Photo of Libby Stratford, EMPA Class of 2020, Chief Financial Officer UNSW




Executive Master of Public Administration

Annual Report 2022



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EMPA Class of 2020,   
Chief Financial Officer UNSW



Melbourne Connect building (ANZSOG HQ)  
Photography: Peter Casamento

# Welcome and Acknowledgement

Yiradhu marang. Yuwin ngadhi Kate. Bala-dhu dyiramal-bu walan-bu Galari Wiradjuri yinna. Ngadhu winhanga-gi yindyamali mudyigang-galang, balandha-bu yandhul-bu. Mayiny-dhi-bu miyagan-dhi-bu ngigi walanbang-bu winhangabilang-bu mayiny. Ngadhu winhangadurigi yalmambili-guliyagu-nhal. Dyiramadiligi yindyamali dhuluyali.

Good day, my name is Kate. I am a proud and strong Lachlan River Wiradjuri woman.

I remember and respect Elders, long ago and now. I come from strong, clever people and reflect the teachings they have given me. Always be proud, respect and honour and speak in truth.

Welcome to Australia and New Zealand School of Government’s (ANZSOG) third Annual Academic Governance Report on the Executive Master of Public Administration (EMPA) program.

I would like to acknowledge and pay my heartfelt respect to the Traditional Owners and Custodians of all the lands and nations of Aboriginal and Torres Strait Islander peoples in Australia as well as to all Māori peoples through the Treaty of Waitangi in Aotearoa New Zealand. Our ancestors have cared for this country since time immemorial, and, as part of the oldest continuing culture on earth, I honour all Elders, past present and emerging, and I extend that honour and respect to all First Nations brothers and sisters around the world.

Since 2002 ANZSOG has collaborated with governments and partner universities to strengthen the quality of public sector leadership in Australia and Aotearoa New Zealand. It has provided development and leadership opportunities to meet the contemporary challenges faced by public servants. ANZSOG is now in its twentieth year of operation and celebrates the many participants that have completed its courses over the past two decades.

As a member of ANZSOG’s First Nations Alumni, I am delighted to see the changes that ANZSOG has made across Australia and Aotearoa New Zealand to promote and prioritise the perspectives and contributions of First Peoples in their teachings and learnings. ANZSOG supports governments to ensure that the diversity of our communities is reflected and embedded in our workplaces. As public servants we continue to experience many challenges domestically and globally in our efforts to create public value through better government and better outcomes for all citizens. This is crucial to our daily life and can be seen through all facets of government policy and in the work that we do.

Experiences such as ANSZOG assist us to grow, develop, and celebrate and acknowledge our contributions and achievements. It also assists us to build our resilience, increase our effectiveness and support jurisdictional collaboration.

I welcome the 2022 report on how the EMPA continues to add value and build the strength of government leaders across the Indo-Pacific.

Mandanng guwu (thank you)



**Kate Thomann**

Executive Director,   
Research and Education,   
AIATSIS

# Program Leaders and Partners

## ANZSOG Leadership

|  |  |
| --- | --- |
| Photo of Prof Ken Smith | **Prof Ken Smith**  ANZSOG CEO/Dean |
| Photo of Dr Christopher Walker | **Dr Christopher Walker**  ANZSOG Deputy Dean Education & University Relations, EMPA Academic Director |

## Academic Advisory Council Members

|  |  |
| --- | --- |
| Photo of Mr David de Carvalho | **Mr David de Carvalho**  EMPA Alumnus, CEO of Australian Curriculum, Assessment and Reporting Authority (ACARA) |
| Photo of Professor Carolyn Hendriks | **Professor Carolyn Hendriks**  Crawford School of Public Policy, Australian National University |
| Photo of Associate Professor Paul Fawcett | **Associate Professor Paul Fawcett**  Chair of Political Science Discipline, School of Social and Political Sciences, University of Melbourne |
| Photo of Associate Professor Karl Löfgren | **Associate Professor Karl Löfgren**  Deputy Head, School of Government, Victoria University of Wellington |
| Photo of Professor John Phillimore | **Professor John Phillimore**  Executive Director of John Curtin Institute of Public Policy, Curtin University |
| Photo of Professor Juliet Pietsch | **Professor Juliet Pietsch**  Head of School, Griffith Business School, Griffith University |
| Photo of Dr Christopher Walker | **Dr. Christopher Walker**  Deputy Dean (Education and University Relations) and Academic Director, EMPA |
| Photo of Ms. Rachel Weiss | **Ms. Rachel Weiss**  University Quality Manager, University of Sydney |
| Photo of Dr. Samantha Young | **Dr. Samantha Young**  Director, Office of Quality & Policy, Monash University |

“ANZSOG is uniquely positioned as a partner and expert in government, which makes the EMPA an invaluable program for emerging and established public sector leaders across Australia and New Zealand.”

Mr Adam Fennessy PSM, Former Victorian Public Sector Commissioner and newly appointed ANZSOG Dean and CEO

## Subject Leaders

|  |  |
| --- | --- |
| Photo of Dr Jo Cribb | **Dr Jo Cribb**  Victoria University of Wellington – Managing Public Sector Organisations |
| Photo of Professor Suresh Cuganesan | **Professor Suresh Cuganesan**  University of Sydney – Public Financial Management |
| Photo of Professor Arie Frieberg | **Professor Arie Frieberg**  Monash University –Governing by the Rules |
| Photo of Professor Ross Guest | **Professor Ross Guest**  Griffith University –Government in a Market Economy |
| Photo of Professor Kimberley Isett | **Professor Kimberley Isett**  University of Delaware – Decision Making Under Uncertainty |
| Photo of Professor Michael Macaulay | **Professor Michael Macaulay**  Victoria University of Wellington – Managing Public Sector Organisations |
| Photo of Professor Janine O’Flynn | **Professor Janine O’Flynn**  ANU Crawford School of Public Policy – Delivering Public Value |
| Photo of Dr Zina O’Leary | **Dr Zina O’Leary**  UNSW – Work-Based Project |
| Photo of Professor Paul ’t Hart | **Professor Paul ’t Hart**  Utrecht University and Netherlands School of Government – Leading Public Sector Change |
| Photo of Dr Christopher Walker | **Dr Christopher Walker**  ANZSOG – Delivering Public Policies and Programs |

## Government and University Partners

| Member governments | Conferring partner universities |
| --- | --- |
| Aotearoa New Zealand | Victoria University of Wellington |
| Australia | Australian National University |
| Australian Capital Territory | University of Canberra |
| New South Wales | University of Sydney |
| Northern Territory | Charles Darwin University |
| Queensland | Griffith University |
| South Australia | Flinders University |
| Victoria | Monash University  University of Melbourne |
| Western Australia | Curtin University of Technology |

## Sponsoring Agencies of the 2021 Student Cohort

| Jurisdiction | Sponsoring Agencies |
| --- | --- |
| Aotearoa New Zealand | Abuse in Care Royal Commission of Inquiry  Department of the Prime Minister and Cabinet  Kāinga Ora  Ministry for Pacific Peoples  Ministry of Justice  Ministry of Social Development  New Zealand Defence Force  Oranga Tamariki - Ministry for Children  Public Service Commission Te Kawa Mataaho |
| Commonwealth of Australia | Australian Charities and Not-for-profits Commission  Australian Health Practitioner Regulation Authority (Ahpra)  Australian Pesticides and Veterinary Medicines Authority  Australian Taxation Office  Department of Education, Skills and Employment  Department of Health  Department of Home Affairs  Department of Parliamentary Services  Department of Social Services  Fair Work Commission  National Offshore Petroleum Safety and Environmental  National Sports Tribunal (Department of Health)  Management Authority (NOPSEMA)  Services Australia  Therapeutic Goods Administration |
| Australian Capital Territory | ACT Government  Canberra Health Services  Community Services Directorate  Environment, Planning and Sustainable Development Directorate  Justice and Community Safety Directorate |
| New South Wales | Audit Office  Births, Deaths and Marriages  Department of Communities and Justice  Department of Customer Service  Department of Education  Department of Planning, Industry and Environment  Environment Protection Authority  Fire and Rescue NSW  Legal Aid Commission of NSW  Legal Aid NSW  Ministry of Health  NSW EPA  Office of Sport  Rural Fire Service  State Insurance Regulatory Authority  Service NSW  Sydney Metro  Transport for NSW  Treasury |
| Northern Territory | Department of Territory Families, Housing and Communities  Department of the Chief Minister and Cabinet |
| Queensland | Department of Children, Youth Justice and Multicultural Affairs  Department of Health  Department of Regional Development, Manufacturing and Water  Department of Seniors, Disability Services and Aboriginal & Torres Strait Islander Partnerships  Department of Transport and Main Roads  Office of Industrial Relations  Queensland Corrective Services  Queensland Parks and Wildlife Service  Treasury |
| South Australia | Department for Education  Department of Health and Wellbeing  Department of Treasury and Finance |
| Tasmania | Brand Tasmania  Department of Premier and Cabinet |
| Victoria | Barwon Health  Court Services  Creative Victoria  Department of Education and Training  Department of Health and Human Services  Department of Health  Department of Justice and Community Safety  Department of Transport  Department of Treasury and Finance  Development Victoria  Forensicare  Office of the Victorian Information Commissioner  Public Sector Commission  Safer Care Victoria  VicRoads  Victorian School Building Authority |
| Western Australia | Department of Fire and Emergency Services  Department of Jobs, Tourism, Science and Innovation |



Mick Frewen,   
EMPA Class of 2019,   
Commander Victoria Police

# Section 1: Opening Statements

## ANZSOG Dean and Chief Executive Officer

As ANZSOG’s outgoing Dean and Chief Executive Officer initially appointed in early 2017 I am pleased to present the 2022 Executive Master of Public Administration (EMPA) Annual Report.

This is our third annual report covering updates on the previous academic year’s EMPA design and delivery, governance and quality assurance, and student cohort profile and assessment of impact and outcomes. These reports are undertaken in line with our higher education regulatory commitments to our university partners.

ANZSOG’s globally recognised EMPA program is a signature feature of the school’s ongoing partnership with governments and universities to enhance public administration leadership capabilities and scholarship across Australia and Aotearoa New Zealand.

The program’s record of achievement graduating more than 400 current public sector leaders through all Australian jurisdictions and New Zealand since its inception is particularly poignant to reflect upon during ANZSOG’s 20th anniversary this year.

Each of the program’s 1500 plus graduates in their own way has drawn on what they learned while undertaking the EMPA to make significant contributions through leading agencies and programs, creating public value and improving government for all citizens in their jurisdictions.

Most of our graduates remain actively engaged with their colleagues they studied with and actively contribute to ANZSOG’s mission through our extensive alumni network, which is a testament to the value they have found in the program.

The unique standing and quality of the program has been affirmed earlier this year by an international panel of leading academics and practitioners through an independent Academic Program Review (APR). The review’s findings and recommendations are covered in section 3.1 of this report, and the summary report is attached in the appendices. The detailed report in three parts can be accessed through [ANZSOG’s website](https://anzsog.edu.au/learning-and-development/courses/academic-program-review/).

Since my appointment over 5 years ago, I have been privileged to work with colleagues such as the School’s Deputy Dean of Education, Dr Christopher Walker who is the current director of the EMPA program, and our distinguished subject leaders and contributors both long serving and new. Together we have responded to government’s emerging challenges from digital and workforce transformation to navigating pandemics amongst other disruptive trends.

