hierarchy, shifts in the mode of public service delivery has transformed not only the social and economic imperatives facing policy officials in a leadership position, but the very structure of government and its mode of delivery of policy outcomes. The increasing emphasis on achieving policy outcomes through stakeholder consultation, partnership with private and civil society entities, ‘whole of government’ solutions and expert/academic advice means that leadership must be adaptive, inclusive, non-hierarchical, and given to long-term planning and strategy.

The Unit will focus on three core issues (i) Change Management (ii) Leadership in Crisis, and (iii) Inclusive Leadership. The workshop style approach to this unit will provoke questions around the nature of contemporary leadership in public administration and challenge some of the orthodox and perhaps dated ideas of the role of leadership resolving Australia’s public policy challenges. The emphasis here is on participants to reflect on their own experiences and to consider how ‘leadership problems’ can be resolved from competing perspectives. These questions will form the basis of the research project in which participants are encouraged to apply their conceptual knowledge to contemporary issues in leadership.

LEARNING OUTCOMES

At the successful completion of this unit, students should be able to:

(a) understand the foundational concepts and models associated with leadership and change management in public administration
(b) articulate the emerging policy challenges to government, across different portfolios, and the role of leadership therein
(c) analyse the tensions between competing approaches to public management in the context of incremental and radical changes to governing structures
(d) critically evaluate the nature of leadership and its relationship to policy outcomes across a range of substantive policy areas
(e) demonstrate these competencies in a team project, submitted as a written project and oral presentation, incorporating original research on dimensions of leadership and change in public administration.
SEMESTER ONE

UNDERSTANDING GOVERNANCE PG 9685 (6CP)

The unit provides participants with a critical introduction to a specialist sub-field of Political Science - Governance. It covers contemporary issues and problems in Governance and aims to deepen participants’ knowledge of the theory and practice of governing modern organisations in the 21st century. It provides students with broad sweep knowledge of a range of approaches to the study of Public Administration and contemporary Governance; an in-depth knowledge of selected theories; and an ability to provide a critical appreciation of the strengths and weaknesses of such theories. These theories were selected because of their direct relevance for developing an understanding of public organisational behaviour. This is an important step in enabling participants to develop specialist theoretical and empirical knowledge of the environmental context of public policy making.

Students will be encouraged to evaluate the utility of the academic models presented in providing an informed understanding of the real world of practice. They will be expected to:

- identify the gaps in understanding and propose refinements to the models or alternative understandings;
- base any such refinements on evidence based evaluation;
- search for ideas beyond their own organisational boundaries;
- reflect on the issue of whether their findings have been distorted by the organisational culture in which they work.

The latter will be a crucial element in their intellectual development throughout the unit. It is important that students leave their organisational belief systems behind them as much as possible during this process of enquiry and become free and independent thinkers.

This unit builds on the learnings students have gained from Public Administration.

LEARNING OUTCOMES

The unit will provide students with:

(a) an understanding of competing theorisations of governance;
(b) knowledge of governance in a federation;
(c) an expertise about critical governance issues within public policy and their inter-relationships;
(d) a grasp of the domestic and international institutional and organisational contexts which shape the character of contemporary governance;
(e) skills of critical reflection and communication.
The dissertation component is the final core subject of the MPA degree and is the program’s ‘capstone research experience’ subject. The 10,000 word dissertation bridges the worlds of classroom, independent research and practice by having students undertake an applied research project – on a policy or governance topic of current importance to public organisations – which is capable of making relevant findings. As a capstone subject, we require students to draw together and apply the knowledge and research skills they have developed throughout the MPA program. Each student is assigned an academic supervisor for the duration of the period of research and purpose built workshops are provided to underpin the research process. The unit Research Methods provides students with some important building blocks in the development of their research design and should therefore be taken prior to the dissertation unit. Supervisors are expected to hold five meetings with each student and to read and comment on one draft of the dissertation. The dissertation is considered to be an independent research project. By implication, dissertation supervision is focused on providing help and support with regard to the development of the research design – theory, method and empirical investigation – underpinning the research project. Students are guaranteed formal written feedback on: a) the research proposal/presentation provided at the Dissertation Workshop; and b) a draft of the dissertation. The research process is thus divided into three phases:

Phase 1: development of research design (undertaken as part of the Research Methods unit).
Phase 2: completion of theory and methods chapter.
Phase 3: independent research phase. Please note that a progress workshop is held during this period.