We value the relationships with university leaders and their representatives through the EMPA Academic Advisory Council chaired by Professor John Phillimore of Curtin University that assure the program’s curriculum is relevant, rigorous, and accessible and that the student experience between ANSOG and their enrolling universities is seamless. I thank all the professional staff at ANZSOG and our partners who support the program’s efficient delivery and responsiveness to our students.

Some noteworthy program developments in recent years have included the renewed governance and quality assurance framework subsequently commended by independent compliance reviewers, successful adaptation to online delivery during the COVID pandemic, the program’s ability to consistently attract contributions from accomplished individuals in public administration as well as recognition by our peers in the OECD Global Network of Schools of Government and an increasing focus on issues impacting First Nations and opportunities for greater self-determination and co-governance.

This substantial track record and updates recommended by the Academic Program Review will ensure the executive master's degree continues to enable graduates to meet the demands and build resilience for an increasingly complex, globally connected, and disruptive governing environment.

While ANZSOG engages in broader educational, research and thought leadership activities the EMPA remains at the core of our school’s work and the spine from which a range of other educational initiatives can stem.

These include but are not limited to strengthening capabilities needed across jurisdictions and portfolios to deeply engage and value First Nations communities and knowledge, offering multiple program entry pathways for diverse student cohorts, developing credentialled opportunities alongside the EMPA to expand upon and specialise in core content areas, contributing to growing the public administration academy across Australia and New Zealand and building closer relations with our neighbours in the Indo-Pacific region.

As I handover leadership of ANZSOG to my successor Mr Adam Fennessy PSM, I am confident that ANZSOG will continue to build upon the success of the EMPA over the last 20 years, affirming its place as an indispensable pillar of executive public administration education in Australia and Aotearoa New Zealand.



**Ken Smith AO**

ANZSOG Dean and CEO  
Enterprise Professor, University of Melbourne

## ANZSOG Deputy Dean Education and University Relations, EMPA Academic Director

EMPA program enrolment remained strong during 2021 at 102 students across 82 sponsoring agencies through all Australian jurisdictions and Aotearoa New Zealand despite the ongoing challenges of managing the impact and uncertainty over COVID. The successful shift to online delivery undertaken in 2020 was sustained and enhanced through 2021 with continuing high levels of student participation and satisfaction.

Students have generally embraced the flexibility offered by the EMPA’s online delivery but there remains strong interest in returning to the immersive experience of learning and networking with colleagues in a physical classroom setting. As ANZSOG transitions back to face-to-face intensive delivery later in 2022, the EMPA’s future delivery will adopt a blended learning approach utilising the best of online and in-person teaching and learning activities.

The independent Compliance Review report that was tabled in February 2021 generated 15 recommendations for enhancing the program’s best practice against Australian and New Zealand higher education standards. These recommendations informed a series of consultations with conferring university partners on better aligning our student support systems and reporting processes, and these have been articulated through updates to relevant EMPA policies and procedures throughout 2021 into 2022.

A core part of the EMPA’s development over the past year has been centred on the independent Academic Program Review. The review evaluated the EMPA program for quality, strategic alignment and value, and sustainability. The review panel was chaired by Professor Richard Eccleston, Director of the Tasmanian Policy Exchange at the University of Tasmania and included distinguished panellists:

* **Mr Richard Banks**, Deputy Director, Policy Profession Unit (PPU), Cabinet Office, United Kingdom
* **Mr Adam Fennessy PSM** Victorian Public Sector Commissioner, Victoria. Supported by Daen Dorazio, Executive Director, Capability and Inclusion, Victorian Public Sector Commission
* **Professor Sherry Glied**, Dean, Robert F. Wagner Graduate School of Public Service, New York University, United States
* **Dr Lindsey Te Ata o Tu MacDonald** Senior Lecturer, Department of Political Science, University of Canterbury, Aotearoa New Zealand
* **Ms Genevieve Mogridge** Senior Director, Major Projects, Department of the Chief Minister and Cabinet, Northern Territory Government, and current EMPA student
* **Professor M Ramesh** Professor of Public Policy and UNESCO Chair on Social Policy Design in Asia,   
  Lee Kuan Yew School of Public Policy, National University of Singapore
* **Ms Janet Schorer PSM** NSW Children’s Guardian and co-Chair of EMPA Alumni Advisory Council

After broad consultations and surveying across senior public sector leaders, scholars, university partners and alumni in Australia and Aotearoa New Zealand as well as research on international best practice and comparative programs, the panel concluded that “the EMPA is a program of outstanding quality and world-leading stature, reflecting a unique and innovative approach to executive education in public administration.” The review panel further found that “that the EMPA delivers significant benefits to students and public sector agencies.”

The findings confirm comments we continue to receive through engagement with leading academic and practitioner contributors and the feedback received from current students and alumni. I am pleased that this was also affirmed during my recent visits to peer schools in Europe and the OECD Global Network of Schools of Government conference in Athens. There is a high degree of international awareness of and respect for the EMPA program and in some instances attempts to emulate ANZSOG’s EMPA model in several jurisdictions.

The recommendations from the panel address a program of incremental reform to renew and strengthen the EMPA’s curriculum priorities with emerging needs in the sector, continuously improving and aligning processes for academic recruitment and student support, increasing involvement of alumni in program delivery, and building on commitments to increased student diversity and advancing First Nations students and perspectives within the program. These recommendations will be implemented in stages over the next five-year period.

Other notable achievements for the 2021 academic year include ANZSOG partnering with Monash University for the first intake of students to the Monash Pathway Program for students without a formal university qualification and the introduction of the EMPA Subject Quality Improvement Plans (SQIP).

The Monash Pathway enables students with acknowledged leadership capabilities and commensurate professional experience to prepare for entry into the EMPA through a year of study at Monash. The program supports students to acquire requisite high-level communication and academic skills for successful postgraduate study in the rigorous EMPA program. Nine students successfully completed the program in 2021 and have enrolled in the EMPA from 2022. Students confirmed the value and impact of their Monash studies through an evaluation conducted at the end of the first year of the program.

Since 2020 ANZSOG has progressed a range of work to update and strengthen EMPA program quality assurance processes. The work continued in 2021 with the introduction of the SQIPs to support our distinguished faculty in their annual post-delivery debrief and reflection. The Plans have assisted in identifying areas for adjustment and improvement in subject curriculum, learning activities and other critical aspects of learning and teaching. The SQIPs are an effective tool among a larger set of continuous improvement checks and procedures that will continue to maintain the EMPA’s contemporary relevance and responsiveness to emerging needs of the public sector.

I would like to take this opportunity to thank all my academic and professional colleagues and our conferring partner universities who contributed to another successful year in the delivery of ANZSOG’s Executive Master of Public Administration program.



**Dr. Christopher Walker**

ANZSOG Deputy Dean Education and University Relations,   
EMPA Academic Director

## Academic Advisory Council Chair

The EMPA Academic Advisory Council continues to provide an opportunity for academic and quality assurance representatives of ANZSOG’s conferring university partners as well as alumni and the public sector to advise on the program’s compliance, quality and continuous improvement. The Council also serves a coordinating role bringing together ANZSOG’s university partners as a network of shared practice to discuss emerging issues relevant to the public administration academy and to universities broadly.

Topics discussed during 2021 included renewal of ANZSOG’s individual service agreements with its ten conferring university partners, the independent Compliance Review recommendations, the terms of reference and methodology for the Academic Program Review, managing academic integrity matters and reporting, external referencing arrangements and streamlining student administration support.

Of special note has been the open and collaborative approach taken by ANZSOG on both its compliance and academic program review processes and findings. Each of the School’s university partners undertakes its own cyclical review of the EMPA program’s compliance and quality and the ability to share information across the Council and through the web-based university information portal provided by ANZSOG has made those processes more efficient.

The EMPA Annual Report is a useful resource for tracking and reporting the busy program of activity undertaken by ANZSOG and partners each year to maintain the high administrative and academic standards of this uniquely designed degree.



**Professor John Phillimore**

EMPA Academic Advisory Council Chair,  
Executive Director of John Curtin Institute of Public Policy, Curtin University

## 2021 Dean’s Prize Winner

Tēnā koutou katoa

Nō Kuinirani Ahitereiria au

E noho ana au ki Te Whanganui ā-Tara

He Kaikōmihana Tuarua au

E mahi ana au ki Te Kawa Mataaho

Ko Duane McKibben tōku ingoa

Tēnā koutou, tēnā koutou, tēnā tātou katoa

What a journey we have been on. It feels like eons ago that we were gathered in anticipation in Melbourne for Delivering Public Value in February 2020. As we heard from previous alumni looking back at their experiences and reflecting upon advice that they would have given their previous selves – and we looked forward at the number of academic assignments ahead of us while working full time in a demanding leadership role – I don’t think I was alone in thinking ‘what have I done?’

And of course, none of us may quite have saw what was quickly coming around the corner. All of us were impacted by COVID-19 as we were pulled into our jurisdictional responses and adapted to online learning delivery. As the first ‘COVID cohort’ we grieved – sometimes in denial, sometimes in anger, moving towards perhaps a begrudging acceptance that the world was just going to be different now. Gone was our opportunity to gather, build stronger relationships over residentials and of course miss out on some fabulous trips along the way! Singapore sling, anyone?

But we persevered, and we adapted, and – to borrow the phrase from Decision Making Under Uncertainty – we ‘muddled through’. In many ways, that’s often what the Public Service does. But I think COVID-19 also showed how agencies can join forces and move with agility to solve complex challenges in a crisis. We now need to be able to do this all the time. We are faced with challenges every day. These challenges are increasingly complex and haven’t necessarily got a template answer. Problems such as climate change or child poverty. And people increasingly expect government to deliver services in ways that work best for them.

But it’s not just about delivering better outcomes and services. One need only look at the potential for, or reality of, erosion of trust in government and public institutions world-wide to realise we as public servants have something important that we need to protect and maintain. Even here in little old New Zealand – we are not immune to those global forces. Recently we witnessed an occupation outside our own Parliament, protesters fuelled by misinformation and disinformation. We as public service leaders must earn the trust of every citizen and preserve and protect those things that underpin our own form of democracy. Things like political neutrality, free and frank advice. Things that build trust and legitimacy in our system – we are the system.

Here in New Zealand we talk a lot about the spirit of service that underpins our work as public servants. Our foundation legislation was recently reformed, and our new Public Service Act 2020 captures a beautiful phrase: “The fundamental characteristic of the Public Service is acting with a spirit of service to the community… public service leaders must preserve, protect, and nurture the spirit of service that public servants bring to their work”. We as Public Service leaders need to acknowledge, recognise and celebrate public service wherever and whenever we see it.

And these ideas fundamentally connect with where we started our journey – Delivering Public Value. So, what brought you to the Public Service? And why have you chosen this as your career? For me, starting my Public Service career on the frontline – first as a teacher, then as a client service officer in the Australian Public Service – provided me with a grounding about what we are here to do – serve people, make a difference. Prioritise purpose, over profit. Using our diverse experiences and backgrounds, as well as our skills and qualifications, to do something important.

Looking through our cohort’s student booklet that was provided at the beginning of the program, I see a spirit of service shining through. A range of diverse people who are motivated to better themselves, so that we can continue to serve our communities across a range of jurisdictions – whether through policy, operations or corporate leadership roles. People who are motivated to solve social, economic and environmental challenges. People who are keen to professionalise their public service career, perhaps broaden their skills beyond their technical expertise, and to be confident and credible to progress to more senior roles. And of course, to build strong connections and lasting relationships with fellow public servants that can nurture us and sustain us. Inspirational stuff.

I hope for many of us, participating in the EMPA has been a key milestone in our Public Service career – so thank you ANZSOG for creating the opportunity for us to learn and grow.

* Thank you to Dr Chris Walker and each of the subject leaders and guest speakers who have taught us along the way. The exposure to academics and practitioners on a range of public policy and public management themes have truly broadened our perspectives.
* Thank you to the groups that we worked with along the way on assignments, big and small.
* Thank you to the work-based project teams that stuck through thick and thin – and a particular shout out to my own team – Laura Babian, Jonathan Beatty, Kylie Bennetts, Elsie Loh and Jayne Russell. These projects have given us an opportunity to apply our learning through a real-world agency challenge, perhaps one that truly stretched us outside our expertise.
* Thank you to the ANZSOG team such as Rosie and Shannon, working tirelessly behind the scenes to help make our experience smooth.
* Thank you to each of our agencies who invested heavily in our development.
* Thank you to our friends, family and whānau who sustained us to keep going when we were over-stretched – whether through small acts of kindness or big sacrifices.
* And thank you to each of you who went on this roller-coaster ride together!

I take with me into my next chapter a newfound commitment to the ideal of public service and a strengthened leadership character. Here’s a few things that program did for me:

1. **It has broadened my views beyond technical expertise**, helping me to better see the world through different perspectives. Now when I am faced with an intractable challenge or a wicked problem, rather than needing to know the technical way through, I am able to be curious about the problem, ask questions and better navigate uncertainty while the problem is understood, and the path forward emerges.
2. **It has tested my resilience.** Like many of you, I have been challenged by having to juggle what has felt like an unsustainable workload at work, as well as study, and other life challenges on top. I have examined my own mindset, reframed the way I thought about things and found ways to manage my energy levels as I navigate the challenge of the interplay between self, system and role.
3. **It has grown my courage to effect change.** Linking back to public purpose and the reason for being a public servant, and connecting with other leaders in different jurisdictions, has re-energised my passion for making a difference. I now have a wider array of tools and increased confidence to effect positive change.

Leadership is a privilege, and we can make a difference every day. And it was a privilege to share the EMPA journey with you all.

I would like to finish with a whakataukī (a proverb) that sums up the importance of working collectively. Ehara taku toa i te toa takitahi, engari he toa takitini. My success is not mine alone, but it is the strength of many.

I wish you all the best with whatever’s next for you and hope to stay in touch as alumni as we continue to make a difference.

No reira, tēna koutou, tēna koutou, kia ora tātou katoa.



**Duane McKibben**

EMPA Class of 2020  
Deputy Commissioner, Organisational Capability and Performance,   
Te Kawa Mataaho Public Service Commission

# Section 2: Executive Summary

The 2021 academic year saw the enrolment of 102 students sponsored by 82 agencies across all jurisdictions. Enrolments continued to demonstrate participation of a high proportion of female students constituting 72% of total enrolments that year. Six of the enrolling students identified as being of First Nations of Australia or Māori background. The average age of students reflected previous years at 43 with more than 58% of total students having between 6 to 20 years professional experience in the public sector. A third of the students held a bachelor’s degree and 40% a higher degree on entry. The Average Weighted Mark (WAM) for overall grades among first year students was 77.48 and for second year students 76.42, and 93 of the 96 students who enrolled in 2020 completed their core program in 2021.

The EMPA’s schedule of continuous improvement was marked by the implementation of 11 of the 15 recommendations of the independent Compliance Review tabled in February 2021, with the remaining 4 recommendations advancing for implementation in 2022. The independent Academic Program Review was undertaken through the latter half of 2021 led by a distinguished international panel with extensive consultations on program quality, impact and alignment across the government and university sectors. The panel’s preliminary findings confirmed the program’s standing and quality and recommendations for incremental improvements were presented in 2021 with three detailed reports disseminated in 2022. Additionally, the implementation of the Subject Quality Improvement Plans (SQIPs) has enabled a focused annual subject level review and innovation process led by faculty.

ANZSOG is continuing to enable greater diversity through the successful completion of the first student intake in the ‘Pathway’ program through Monash University. The program applicants, who have demonstrated leadership capabilities in their professional roles but lack university qualifications, can transition into the EMPA by undertaking the Pathway program. The Monash Pathway program will continue annually.

The two EMPA annual reports delivered during the governance renewal phase from 2020 to 2021 detailed program design, delivery and quality assurance processes with supporting evidence to satisfy the compliance and academic quality reviews, and university partners’ cyclical reviews. As such the predecessor reports were large and contained attachments of and references to comprehensive program documents and higher education standards alignment tables. As the review cycle has now completed the new report format commencing with this annual report gives prominence to program developments and updates in the previous academic year. Relevant subject, program leader and program design and policy documents will be included in the appendices of this report with the larger and more detailed volume of documents made available to university partners through the ANZSOG online portal or on request.

“I am not aware of any comparable program elsewhere in the world.”

Professor Sherry Glied, Dean, Robert F. Wagner Graduate School of Public Service, New York University, United States

# Section 3: EMPA Program Developments

## 3.1 EMPA Academic Program Review

### Conduct and focus of the review

In 2021, an independent panel of senior scholars and expert practitioners commenced a comprehensive Academic Program Review (APR) of ANZSOG’s Executive Master of Public Administration (EMPA). The APR complemented the earlier Compliance Review undertaken by Dr Michael Tomlinson and Emeritus Professor Valerie Braithwaite. While the Tomlinson and Braithwaite review was concerned with quality assurance and adherence to the Higher Education Standards Framework, the APR focuses on academic rigour, value for key stakeholders and the future direction of the program. The Review Panel was chaired by Professor Richard Eccleston, Director of the Tasmanian Policy Exchange and Professor of Political Science at the University of Tasmania. The diverse international Review Panel included globally recognised academics from the world’s leading schools of public administration and policy. It also included senior public sector leaders from a range of jurisdictions, as well as EMPA alumni and a current EMPA student. ANZSOG staff provided secretariat support.

### Central findings of the APR

The central finding of the Review Panel was that the EMPA is a program of outstanding quality and world-leading stature, reflecting a unique and innovative approach to executive education in public administration. The Review Panel was impressed by the regular engagement of senior practitioners, experts and leaders from the public and community sectors, and by the calibre of the Subject Leaders who teach the EMPA. The Review Panel noted that the EMPA’s delivery schedule and student cohort are unique. Current students and alumni identified the intensive residential delivery as a key strength of the program. The Review Panel identified the integration of a range of University Partners from multiple jurisdictions as a defining strength of the EMPA program. The Review Panel found that the EMPA delivers significant benefits to students and public sector agencies. The Review Panel also identified multiple benefits that accrue to ANZSOG’s University Partners, who are involved in the delivery of the EMPA.

“Evidence gathered from hundreds of current EMPA students and alumni, as well as government agencies themselves, highlights how the program provides emerging managers with new insights and knowledge and professional networks which greatly enhance leadership capability and practice across government.”

Professor Richard Eccleston (Chair), Director, Tasmanian Policy Exchange and Professor of Political Science, University of Tasmania

### Value for students

The research and analysis conducted for the APR demonstrate that the EMPA has a strong record of delivering a range of benefits to students. The Review Panel has determined that one of the primary benefits is the opportunity to learn from and form meaningful, lasting professional networks with peers in public sector agencies from across Australia and New Zealand. After analysing and discussing the student and alumni survey data, the Review Panel has concluded that students also benefit from being exposed to a range of distinctive and important theories, concepts and perspectives on public administration and applying them to contemporary issues and practice. This helps students to hone their critical thinking skills and deepen their understanding of how to shape and influence the central functions of and public value delivered by their agencies. The EMPA also encourages students to reflect on the value of public service, reaffirming their ethical and professional commitment to their work. The Review Panel has also seen substantial evidence demonstrating that the EMPA develops students’ leadership skills and gives them the confidence to lead in a complex, contested and dynamic environment. Many students and alumni stated that the EMPA is having or has already had a positive impact in this regard. The Review Panel also found that the EMPA positively effects the career trajectories of students, helping them to achieve their professional goals.

### Areas for potential reform and innovation

While the Review Panel did not recommend any structural changes to the program, it made recommendations for incremental reform. More specifically, the APR Report laid out options for strengthening relationships with key stakeholders and ensuring the sustainability of the EMPA into the future. The Review Panel felt that an emerging area of particular importance and contemporary relevance is the development of a curriculum that embraces First Peoples’ perspectives across the full spectrum of public administration. ANZSOG’s key stakeholder groups informed the Review Panel of the need to invest in greater cross-cultural public administration capacity. The Review Panel recommended that ANZSOG consider reimagining the EMPA’s animating idea of Public Value so that it is firmly place-based and connected to Aboriginal, Torres Strait Islander and Māori perspectives on and priorities for Public Administration. In addition, the Review Panel concluded that deeper collaboration between ANZSOG and its University Partners, particularly around the offering of elective units, could make the degree more customisable, thus increasing the potential value it generates for students and allowing university partners to highlight their unique areas of expertise.

### Local and international benchmarking

In its comparative review of leading EMPAs and MPP / MPA programs, the Review Panel assessed the cost, duration, curriculum, delivery mode, student cohort, and distinguishing features of leading programs around the world. The Review Panel noted that the ANZSOG EMPA is specifically tailored for and exclusive to Australian and New Zealand public servants, complicating direct comparisons with other open-to-market offerings. Nevertheless, the Review Panel found that the most comparable international master's programs are delivered by highly ranked universities such as the London School of Economics and the New York University, and by a sub-set of smaller universities and specialist, stand-alone Schools of Government. Of all the members of the OECD Network of Schools of Government, other than ANZSOG, only the UAE School offers an EMPA. The benchmarking analysis revealed that not only does the ANZSOG EMPA offer students excellent value for money (only University College London’s MPA has a lower tuition fee) but it covers similar subject matter to the world’s leading post-graduate programs. Based on the available data describing the curricula of the programs reviewed, only the ANZSOG degree included a focus on First Peoples’ perspectives.

## 3.2 EMPA Monash Pathway

As a way of making the EMPA more accessible for students with no prior university qualifications, ANZSOG, in partnership with the Faculty of Arts at Monash University, established the EMPA Monash Pathway program. These candidates, although they lack an undergraduate qualification, are considered likely to be capable of meeting the academic requirements of a coursework master’s program because of their wealth of applied experience in public administration and their senior leadership experience within their agency. The Monash Pathway provides a valuable entry point for non-traditional EMPA students, building their academic skills and conceptual understanding, and equipping them for success in a prestigious post-graduate program. The first cohort of Monash Pathway students commenced in 2021, enrolling in Monash’s Graduate Certificate in Public Policy (GCPP). Upon successful completion of all subjects in the GCPP, students can enrol in the ANZSOG EMPA via Monash. All nine students in the first cohort successfully completed the GCPP and transitioned into the EMPA, receiving credits for the four completed GCPP subjects.