(a) a greater appreciation of how concepts and practices introduced in the MPA relate to one another and how they can be applied to policy and governance problems;
(b) experience with undertaking primary research and an understanding of the importance of conducting research in accordance with ethical principles;
(c) an in-depth understanding of a public policy or governance issue;
(d) an enhanced capacity to apply skills in evidence-based analysis and policy design;
(e) an enhanced capacity in written and verbal communication skills to concisely and persuasively convey the significance of research and research findings.
“Holding tertiary qualifications from two other Australian universities and over 5 years federal government experience, I have found the MPA experience a true testament to the teaching of public administration. The program leverages off up to date public sector practices combined with cutting edge research, and focuses on driving innovation in the future-state of our public service. The MPA predominately uses case method in its teaching approach; a teaching method used in leading professional schools around the world. This is facilitated by a high calibre of teaching staff – from Senior Bureaucrats, Harvard Scholars to Laureate Professors – who are second to none. IGPA holds true to its status as Australia’s finest institute in policy analysis and governance.”

-- Charlie Shandil
HOW TO APPLY?

Complete the online application form at https://www.canberra.edu.au/applicant/connect/webconnect and attach the certified documents as required. If you are unable to attach your supporting documents, you can print the cover sheet and forward your documentation by fax to +61 2 6201 5040 or mail to:

Admissions Office
University of Canberra, ACT 2601

Or

Complete the application and forward to the Admissions Office at the University of Canberra or to one of our representative offices in your home country.

For a list of our agents go to http://www.canberra.edu.au/future-students/international-students/uc-agents
IMPORTANT INFORMATION ENROLMENT REQUIREMENTS

International Students
As a condition of the student visa, international students in Australia are required to study full-time for the duration of their course. Students are not permitted to study part time unless they are already in Australia on a spouse visa, or on a diplomatic or dependent temporary resident visa.
For information see: https://www.immi.gov.au/Study/Pages/Study.aspx

FEES AND DEFERMENTS
International tuition fees and refunds:
http://www.canberra.edu.au/future-students/courses/glossary/fees-and-contributions/refunds
Deferment of studies:
http://www.canberra.edu.au/future-students/deferring-your-offer

CREDIT TRANSFER ARRANGEMENT
http://www.canberra.edu.au/future-students/credit

OVERSEAS HEALTH COVER IS COMPULSORY
All international students studying at the University of Canberra are required to have Overseas Student Health Cover (OSHC) for the length of their visa. The University’s preferred provider of OSHC is Allianz Global Assistance.

DOMESTIC STUDENTS
Who is a domestic student?
You are a domestic student if you are either:
• an Australian citizen
• a New Zealand citizen (including a diplomatic or consular representative of New Zealand)
• a holder of an Australian permanent visa.
http://www.canberra.edu.au/future-students/domestic-students
THOUGHT LEADERSHIP AND ENGAGEMENT

The Institute provides a neutral space for experts from academia, the public sector and the private and third sectors to meet together in order to develop solutions to critical governance problems. This reflects a major objective of the Institute which is to be a trusted knowledge broker. We achieve this by delivering a program of seminars, workshops and events in which we engage our network of researchers, practitioners and the wider public in discussions that are located at the nexus of research and practice.

The Institute endeavours to establish a centre for high quality student education and we aim to achieve a collective ethos which values the form of academic community where students:

• play a central role in the activities of the community;
• are taught the rudiments of good academic and professional practice;
• are provided with regular opportunities to communicate their ideas and debate other key disciplinary concerns;
• work in an environment where problems with academic progress are shared and debated in a reflexive, professional manner.

With these aims in mind, the Institute provides all students with access to seminars, forums and the Parliamentary Triangle Seminar series.
OUR PROGRAM STAFF

Professor Chris Aulich is a specialist in public sector management. Chris was formerly a senior public servant working in education, sport and recreation and local government. Chris has been a regular contributor to ANZSOG’s Executive MPA and Pacific area programs and has lengthy and successful experience as a presenter of courses and units to graduates and senior managers, not only in Australia, but also in China, Bhutan, Singapore, Cambodia and the UK. He is the co-editor of four books on Australian government administration under Prime Ministers Howard, Rudd and Gillard, the Australian Handbook of Public Sector Management, as well as numerous other academic publications.

Professorial Fellow Bill Burmester is the former Deputy Secretary of DEST and DEEWR and a specialist in the area of education policy, implementing public policy and policy coordination. Bill is the Institute's Director of Professional Engagement and ensures that our research and professional development programs are relevant to the needs and aspirations of the contemporary Australian and ACT public services.
Patrick Dunleavy has been appointed as the Institute’s latest Centenary Professor. He is currently Professor in Public Policy at the London School of Economics and Director of the LSE Public Policy Group. Patrick became a (founding) member of the Academy of the Social Sciences in 1999 and was awarded a Political Studies Association (PSA) Special Recognition Award in 2012 and the ‘Political Scientists Making a Difference Award’ in 2013. Patrick set up LSE blogs which won the 2012 Times Higher Education award for delivering powerful social science. On 25 January 2012, the LSE Public Policy Group under Patrick was jointly named the world’s fourth-best university think tank in a global survey. The rankings, in the annual report of the Think Tank and Civic Society Program of the University of Pennsylvania, compared more than 5,300 think tanks from 120 countries. His blog, British Politics and Policy at the LSE, is the highest-ranked university blog in the UK and the second-most read economics blog in the country.