Monash University ensures Pathway students are informed of available resources and appropriately supported in the development of academic study skills. This includes developing an awareness of and skills in appropriate academic referencing, essay and report writing, and academic research appropriate for a program of postgraduate coursework study. The 2021 Pathway students were provided with regular contact and support to ensure they were actively engaged with their program of study and had the opportunity to access study skills support. Pathway students were invited to the Arts Faculty’s Postgraduate Programs Orientation on 24 February 2021 where they were officially welcomed by the Dean, Professor Sharon Pickering, and Associate Professor Vicki Peel, Director of Postgraduate Coursework Programs. During this Orientation, Pathway students were also able to meet the Public Policy Program Director and student leaders and connect with other students in their cohort. To support the development of high-level communication and academic skills throughout the participants’ postgraduate study, Pathway students were invited to two further events at the start of their study program: the Arts Graduate Essentials interactive workshop and the Diagnostic English Language Needs Assessment (DELNA).

An evaluation of the first year of the Pathway program was conducted by ANZSOG and Monash. The central finding was that the program is meeting its objectives of making the EMPA more accessible, preparing non-traditional students for success in post-graduate education. An important insight generated from survey data collected for the evaluation was that student confidence was positively affected by the experiences in the Pathway. The evaluation made several recommendations for strengthening the Pathway program. These included the recommendations that students complete additional academic writing and integrity workshops within the first month of enrolment, and that that Monash and ANZSOG continue to monitor the enrolment process, as this was an area of difficulty for some students.

“The review sets the EMPA to become a world leader in the research and teaching of governing with and for Indigenous organisations and peoples.”

Dr Lindsey Te Ata o Tu MacDonald, Senior Lecturer, Department of Political Science,   
University of Canterbury, Aotearoa New Zealand

## 3.3 Subject Quality Improvement Plans

2021 was the first year that Subject Quality Improvement Plans (SQIP) were used in the regular review and quality assurance of EMPA core subjects. This structured and formalised process commences at the end of subject delivery, following the discussion and approval of student results. All Subject Leaders are required to complete a SQIP and discuss it with the EMPA Academic Director. They provide an overview of subject performance and comment on key quality assurance matters, such as student experience, assessment, plagiarism and academic integrity. All matters of plagiarism and concerns for academic integrity are discussed and any confirmed instances are recorded for reporting to the student’s conferring university and for inclusion in a deidentified report to the EMPA Academic Advisory Council. Each SQIP includes recommendations for improvement that should be considered for action in the design and delivery of the subsequent iteration of the Subject (unit of study). This includes any specific action that responds to student feedback and suggestions.

Subject Leaders identified and devised a range of improvements, innovations and reforms to EMPA core subjects through the 2021 SQIP process. For example, for ‘Leading Public Sector Change’ Subject Leader Professor Paul ’t Hart identified the streamlining of one of the assessment tasks as a potential improvement to the subject. In contrast, for ‘Governing By the Rules’ Subject Leader Professor Arie Frieberg recommended that the subject include more content from Aotearoa New Zealand. In the 2021 SQIP for the EMPA’s gateway subject ‘Delivering Public Value’, Subject Leader Professor Janine O’Flynn discussed the benefits of creating more opportunities for group discussion and student networking in an online learning environment. The SQIP process has ensured that all EMPA subjects are put through a structured quality improvement process. To date, many opportunities for enhancing student experience and subject design have been identified.

The Subject Debrief meetings fulfil a range of requirements specified under HESF 5.3 Monitoring, Review and Improvement of courses of study. These processes demonstrate how student feedback on their educational experiences informs institutional monitoring, review and improvement activities (HESF 5.3.5). These regular review and improvement activities also ensure all teaching staff have the opportunity to review feedback on their teaching, develop improvement plans and are supported in skills development and the provision of resources to enhance and improve the quality and impact of their teaching activities (HESF 5.3.6). These regular monitoring and review processes demonstrate that ANZSOG has instituted effective processes to ensure the mitigation of risk and to support continuous quality improvement. The management of risks and quality improvement processes draw on student performance and progress data, student feedback, external feedback from observers and teaching support staff and teacher reflections. These multiple sources of input are used to improve course design, teaching practices and strengthen student learning (HESF 5.3.7).

# Section 4: 2021 Student Cohort Profile and Outcomes

A range of analytical and cohort-level information is provided on annual EMPA enrolments. In the majority of sections, data is provided on each intake year (cohort) of the EMPA from 2017 to 2021.

## Age Profile

| Age Range | EMPA intake year/cohort | | | | |
| --- | --- | --- | --- | --- | --- |
| 2017 | 2018 | 2019 | 2020 | 2021 |
| <30 |  |  | 2 | 1 | 1 |
| 30-35 | 4 | 7 | 12 | 15 | 14 |
| 36-40 | 17 | 26 | 26 | 24 | 24 |
| 41-45 | 24 | 20 | 22 | 23 | 26 |
| 46-50 | 24 | 26 | 25 | 23 | 21 |
| 51-55 | 14 | 12 | 16 | 8 | 11 |
| 56-60 | 6 | 5 | 7 | 1 | 1 |
| 61+ | 1 |  |  |  |  |
| Unknown |  | 1 | 1 | 1 | 4 |
| Average Student Age | 46 | 44 | 44 | 42 | 43 |
| Total | 90 | 97 | 111 | 96 | 102 |

## Gender Profile

| Gender Profile | EMPA intake year/cohort | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2017 | % | 2018 | % | 2019 | % | 2020 | % | 2021 | % |
| Female | 52 | 58% | 59 | 61% | 59 | 53% | 56 | 58% | 72 | 71% |
| Male | 38 | 42% | 38 | 39% | 52 | 47% | 40 | 42% | 30 | 29% |
| Total | 90 |  | 97 |  | 111 |  | 96 |  | 102 |  |



Manaia King, EMPA Class of 2019, General Manager, Ministry of Social Development (NZ)

## Years professional experience

Given that the ANZSOG EMPA is focused on the public sector, the relevant data captured for this section is Years in the Public Sector.

| Years in Public Sector | EMPA intake year/cohort | | | | |
| --- | --- | --- | --- | --- | --- |
| 2017 | 2018 | 2019 | 2020 | 2021 |
| Yrs 1-5 | 13 | 16 | 11 | 4 | 16 |
| Yrs 6-10 | 20 | 22 | 25 | 16 | 22 |
| Yrs 11-15 | 28 | 22 | 37 | 33 | 18 |
| Yrs 16-20 | 16 | 24 | 15 | 16 | 19 |
| Yrs 21-25 | 5 | 7 | 11 | 13 | 15 |
| Yrs 26-30 | 8 | 4 | 8 | 8 | 3 |
| Yrs 31+ |  | 1 | 3 | 1 | 3 |
| Yrs Unknown |  | 1 | 1 | 5 | 6 |
| Average Yrs | 15 | 12 | 14 | 12 | 13 |
| Total | 90 | 97 | 111 | 96 | 102 |

## Primary degree

The following data provides a summary of the highest education qualification on entry to the EMPA for each cohort year 2017 – 2021.

| Highest Education Qualification | EMPA intake/cohort | | | | |
| --- | --- | --- | --- | --- | --- |
| 2017 | 2018 | 2019 | 2020 | 2021 |
| Doctoral Degree | 2 | 2 | 9 | 5 | 0 |
| Master's Degree | 20 | 24 | 30 | 19 | 21 |
| Graduate Diploma | 16 | 15 | 12 | 10 | 13 |
| Graduate Certificate | 7 | 8 | 11 | 3 | 7 |
| Bachelor (Honours) | 9 | 8 | 7 | 14 | 12 |
| Bachelor | 24 | 24 | 32 | 35 | 33 |
| Diploma | 6 | 7 | 4 | 2 | 3 |
| Certificate |  | 2 | 3 | 4 | 2 |
| Senior secondary certificate of education | 2 | 4 | 3 | 3 | 1 |
| Other/Not available | 4 | 3 |  | 1 | 11 |
| Total | 90 | 97 | 111 | 96 | 102 |

## First Nations and Māori cohort

In line with the Higher Education Standards Framework (Standard 2.2 Diversity and Equity) and ANZSOG’s Diversity, Equity and Inclusion Policy (sections 3.6 & 4.4) ANZSOG enables students to identify as Aboriginal, Torres Strait Islander (First Nations of Australia) and Māori on application for admission into the Executive Master of Public Administration (EMPA) program.

This information supports recruitment, progression and completion monitoring and support activities for students from this priority cohort. Aggregated data has been collected and reported on First Nations students and since 2021 for students identifying as Māori presented in the tables below.

## First Nations and Māori Enrolments

| Gender | EMPA intake/cohort | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
| Female | 2 | 1 | 2 | 3 | 2 | 4 |
| Male | 2 | 2 | 4 | 4 | 1 | 2 |
| Total | 4 | 3 | 6 | 7 | 3 | 6 |

|  | EMPA intake/cohort | | | | |
| --- | --- | --- | --- | --- | --- |
| 2017 | 2018 | 2019 | 2020 | 2021 |
| ACT | 1 |  |  |  |  |
| NSW | 1 | 1 | 2 |  | 1 |
| QLD |  |  | 2 |  |  |
| VIC | 1 | 1 | 1 | 1 | 2 |
| SA |  |  |  |  | 1 |
| WA |  |  |  |  |  |
| New Zealand | 1 | 2 | 2 | 2 | 2 |
| Total | 4 | 4 | 7 | 3 | 6 |

Other identified cohorts - SES status information is not captured by ANZSOG due to the way in which students are nominated by their employer before being considered for admission but may be identified through conferring university enrolment processes.

## Student success profile including:

### Grade range / WAM

EMPA 1st & 2nd year Grade Range and WAM

| Subject Year | EMPA intake year/cohort | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2018 | 2018 WAM | 2019 | 2019 WAM | 2020 | 2020 WAM | 2021 | 2021 WAM |
| Yr 1 | 40-88 | 75.7 | 67-95 | 77.5 | 56-97 | 79.82 | 53-100 | 77.48 |
| Yr 2 | 62-88 | 75.6 | 33-90 | 73.5 | 50-96 | 71.75 | 55-100 | 76.42 |

The following data provides a summary of the number of students who have passed or failed each EMPA core subject, in the delivery year from 2017 to 2021.

| EMPA Core Subjects  Subject | EMPA intake year/cohort | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2017 | | 2018 | | 2019 | | 2020 | | 2021 | |
| Pass | Fail | Pass | Fail | Pass | Fail | Pass | Fail | Pass | Fail |
| DPV(1) | 90 |  | 97 |  | 110 |  | 92 |  | 95 |  |
| GME (1) | 88 |  | 101 | 1 | 90 | 2 | 61 |  | 83 |  |
| DPPP (1) | 86 |  | 98 |  | 99 |  | 76 |  | 92 |  |
| DMUU (1) | 83 |  | 96 |  | 98 |  | 66 |  | 95 |  |
| MPSO (1) | 88 |  | 92 |  | 104 |  | 72 |  | 98 |  |
| GBR (2) | 105 |  | 84 | 1 | 93 |  | 104 |  | 57 |  |
| PFM (2) |  |  |  |  |  |  |  |  | 50 |  |
| LPSC (2) | 106 |  | 79 |  | 98 |  | 95 |  | 78 |  |
| WBP (2) | 104 |  | 87 |  | 88 |  | 110 |  | 74 |  |

### Progression

ANZSOG monitors completion of ANZSOG core subjects. Across the entire cohort, the following statistics apply:

* 80% of students complete all ANZSOG core subjects within **2 years**.
* 90% of students complete all ANZSOG core subjects within **3 years**.
* 97% of students complete all ANZSOG core subjects within **4 years**.
* 3% of students require an extension to complete the ANZSOG core subjects in **4+ years**.