Dr Melanie (Lain) Dare is a social scientist with a strong background in commercial resource management (forestry). Lain was the Project Leader for the Cooperative Research Centre for Forestry Communities project (2011-2012), a multi-disciplined project that worked with industry partners to undertake a range of social research projects. Her publications are in the fields of citizen engagement, particularly in relation to the Murray-Darling Basin Plan, localism and resource management.

John Dryzek is Professor in the Centre for Deliberative Democracy and Global Governance at the Institute. He was awarded the Australian Laureate Fellowship in 2014. Before moving to the Institute he was Distinguished Professor of Political Science and Australian Research Council Federation Fellow at the Australian National University (ANU). He is a Fellow of the Academy of Social Sciences in Australia, former Head of the Departments of Political Science at the Universities of Oregon and Melbourne and of the Social and Political Theory program at ANU, and former editor of the Australian Journal of Political Science. In a 2010 poll of American political theorists John was listed in their top 20 ‘scholars doing excellent work today whose work will be influential during the next 20 years’, and was the most highly ranked scholar based outside North America. Working in both political theory and empirical social science, he is best known for his contributions in the areas of democratic theory and practice and environmental politics.
Professor Mark Evans is the Director of the Institute. He is a specialist in the study of governance and policy analysis. Before taking up this role he was Head of the Department of Politics at the University of York in the United Kingdom (2000-2009) and the founder of the York MPA Program. Mark has acted as a senior policy advisor, delivered training and managed evaluation projects in 26 countries to date. Commissioned research projects in Australia include evaluations of Austrade’s integrity systems (2011), the National Water Commission (2011-12), DEEWR’s ‘Home to Work’ program (2012), ‘Women and Leadership in the APS’ (2013) and the ACT’s ‘Strengthening Services for Vulnerable Families’ program (2013). Internationally, he has completed an evaluation for the United Nations Development Program on “Opportunities and Challenges for the Reform of Public Administration Arising from the Arab Transitions” (2014). He has recently worked with the Museum of Australian Democracy on the ‘Power of 1 Voice Exhibition’ and the ‘Tackling Indigenous Smoking and Healthy Lifestyles’ Program for the Department of Health. Mark is the author, co-author or editor of 23 books in his field and has been the editor of *Policy Studies* since 2005. He has been awarded honorary positions with the universities of Bath, Renmin, York and Hull.

Meredith Edwards AM is Emeritus Professor at the University of Canberra and an Academic Fellow at IGPA. She is an economist who has been a lecturer, researcher, policy analyst and administrator through her career. For over a decade, she advised on major policy issues and was Deputy Secretary of the Department of Prime Minister and Cabinet. She served as Deputy Vice-Chancellor of the University of Canberra from 1997 to 2002. Meredith’s publications include *Public Policy: From Problem to Practice* and *Public Sector Governance in Australia*. She is Chair of the Board of the Closing the Gap Clearing House, member of the ANPHA Research Advisory Committee and a member of the United National Committee of Experts on Public Administration.

Dr Selen Ercan’s research interests span deliberative democracy (theory, practice and analysis), identity politics and multiculturalism and issues of representation, inclusion and legitimation in liberal democracies in general. To date, Selen has published in the field of deliberative democracy and multiculturalism. She is also the Institute’s Higher Degree by Research Convenor.
Associate Professor Paul Fawcett joined the Institute for Governance and Policy Analysis in July 2013 from the Department of Government and International Relations at the University of Sydney. He has been a Visiting Fellow at the Department of Political Science at the University of Copenhagen and the Research School of Social Sciences at the Australian National University. Paul's principal research interests lie in the changing nature of state-society relationships and their effect on governance, executive politics, public service reform, democratic governance and political participation in formal decision-making arenas. He has used these interests to examine institutional and policy reform in central government, changing forms of political participation, policy transfer and the branding of public policy. He has published in journals such as Government and Opposition, Policy & Politics, The Australian Journal of Political Science, Policy Studies, Political Studies Review and The Australian Journal of Public Administration. Paul is currently Associate Editor (Australasia) for the journal, Policy & Politics.

Dr Michael Jensen is a Research Fellow at the Institute. Prior to working at the Institute, he was Juan de la Cierva Postdoctoral Fellow in the Department of Political Science at the Autonomous University of Barcelona. His research expertise lies in the areas of political communication, political participation and systems theory. He is also an expert in the use of ‘big data’ as a social science research tool and has published extensively in these areas. Mike’s most recent book with Cambridge University Press is Digital Media and Political Engagement Worldwide: a Comparative Study.