### Program Completion rates

The following data provides a summary of the completion of the EMPA core subjects, for intakes 2017 to 2020.

|  | students completed  all subjects | % | students  not completed  all subjects | % | cohort enrolments |
| --- | --- | --- | --- | --- | --- |
| 2017 | 85 | 94 | 5 | 6 | 90 |
| 2018 | 89 | 92 | 8 | 8 | 97 |
| 2019 | 104 | 94 | 7 | 6 | 111 |
| 2020 | 65 | 71 | 27 | 29 | 93 |

### University Specific Student Cohort Data

A range of analytical and cohort-level information is provided on students enrolled with each conferring university partner. In most sections, data is provided on each intake year (cohort) of the EMPA from 2017 to 2021 and covers cohort age, gender, years of professional experience, level of university education and information on representation from First Peoples’ and SES cohorts. Data also includes information pertinent to your enrolled students’ success profile by year. This information is available exclusively for each university partner through the online Canvas portal.

# Section 5: Faculty and Subject Updates

## 5.1 Subject Leaders reflect on their EMPA experience

### 5.1.1 Diverse experiences and perspectives contribute to a unique program

One of the key strengths of the Executive Master of Public Administration is the teaching reputation and academic standing of the program’s Australian, New Zealand and international subject leaders. EMPA participants can learn from and engage with scholars who are recognised experts in their respective disciplines across public sector management, law, economics and finance. They share a wide experience in teaching future leaders in the public sector.

In this year’s annual report four of the eight 2021 subject leaders share their experiences with the EMPA, its benefits for participants, how the subject they lead fits into the broader program design and how they found the pivot to online learning. They represent the breadth of scholarship and experience among the program’s academic leadership including the longest serving and newest teachers in the degree, as well as Australian, New Zealand and international perspectives.

* **Professor Ross Guest**, Griffith University, subject lead for Government in a Market Economy (GME)
* **Professor Michael Macaulay**, Victoria University of Wellington, subject lead for Managing Public Sector Organisations (MPSO)
* **Professor Kimberley Isett**, University of Delaware, Subject Lead for Decision Making Under Uncertainty (DMUU)
* **Professor Suresh Cuganesan**, University of Sydney, subject lead for Public Financial Management.

This section concludes with an overview of the capstone subject, Work Based Project by **Dr Zina O’Leary**.

“The curriculum is comprehensive, covering broad breadth of policy analytical work, spanning economics, politics, policy design, management, and leadership. The care and diligence that has gone into designing the curriculum and selecting instructors and guest speakers is unmatched. The quality assessment framework in place ensures that the program will continue to serve its stakeholders in the future.”

Professor M Ramesh, Professor of Public Policy and UNESCO Chair on Social Design in Asia, Lee Kuan Yew School of Public Policy, National University of Singapore

### Government in a Market Economy

The quality of the EMPA framework, the support from ANZSOG and the quality of the students has been consistently high. The cohort are highly skilled, highly motivated, intelligent and articulate and very hardworking - year after year. The students are working on contemporary issues and questions, and I always find that very stimulating and informative.

Academic rigour is a key attribute of the EMPA. It’s a true executive masters level program and that’s a key benefit for the participants.

A key benefit of the program is building a network and the collaboration with like-minded professionals. The students genuinely learn from each other because they are working with students from different government agencies.

Participants understand that economic language and ways of thinking are important in public policies and programs and interventions, and they understand the value of doing GME. To win the policy argument you’ve usually got to win the economic argument, so you’ve got to understand the economics of regulation, of policy and of programs.

In terms of the content that I teach, that’s evolved to meet contemporary issues and challenges, and from my reflection on student feedback. I now spend more time on Cost-Benefit Analyses and economic evaluations of government programs, policies and interventions than I used to, because students have sought that out.

We have put a lot of work through the learning developers into designing the online learning experiences and I’ve been impressed with the quality of that. We have designed a high-quality online program, and we are still able to be interactive and engage with students during the live sessions. Students have been very willing to engage online, willing to speak and ask questions and that’s been very productive.



**Professor Ross Guest**

Griffith University

### Managing Public Sector Organisations

It’s a dream to teach in the EMPA program. The students are all fantastic, you get high-quality people and levels of engagement. Even marking the essays is a highlight of the year for me. I do them all myself because they are just so interesting, I wouldn’t want other people reading them.

The level of practical engagement is fantastic. As an example, we worked with the New Zealand Attorney-General’s office, and we workshopped the new integrity strategy they are developing for the NZ public sector. Show me another professional program where the practitioners come to the students and say ‘can you help us in a really systematic and detailed way?’ They have now released their latest draft and publicly thanked the EMPA workshop and the feedback they got.

It’s about providing a framework for thinking and allowing that experience they bring to come through. We give them new ways of thinking and new opportunities to think. The way you do that is not to force that on them but let them make sense of things of themselves. You say ‘look there is what you already do anyway, and here is how you can do it in a more precise, structured and deliberative way.

It's all about growth. People should leave the EMPA different from when they began. We are aiming for people who know things and can apply things and can draw on expertise from the networks they’ve created. They are more constructive and better professionals than when they started.

MPSO has a deliberate focus on ethics and integrity. Anything to do with policy or public management or talking about public value is inherently an ethical process. You can’t make a policy decision that doesn’t have vast ethical ramifications.

There Is not a person in that cohort who has not experienced many kinds of ethical dilemmas and has a lot of instructive stories to tell. We discuss them in a constructive way that offers solutions not just sharing problems. And there are a lot of solutions, the issue is usually finding the will to implement them.



**Professor Michael Macaulay**

Victoria University of Wellington

### Decision Making Under Uncertainty

I love teaching mid-career professionals and I love delivering DMUU. My philosophy for mid-career professionals is that there’s a lot of knowledge and a lot of theory I can teach you, but if I am not explicit about how the theory works in practice, or how you can think about those concepts in practice – who cares?

I love to take professionals who are experts in what they do, and hand them the concepts that give them words for things they intuitively know but haven’t had a chance to step back and think about – all those concepts for the things that they practice every day. I create the space and scaffolding for them to have that reflective practice.

The EMPA is really well designed. Often in these kinds of programs when curricula are designed, they don’t pay enough attention to the set of knowledge as a whole and how it feeds into each other, but the EMPA does that. The design is not just about the body of knowledge that’s out there in this discipline but also the practicality of it and how it can be used by participants for whatever problems they face.

The EMPA builds their confidence in their capacities. They are already smart, articulate and they know a fair bit about their own field and agencies. What the EMPA does is give them that academic rigour and the confidence, and the deeper knowledge that comes with that. It gives them a deeper skill level and a wider perspective on their work.

The diverse cohort creates a cross-learning experience. They can see that the issues they are struggling with are also issues in other jurisdictions, so it shakes them out of thinking about their issues in a narrow way. It’s also the network that creates. There’s 102 people in my cohort, you can pick up the phone and call them, so you’ve got people all over Australia and New Zealand you can bounce ideas off, and the value of those networks can’t be underestimated.

Public value is the organising factor around everything and, whatever we are doing in the field as either scholars or practitioners in the field, what are we doing if we are not creating value? The concept is not super new, but in the last ten years it has really become more important. Deriving public value is meaningful to how we live our life as citizens and public servants, and I think it is a powerful lens and critical to how the EMPA is delivered.

I had never taught online before, so in 2020 I suddenly needed to teach halfway across the world to a cohort of 100 people all online. The great thing about ANZSOG is that they put resources behind this as an obligation to our students and our partners to do it right. I felt that once we got into a rhythm it was a really great example of all the things you could do online and all the tools you have, so I had a great experience of teaching online across the world.

I think governments can get kind of insular, so it’s useful to both find the places where things are the same but also leverages finding the differences and say: ‘this is how you do it in Australia or New Zealand, but we think about it this way in the US, how does this help change your thinking?’ It’s not about what do, if it is wrong or right, but how can we learn from each other and think outside that national context.



**Professor Kimberley Isett**

University of Delaware

### Public Financial Management

We create an environment where experienced participants can bring their knowledge, insight and learnings about the challenges of managing public resources to create public value. The seniority and experience, and the desire of the EMPA participants to create value for the broader community makes it incredibly rewarding and inspiring to be part of these discussions. It’s around enabling reflection and stimulating thinking about experiences in different ways.

Public Financial Management has been designed with the idea that its content and its assessments contribute to practical impact. The exemplar of that is that the individual assignment that participants take is about evaluating and improving performance measurement of financial resource use in their own organisation. Many participants have used that as a basis for writing recommendations for change into their organisation’s executive.

I am keen to use the course as the vehicle to drive improved practice both at the individual organisational level but also at the collective public sector level. The EMPA cohort can be the community of change agents.

Public Financial Management is a core capability for public sector managers and leaders. You need to be able to understand and be familiar with the language of financials because ultimately you are making decisions about resource allocation and prioritisation.

I think the conversations, the themes, tend to resonate year on year: How do we balance a financial management mindset, with the need to deliver longer-term outcomes? How do we think about investing in society to make it more resilient and prosperous and how are we investing to protect the environment for future generations? How do the Commonwealth, States and Territories work well together? How do we measure outcomes well enough for good conversations?

Ultimately everything we do regardless of whether it’s leadership, financial management, policy formulation or implementation is about public value. When we talk about the use of public resources it can only make sense if it contributes to public value. We can talk about the efficiency and appropriateness of actions, but when we talk about effectiveness, we need to talk about a public value framework, there is no real alternative.

The transition to online delivery of the EMPA provides people with flexibility. For students to undertake some of the learning anytime, anywhere in asynchronous modes and being able to bring participants together for interactive discussions has been a positive. Being able to source guest speakers from a broader pool, because we are not requiring them to travel, is a benefit.



**Professor Suresh Cuganesan**

University of Sydney

### 5.1.2 Work Based Project and the value of applied learning by Dr Zina O’Leary



The Work Based Project (WBP) is the final core subject of the EMPA degree. It is the program’s ‘capstone experience’ subject; an ‘experience’ because students bridge the worlds of the classroom and practice by undertaking an applied research project on a policy or management topic of current importance to a public organisation.

I was trying to recall when my association with WBP began. I think it was 2006 when one of my books was used as the set text. From there it was engagement as a guest lecturer, group supervisor, subject consultant, and eventually subject lead. So that is 16 years of involvement… and I never tire of it. It is exciting, it is dynamic, and it is rewarding. And that is just for me! Luckily, students concur. They consistently find it one of the most rewarding challenges of their EMPA journey.

And challenge it is. The EMPA is an exceptional program that develops essential leadership capabilities that equips students to manage complex public sector challenges. Throughout the program, students take on board the experiential knowledge and expertise of academics and practitioners, thereby becoming some of the best-informed practitioners in the Australia/ New Zealand public sectors.

WBP, however, takes students from consumers of knowledge to producers of it. Through the conduct of their research, students are responsible for developing new knowledge that can impact practice, programs, policy and culture. The goal is to offer public sector organisations relevant findings and recommendations for action - findings and recommendations with real consequences for staff, community, leadership, and budgets. There is a lot of responsibility in that type of deliverable. Students are first trepidatious, but through the course of the year, become excited about being able to do work that can lead to the betterment of practice.

WBP also gives space for students to draw together the knowledge and skills they have developed throughout the EMPA program. In addressing an actual problem confronting government, the WBP requires students to apply relevant concepts, practices and/or techniques covered in core subjects such as Delivering Public Value, Designing Public Policies and Programs and Leading Public Sector Change. Similarly, as students work through the development and conduct of a research process from question development through to findings and conclusions, the Project requires students to evaluate the best fit of, and then to apply, the type of research skills covered in Decision Making Under Uncertainty.

Students also reflect on their individual professional development as a result of both the EMPA program and the capstone experience and develop professional networks that can serve them throughout their careers.

WBP is also a true service to the public sector. Over the past 18 years, our student teams, in conjunction with their academic advisors, have completed over 300 projects tackling the often wicked and complex problems faced by the public sector. Organisations who sponsor topics are offered a professional report that addresses concerns and offers guidance for remediation and forward action. Over the years topics have ranged from public sector diversity and workforce planning to the ethics of artificial intelligence, performance budgeting, data sharing, devolving decision making from government to Indigenous communities, evidence-based policing, intergovernmental approaches to homelessness, cyber bullying, food security, the challenges of public sector work in a post-COVID world and everything in between.

Example WBP project: Enabling greater use of artificial intelligence

|  |
| --- |
| In 2021, one WBP team investigated the conditions which would facilitate greater use of artificial intelligence (AI) in an Australian government department. This topic reflects a common challenge: while the potential benefits of AI are widely acknowledged in the public sector, the uptake of AI tools remains low relative to other countries.  The team interviewed experienced users of AI tools and senior department staff, and produced a comprehensive report setting out their key findings and recommendations to the department. These included the need for a culture that fosters innovation; more effective data collection and access; and a digitally capable workforce. More generally, the research highlighted the crucial role of trust in an area such as AI, and thus the need for strong ethical, privacy and legal frameworks.  This example demonstrates one way in which the EMPA delivers value to ANZSOG’s government owners: through applied research into contemporary challenges and the provision of practical recommendations with which to tackle them. |

As Subject Leader, there are two moments throughout the WBP process that give me the greatest satisfaction. The first is when a team nears the end of the journey, and they cannot wait to tell me of the implications their project can have on the public sector. The second is when word is received that an agency has taken up a team’s recommendations.

I am happy to report that these moments occur year in and year out. I cannot see myself ever tiring of being involved in the WBP.

“As a current EMPA student I have experienced first-hand the value of a master’s program that brings together internationally recognised academic staff, and emerging public sector leaders.”

Ms Genevieve Mogridge Current EMPA student and Senior Director Major Projects, Department of the Chief Minister and Cabinet, Northern Territory Government

## 5.2 Farewell to Professor Arie Frieberg AM

Professor Arie Freiberg AM has concluded his teaching with ANZSOG after 15 years as Subject Leader of the EMPA subject Governing by the Rules (GBR).

Professor Freiberg has been a great supporter of ANZSOG and the Executive Master of Public Administration (EMPA), enriching the program with his excellence and commitment to quality learning and teaching. Arie’s contribution to ANZSOG has been one small aspect of a very busy life of leadership and scholarship within his discipline and more broadly across the academy. Arie is an Emeritus Professor at Monash University, a fellow of the Academy of Social Sciences in Australia, and a fellow of the Australian Academy of Law. His former roles include Dean of the Faculty of Law at Monash University and Dean of the Faculty of Arts at The University of Melbourne.

Arie is a leading expert on sentencing and the criminal justice system. He has been Chair of the Victorian Sentencing Advisory Council since 2004 and of the Tasmanian Sentencing Advisory Council since 2013. Arie has consulted with Australian governments on a range of topics including sentencing matters, child sex abuse and drug courts, and he is widely published across these topics.

Arie is well known amongst ANZSOG alumni, students and staff as one of the most engaging presenters in the EMPA program. His has always been thorough and detailed in his feedback to students, reflecting his commitment to quality learning and teaching. And he has drawn on his extensive network across the judiciary and regulatory agencies to ensure his teaching draws on the most expert and experienced practitioners to assist with bringing to life the application of the concepts and ideas covered in his subject.

Hundreds of GBR students have, over the last 15 years, benefited from Arie’s expertise, scholarship, engaging teaching style, and sense of humour (including his notorious Dad jokes). ANZSOG is very appreciative of Arie’s immense contribution to the EMPA, and to public sector leadership in Australia and Aotearoa New Zealand. The practice of regulation and governance has been greatly strengthened across many public sector agencies thanks to Arie’s capacity to enlighten ANZSOG students and leading practitioners on the craft of governing by the rules.



# Section 6: Governance Updates

## 6.1 Academic Advisory Council

The Academic Advisory Council convened on the 29 April and 25 October in 2021 with much of the work focused on the discussion of the Compliance Review recommendations tabled in February 2021, and preparation for and preliminary findings of the Academic Program Review. A special consultation with the Academic Program Review Chair Professor Richard Eccleston (Director, Tasmanian Policy Exchange and Professor of Political Science, University of Tasmania) was provided to Council members on 8 November 2021.

“The EMPA provides a comprehensive framework for leaders in public service in Australia and NZ.”

Ms Janet Schorer PSM NSW Children’s Guardian, EMPA alum and Co-Chair of ANZSOG’s Alumni Advisory Council

## 6.2 Compliance Review Implementation

Independent reviewers Dr Michael Tomlinson and Emeritus Professor Valerie Braithwaite tabled the review report in February 2021 with 15 recommendations for strengthening the EMPA program’s compliance standards. 11 of the recommendations have now been fully implemented with recommendations 5,6,7 and 15 progressing to implementation.

The remaining recommendations cover issues related to clarifying jurisdictional arrangements between ANZSOG and partners regarding academic integrity appeals and reporting, external mediation options and comprehensively mapping the types of information provided to students.

The following table outlines the implementation of the review’s recommendations to date:

| Rec # | Recommendation | Status | Comments |
| --- | --- | --- | --- |
| 1 | Monitor the retention, progression and completion rates of any students admitted through the alternative pathway without a minimum AQF/NZQF Level 7 qualification. | Achieved | Monash University has established the Monash Pathway program for students without a degree to qualify for EMPA program entry. The first cohort has commenced in the EMPA program and will be supported through monitoring of progression under the updated policy and procedures. |
| 2 | Add information about tuition protection and refund of charges to the ANZSOG website. | Achieved | EMPA Terms and Conditions, and information provided to applicants and sponsoring agencies on fees obligations have been clarified and will be published on the new ANZSOG website. |
| 3 | Develop a formal student progress policy and procedure, including progressive steps of intervention and support. | Achieved | The progress policy and procedures drafting has been completed and will be signed off following consultation within ANZSOG and the Academic Advisory Council. |
| 4 | Provide indicative information about student access to the support services of the enrolling universities on the ANZSOG website | Achieved | The EMPA orientation module and Learning Management System has been updated to provide this information to students. |
| 5 | Clarify the responsibilities of ANZSOG and the partner universities for handling appeals, including in the services agreements and on the ANZSOG website. | Progressing | Ongoing consultations with university partners through the EMPA Academic Advisory Council. |
| 6 | Ensure that arrangements are in place to access the services of qualified individuals who can provide mediation and resolution services in the case of any appeals not handled by the universities. | Progressing | Several external mediation providers have been identified and consultations are proceeding on the best arrangements for engaging these services. |
| 7 | Clarify the policy framework for appeals against academic integrity decisions. | Progressing | Policy updates are being implemented. |
| 8 | Conduct an Academic Program Review that will include all topics required by the Higher Education Standards Framework for a comprehensive course review, and which: responds to input from an external panel, and results in a report with recommendations for improvement which are followed up by the governance bodies | Achieved | The Academic Program Review was successfully completed by an independent international panel following extensive consultations with the public sector across jurisdictions, current students and alumni, and university partners. The report has been published in three parts covering program quality, strategic alignment and value, and sustainability. The report’s recommendations and conclusion are accessible in Appendix 7 of the EMPA Annual Report 2022. |
| 9 | Reports containing analyses of progression rates, attrition rates, completion times and rates, as well as student and graduate feedback should be discussed at the annual subject leaders’ meetings, and by the EMPA Academic Advisory Council. | Achieved | Addressed in this annual report, the university information portal and papers tabled with the EMPA Academic Advisory Council. |
| 10 | Determine which student cohorts need to be individually monitored, which should include equity groups. | Achieved | This is addressed in the EMPA Equity, Diversity and Inclusion policy and reported through the EMPA Annual Report for aggregate data, and university specific data through the university portal. |
| 11 | Material variations in student success data and student feedback should give rise to follow-up actions both overall and in relation to individual subjects, in order to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support. | Achieved | Refer implementation of Subject Quality Improvement Plans in section 3.3 of the EMPA Annual Report 2022. |
| 12 | Detail the responsibilities of ANZSOG to the partner universities and their enrolled students in the Service Agreements, as well as clarifying jurisdiction formatters such as student appeals and grievances, and the applicability of university policies and procedures as opposed to ANZSOG policies and procedures. | Achieved | Draft updated service agreements have been finalised with ANZSOG’s legal counsel, and further clarification in policy will proceed as service agreements renewal commences. |
| 13 | Commit to periodic review of compliance with the Higher Education Standards Framework and of compliance with the revised Service Agreements (at least every seven years). | Achieved | Implemented in ANZSOG’s EMPA program design, and continuous improvement policies and addressed in the draft updated partner service agreements. The recent Compliance Review and Academic Program Review processes will continue cyclically every 5 years with the next reviews to occur from 2026-2027. |
| 14 | Include the Minutes of the EMPA Academic Advisory Council in the papers for each meeting of the Academic Board, for information | Achieved | Ongoing |
| 15 | Map the information being made available to prospective and current students by ANZSOG and the university partners, to ensure comprehensive coverage between the parties. | Progressing | A review of all of information provided to students by ANZSOG, in line with the EMPA Information for Prospective and Current Students policy. This has resulted in several key policies and documents being clarified. Students are referred to their enrolling university services and information via the Canvas online portal but further scans of university specific information are to be completed. |

## 6.3 Policy and Procedure Changes

Alongside policy updates undertaken in response to the recommendations of the Compliance Review, there has been a program of work from 2021 to 2022 ensuring clarification and consistency on information provided to students and sponsoring agencies on fees and program withdrawal and completion obligations. This has resulted in updates to the EMPA Admission, Enrolment and Information for Prospective and Current Students policies, and the drafting of a new ANZSOG Education Terms and Conditions statement with reference to the EMPA.

# Section 7: Appendices

## Appendix 1 – Program Design

### Rationale

The EMPA engages and nurtures leaders and managers in the public sector in Australia and Aotearoa New Zealand to develop and enhance their critical thinking abilities in public management and public sector leadership. The degree is a prestigious and highly valued professional development opportunity offered by governments to their high performing and emerging leaders. A significant number of EMPA alumni have subsequently achieved appointments as Chief Executive Officers across several public sector organisations.

The original and ongoing purpose for establishing ANZSOG is to meet the requirement for quality leadership of the complex and multi-disciplinary nature of the public sector. With an estimated workforce of 2.4m people across Australia and Aotearoa New Zealand and with estimated government expenditure accounting for almost 25% of national GDP (OECD), quality leadership and effective management is essential for successful and competent public services for all governments. This, in turn, assures effective and efficient stewardship of public resources and the delivery of quality services to communities. With a cohort drawn from all 10 governments of Australia and Aotearoa New Zealand, students develop cross-jurisdictional networks of peers that sustains and supports students throughout their program of study and across the duration of their professional careers.