Virginia Haussegger AM is an Adjunct Professor at the Institute and a communications specialist. She is an award winning journalist, author and commentator whose extensive media career spans more than 20 years. Her work has taken her around the world, reporting for Australia’s leading current affairs programs, including Channel 9 (A Current Affair), the 7 Network (Witness) and ABC TV news in Canberra. As a columnist and feature writer she is widely published across Australian media outlets. Her book Wonder Women: the myth of ‘having it all’ was launched by Julia Gillard in a live broadcast at the National Press Club.
Professor David Marsh has extensive experience of qualitative research into governance issues, focusing on work on policy transfer, policy success and citizen engagement. In this research, he has utilised a variety of research methods, both quantitative and qualitative, with a particular focus on how different methods are combined. He has led five large research projects, funded by the ESRC in the UK and ARC here, demonstrating the capacity to oversee and coordinate groups of researchers. His publication record is impressive, with 10 books or edited books and over 120 articles and book chapters; three of which have more than 1,000 citations each. From 2008-2011 he was Director of the Research School of Social Science at ANU. He has experience in both the UK and Australia in working closely with the public service, with a focus on improving public policy making.

Dr Brendan McCaffrie is the Course Convenor for IGPA’s Graduate Certificate program. He also teaches the program’s Public Policy unit. His research primarily focuses on two areas: one is political leadership, in particular using Stephen Skowronek’s theory of political time, and the other is political participation. The latter area involves a particular emphasis on how citizens are involved in policy processes given the difficulties of modern governance. Much of this research is conducted as part of an ARC funded project examining citizen engagement and political participation in Australia, the UK and Denmark.

Professional Fellow Michelle Grattan AO is one of Australia’s most respected and awarded political journalists. She has been a member of the Canberra parliamentary press gallery for more than 40 years. As a former editor of *The Canberra Times*, Michelle was also the first female editor of an Australian daily newspaper. She has been with *the Australian Financial Review*, *The Sydney Morning Herald* and Political Editor of *The Age* since 2004. Michelle currently has a dual role as a Professional Fellow at the University of Canberra and as Associate Editor (Politics) and Chief Political Correspondent at *The Conversation*. She is the author, co-author and editor of several books.
Dr Leonie Pearson leads the Synthesis project in the Collaborative Research Network on Murray-Darling Basin Futures, which has a dual focus: (i) integrating research findings across all 13 research projects in the CRN: and (ii) undertaking primary research into the sustainable futures of eight communities across the MDB. As an ecological economist with experience in government, private practice and academia her broad range of skills ensures well-grounded research that has impact in both academic and public policy realms. Leonie’s current research interests align with issues of community structural adjustment and change, with particular focus on community capacities to adapt, transition or transform to deliver desired futures. She has published extensively in this area.

Paul Porteous is a Professional Associate at the Institute and has been both Visiting Faculty and a Fellow at Harvard Kennedy School where he received the “Dean’s Award for Excellence in Student Teaching”. Paul’s extensive experience includes work as a senior diplomat and international lawyer, representative to numerous international organisations including the United Nations and International Court of Justice, and as a consultant in the United States, South East Asia, Middle East, Europe, China and Africa. From 2005-2009, Paul was Senior Adviser to the President of Madagascar developing cutting edge leadership practice for nation building and the alleviation of poverty. Paul also has extensive experience working in the Australian Federal government.

Adjunct Professor Tu Pham PSM has over 30 years of experience in public administration in Australia at both the Federal and State/Territory government levels. In particular, she has an excellent reputation for her work in public finance and in promoting and ensuring efficiency, effectiveness and accountability in the public sector. Tu was the former Auditor-General for the Australian Capital Territory (ACT) from March 2004 to March 2011 and before that she held a number of senior executive roles in the ACT public service, including Commissioner for ACT Revenue and Deputy Chief Executive of ACT Treasury. During her career, Tu also participated in high-level inter-governmental committees on tax and financial reforms, and served on a number of government statutory boards.
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Diane Stone is Professor of Governance at the Institute. From 2004 to 2012 she was Professor of Public Policy at Central European University (CEU) in Budapest and a European Commission Marie Curie Chair (2004-08) where she was also the founding professor of public policy. Diane also led the graduate degree programs including the architect of the Erasmus Mundus dual degree consortium funded by the European Commission for five years from 2007. From late 2010 to mid 2013 she was Winthrop Professor in Politics and International Relations at the University of Western Australia. In 2012 Diane was elected a Fellow of the Academy of Social Sciences in Australia. She was a Fulbright Fellow at Georgetown University Public Policy Program in 1991 (now known as the McCourt School of Public Policy). She is also a Fellow of the Salzburg Seminar.