### EMPA Program Structure

The EMPA is a two-year postgraduate qualification. The program is specifically designed to incorporate the range of skills required of an exceptional leader and manager, tailored to the unique and broad context of the public purpose sector. Unlike business degrees, the EMPA centres on the concept of leading and managing for public value, accounting for the nature of working in government in Australia and Aotearoa New Zealand and the challenges faced by leaders around policy, integrity, economics, regulation and public problem solving within a democratic society.

ANZSOG is governed by current and former public sector leaders, who play an active role in shaping and contributing to the strategic development of the EMPA. A significant focus of the degree is learning from practice, success and failures, as well as drawing on leading academic theories, concepts and the underpinnings of what determines best practice. In this way ANZSOG’s EMPA bridges the gap between academic theory and the world of practice, allowing students to benefit from both leading academic research and the pragmatic realities of working with the complexity of governance and delivering public value.

The blended EMPA delivery mode allows for both independent reflective learning as well as engagement with peers in group and classroom learning. The structure of the program allows students to commit to short periods of intensive study and then s return to their professional roles. This allows the immediate testing and application of new ideas and concepts into their applied environment.

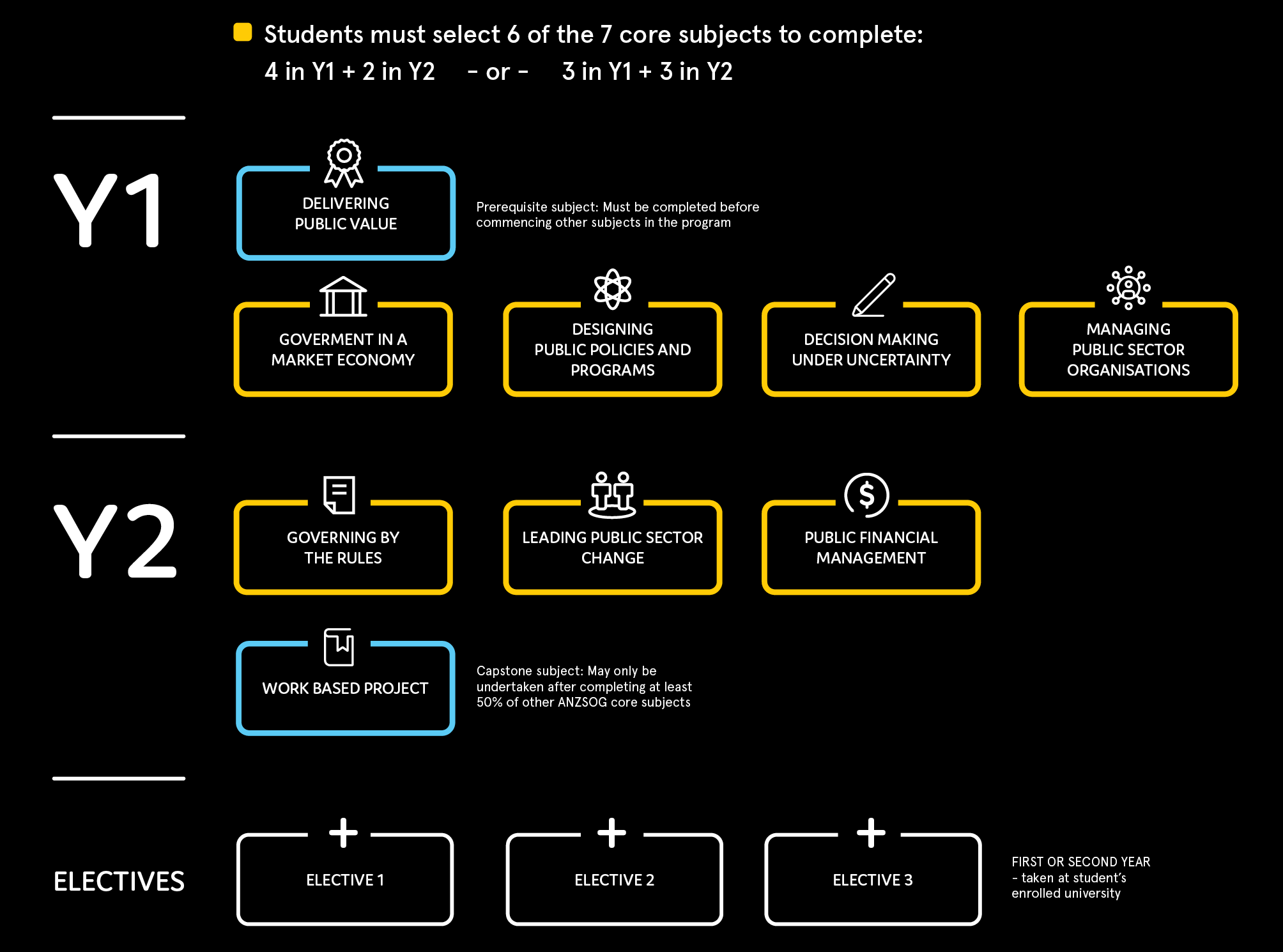
The approach to learning and teaching draws on the student’s experience within the public sector and linking this to conceptual and analytical frames that help guide the analysis of applied public policy problems. Learning is interactive, student-led and ANZSOG’s broader network of international partners is drawn on to enhance the diversity of content for students beyond their domestic context. This may involve for example subject delivery in partnership with ANZSOG associates at the Lee Kuan Yew School of Public Policy in Singapore and subject delivery by our world leading international faculty.

The core EMPA subjects (75 per cent) are delivered by ANZSOG and these are listed in the table below. The remaining 25 per cent of the degree comprises three electives chosen by students from their conferring university, and this combined completes the degree. The aim of the electives is to provide a more individualised and tailored program of study that reflects each student’s interest, expertise and career trajectory. For example, a student who works in the Department of Health may choose a public health elective at their conferring university.

The EMPA program plan is presented in the diagram below and this presents the general sequencing of subjects over the two years of the program. Key features of the program plan are the compulsory gateway entry subject Delivering Public Value and the compulsory capstone subject, Work Based Project.

| ANZSOG core subjects | Acronym | Year |
| --- | --- | --- |
| Delivering Public Value | DPV | 1 |
| Government in a Market Economy | GME | 1 |
| Designing Public Policies and Programs | DPPP | 1 |
| Decision Making Under Uncertainty | DMUU | 1 |
| Managing Public Sector Organisations | MPSO | 1 |
| Governing by the Rules | GTR | 2 |
| Public Financial Management | PFM | 2 |
| Leading Public Sector Change | LPSC | 2 |
| Work Based Project | WBP | 2 |

### EMPA Program Plan



### Curriculum map – Course Learning Outcomes and Subjects

The following table maps the EMPA program learning outcomes across each of the core subjects delivered by ANZSOG. The table identifies which subjects make a primary and secondary contribution to the achievement of the EMPA learning outcomes.

|  | Program learning outcomes | DPV | GME | DPPP | DMUU | MPSO | GBR | PFM | LPSC | WBP |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Understand public value creation, how this is shaped by action as well as political dynamics within the public sector, the process of governing and broader community interaction. | P[[1]](#footnote-1) | S | P | S | S | S | S | S | P |
| 2 | Evaluate the role of government in supporting private markets to deliver fair and efficient outcomes for society and how decisions, policies and interventions are influenced by market forces. | S | P | S | S | S | S | S |  | S |
| 3 | Critically analyse governments responses to contemporary public problems and identify alternative, innovative and more beneficiary centric solutions. | S | S | P | S | S | S | S | S | P |
| 4 | Critically appraise data and evaluate all evidence, without bias, to make complex decisions at both a macro and micro level. | P | P | S | P | S | S | S | S | P |
| 5 | Understand the ethical, systematic and environmental challenges of effectively leading for inclusivity, and managing in the public sector. | P | S | S | S | P | P | S | P | S |
| 6 | Develop an understanding of a variety of legal frameworks, regulation and administrative processes, and how to effectively develop and operate public sector services in a democracy governed by law. |  |  |  | S | S | P | S |  | S |
| 7 | Understand the key financial resource management practices that underpin and drive public policy-making and decisions |  | S | S |  |  |  | P |  | P |
| 8 | Evaluate and reflect on what effective leadership means in an ever changing public sector. | S |  | S |  | P |  |  | P | S |
| 9 | Solve complex, real world problems in a multidisciplinary and diverse team. | P | P | P | P | P | P | P | P | P |
| 10 | Independently research and apply various research methods in order to make informed decisions or make recommendations. | P | S | S | P | S | P | S | S | P |
| 11 | Communicate complex ideas with clarity, to diverse audiences in a variety of modes. | P | P | P | P | P | P | P | P | P |
| 12 | Understand the distinctive and evolving characteristics of Westminster systems of government. | P | S | P | P | P | P | P | S | S |

### Program pedagogy

What is particularly unique to the EMPA is this blend of both academic rigour and working directly on cases with public sector practitioners. This provides the knowledge and skills required by contemporary leaders who need to navigate complex issues, organisational systems and often deliver services within a constraining resource environment. The demands for expert knowledge, innovation and creative thinking are well tested. In these challenging times ANZSOG provides a safe space in which students can explore some of the most pressing concerns that governments and public sector leaders face. It is in these spaces that there can be focused collaboration with fellow students and high-level leaders in the public sector to problem solve and explore practicable solutions.

Teaching staff draw on current and historical public sector cases available in the ANZSOG Case Library. Online and blended delivery allows flexibility, as professionals can balance the demands of studying the EMPA program into their daily working lives. As well as studying and having residential intensives locally, it is has also been possible to undertake learning in international locations including Singapore and Wellington, Aotearoa New Zealand. Recent COVID restrictions have curtailed residential delivery and travel, though a return to some face to face teaching in subjects that have a blended mode of delivery is occurring in late 2022.

### Blended learning in the EMPA consists of:

**Synchronous learning** – real-time interaction in a shared virtual or face to face space. This includes live online webinars and group activities.

**Asynchronous learning** – assessment instructions, readings, teaching videos and other materials are provided in ANZSOG’s LMS (Canvas) for students to complete in their own time. Through this blended approach, ANZSOG continues to support reflective, collaborative practice and authentic work while remaining committed to providing a safe, respectful environment for all students, faculty and staff.

#### Group work

Throughout the core of the program there is an emphasis on group work for assessments and learning. ANZSOG understands the value of social learning and therefore embraces opportunities to create a community of practice.

#### Assessments at ANZSOG

The following table identified the various assessment types evident across the EMPA.

| Type | Rationale | Graduate Attributes |
| --- | --- | --- |
| Portfolio | Allows the students to undertake self-directed learning, as they have more control over their learning journey. Entwistle’s research in the 1990’s recognised that students had adopted a surface approach to learning because of the pressures of assessments. Portfolio learning allows the students to record the breadth and depth of their learning, so that they can document not only what is being taught, but also the modules that include work-place learning. Furthermore, Portfolio learning allows students to understand the context of their learning situation, so that students can merge/modify and adjust so that the situation is taken into account. This is particularly important for the EMPA because of the dynamics of interacting with current public government and community dynamics that are always in flux. So the portfolio can be totally customised and align with the learning outcomes of the EMPA. The learning assets can be changed depending on the context, so that professionals on the EMPA can direct their own learning and engagement based on the structure of the course. | Leadership  Real world application  Empathy  Reflective practice  Deep expertise  Communication  Digital literacy  Commitment to serve |
| Report | Reports enable students to refer to other documented evidence that they will have contributed to over a period of time such as the portfolio, in order to synthesise the complex dynamics of the communities and areas of public life and institutions that they are focusing upon. It gives students the opportunity to use their analytical capabilities as well as bridging the gaps between experience and theory, where they can demonstrate not only their knowledge gained through the modules of the EMPA, but also bring their knowledge from their professional roles, so that the report will evidence the multitude of high level skills needed as a senior public sector professional. | Leadership  Collaboration  Ethics  Real world application  Problem solving  Empathy  Deep expertise  Communication  Digital literacy  Commitment to serve |
| Presentations (face to face or online) | Presentations enable students to absorb knowledge and experience to the level that students can create a new way of presenting knowledge to a diverse critical audience. This requires an understanding of the modules, theory and experience gained, but also presenting that knowledge in a way that is easily understandable to a certain audience. Participants can also evidence their thorough knowledge and reasoning by answering questions to the presentation. This builds responsive analytical skills and provides opportunities to practice and develop oral communication skills. | Leadership  Collaboration  Ethics  Real world application  Problem solving  Empathy  Cultural competence  Deep expertise  Communication  Digital literacy  Commitment to serve |
| Self-reflections | Self-efficacy is an important part of learning, as students need to gauge their level based on continuous feedback from lecturers in the course as well as understanding their own challenges areas and strengths. Continuous self-reflection that can be utilised and integrated in portfolio learning enables the students to understand how they have improved over time, but also where their continuous challenge areas are, so that they can communicate this with lecturers and peers. Dialogue both with subject leaders as well as fellow students is essential through this area of assessment, so that students can feel supported in their unique learning journey and see that whilst their position in the knowledge space is different, it is also connected to the larger course components and their peers. | Leadership  Ethics  Adaptability  Empathy  Cultural competence  Reflective practice  Communication  Commitment to serve |
| Knowledge checks | Knowledge checks provide instant feedback to the learners as well as encourage active engagement and retrieval practices throughout the core subject content. | Real world application  Problem solving  Deep expertise |

|  | Leadership | Collaboration | Ethics | Real world application | Problem solving | Adaptability | Empathy | Reflective practice | Cultural competence | Deep expertise | Communication | Digital literacy | Commitment to serve |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Portfolio | Yes |  |  | Yes |  | Yes | Yes | Yes |  | Yes | Yes | Yes | Yes |
| Report | Yes | Yes | Yes | Yes | Yes |  | Yes |  |  | Yes | Yes |  | Yes |
| Presentations | Yes | Yes | Yes | Yes | Yes | Yes | Yes |  | Yes | Yes | Yes | Yes | Yes |
| Self-reflections | Yes |  | Yes |  |  | Yes | Yes | Yes | Yes |  | Yes |  | Yes |
| Knowledge checks |  |  |  | Yes | Yes |  |  |  |  | Yes |  |  |  |



Dr Bridie O’Donnell  
EMPA Class of 2019  
Executive Director  
Department of Health (VIC)

### 2021 Subject Descriptions and Learning Outcomes

The detailed EMPA subject guides are available to conferring university partners via the EMPA university portal or can be provided on request. The following provides an overview of each subject and the expected learning outcomes.

#### Delivering Public Value (DPV – Year 1)

**In DPV, our focus will be on how to navigate in a changing world whilst creating value in pursuit of public purpose. Key themes will include: the trends shaping government, value creation, leading in the 21st century, values, thinking strategically, political astuteness, technological change, co-production, and place and community. Throughout the subject we will give particular attention to four complex challenges in Challenge Groups, with input from subject matter experts, and develop advice for a Premier’s Priority Taskforce. This allows us to link together theory and practice using a problem-solving approach.**

In DPV we recognise the unique aspects of the public sector, but also look to important concepts and methods from other sectors. We draw inspiration from notions of strategy and value creation, looking to how this occurs at the level of the individual, organisation, and system. To understand this, we need to appreciate the context in which we operate and understand that public leaders and managers must operate in multiple directions: upwards (into an authorising environment); inwards (into their own organisations), and outwards (to providers, partners, clients and communities). To be strategic and create value, public managers and leaders, therefore, need to pursue some sort of balance between politics, substance, and administration.

DPV will explore these ideas, drawing on the latest thinking around strategy and value creation in the public sector and what this means for the 21st century leader. Each module will explore these themes in different ways, with considerable time to be spent on linking theory and practice, applying these ideas in real time, and examining practical challenges and successes. During our live sessions we bring together experts from practice and academia to focus on specific topics including leadership and values, public value creation, strategy, political astuteness in practice, technology, and place and community.

Students who successfully complete this subject will be able to:

1. appreciate the trends shaping public sector action and what they mean for contemporary leaders and managers;
2. understand the theory and practice of strategic thinking and value creation in the public sector;
3. appreciate the importance of values, how they shape action, and connect to value creation;
4. be cognisant of the changing role of technology in value creation;
5. recognise how strategy and value are shaped by the authorising environment, and appreciate the importance of political astuteness;
6. comprehend the importance of place and community in shaping notions of value;
7. be able to apply these ideas, in real time, to challenges faced in practice.

#### Government in a Market Economy (GME – Year 1)

**This subject provides a public sector manager’s guide to key economic principles and their application to public sector activities. Emphasis is given to applications of the ‘economic way of thinking’ in addressing public policy issues. The aim is to help public sector managers make better decisions in allocating scarce resources, in pricing and delivering public sector goods and services, and in designing regulations.**

Students learn how public sector activity generally works through markets in fields such as health, education, the environment, transport, social welfare, energy and water. They then learn the ways in which unfettered markets can sometimes fail and can also produce an inequitable distribution of income, which provides the fundamental rationale for government intervention in a modern market economy. The question then is how government intervention, through private sector regulation and public provision of services, can be designed to best promote the wellbeing of the people of Australia and New Zealand —in particular, to meet the twin objectives of efficiency and equity. Improving wellbeing over time requires productivity growth; hence the role of government in promoting national productivity growth is explored.

Students who successfully complete this subject will be able to:

1. understand how market forces operate and how government policies influence, and are influenced by, market forces
2. understand why unfettered private markets can sometimes fail to deliver efficient and fair outcomes for society
3. identify particular examples of market failure and apply economic principles to designing government interventions to prevent or reduce the costs of market failure
4. apply the economic toolkit to decisions facing public sector managers about delivery and pricing of public services
5. apply the key principles of cost-benefit analysis to public sector projects
6. appreciate the importance and role of the public sector in promoting national productivity and reducing unacceptable inequities



Dan Craig  
EMPA Class of 2019  
Acting Director  
Department of Education and Training (VIC)

#### Designing Public Policies and Programs (DPPP – Year 1)

**Designing Public Policies and Programs (DPPP) asks students to critique and reflect on key factors that shape and influence public policy and governance. Our experience of how we are governed is inherently shaped by the detail of public policy and programs that deliver government services.**

This subject is concerned with understanding policy processes, what constitutes good policy analysis as well as when and why this may or may not occur. We also explore aspects of policy design, policy development and policy and program implementation.

An important focus of the subject is to link the strategic use of policy theory and conceptual models with policy practice. How do models of policy and policy processes give us a strategic insight into what might happen? Are these predictive tools a guide to effective practice? And when does the lived experience of public policy and associated programs demonstrate, that despite our critical analysis and insights, the complexity of policy and governance systems often results in unintended and unexpected outcomes? How do we ensure policy and programs stay alert and respond to these findings? This subject is concerned with how you as a senior public sector practitioner might respond and address these questions.

Effective policy and program delivery is critical for effective and successful governance. And for many, governance is both sustaining order and managing disorder. In this sense, policy work inevitably engages with politics. The political process is referenced to help prioritize which public problems are the subject of attention and then how much, if any, resources are allocated to these problems. So, identifying, defining and understanding public problems is an important aspect of policy work.

In this subject we explore various aspects of problem definition, agenda setting, various policy tools, innovations and consider how comparative policy analysis (looking to what other jurisdictions and states might do in similar circumstances) can guide the creation of new policies and improvements in policy impact.

Finally, we are concerned with contemporary practice and innovation. What are the new and emerging ideas, methods and practices that shape leading policy work, engagement with business and communities, and respond to the dynamics of our current political and social context? Here we are interested in a range of concepts and ideas such as co-production, the application of behavioural economics, the use of new technologies, social media and digitisation strategies and other approaches to policy design and delivery that you may have experienced and can bring to the class to share and stimulate critical discussion and debate.

Students who successfully complete this subject will be able to:

1. Demonstrate conceptual sophistication and capacity to draw on policy theory and models to undertake strategic policy analysis.
2. Apply a critical and strategic approach in identifying the challenges in designing and implementing effective public policies and programs in complex, dynamic and contested environments.
3. Critically appraise the utility of various policy tools and the impact they have on the characteristics of policy problems.
4. Systematically learn from, and critically evaluate, policy innovations and programs in other sectors and jurisdictions to inform policy developments.
5. Communicate complex ideas to diverse audiences using a range of techniques.
6. Work collaboratively to analyse and resolve complex problems.

#### Decision Making Under Uncertainty (DMUU – Year 1)

**We live in times of uncertainty. The only constant is change and rarely do we have all the information and evidence we need to make assured decisions. Yet, the demands on public sector managers to use evidence more effectively in decision-making is ever-growing. This requires managers to become critical ‘consumers’ of evidence. They need to be able to ask the right questions, as well as acquire, assess, analyse, aggregate and present data so it becomes critical evidence for decision-making.**

This subject examines the use of evidence to support decision-making in the public sector. The emphasis is on the use of evidence to reduce the uncertainty confronting public sector managers, rather than as a means for providing certainty. Students are not expected to become experts in the production of evidence but rather learn to dissect evidence to assess its quality and usefulness.

We begin by discussing the role of evidence in decision-making under uncertainty before exploring a framework for assessing data through acquiring, analysing and aggregating various data sources. The emphasis is not on the technical aspects of these sources of evidence but rather on making students better equipped to critically appraise data and evaluate evidence in a bid to work systematically with evidence in effective decision-making.

At the end of the program, students will be better equipped to:

1. Show greater awareness of the uncertainties in a policy or management decision context and how it affects decisions
2. Understand the role of evidence and its usefulness for guiding complex decision-making
3. Critically appraise data and evaluate evidence
4. Contribute to better informed decision-making in specific contexts using knowledge of evidence types and evidence-handling methods
5. Think explicitly about decisions and choices and the evidence needed to make a good decision
6. Judge evidence according to its methodological qualities, and its appropriateness and relevance in informing decisions

#### Managing Public Sector Organisations (MPSO – Year 1)

**2020 has proven, once and for all, that public management is essential for promoting the public good. Despite the myriad of changes to the world of public service (Dickinson, et al, 2018), there is a longstanding principle that remains at its epicentre, that public service leadership demands good judgement.**

MPSO explores a range of skills and knowledge that help foster public service judgement which is key to leading large, complex, public sector organisations in conditions of internal and external unpredictability.

MPSO begins by reassessing the skillsets that we need as public leaders and managers before discussing ways in which we make sense of our own work, as well as help others make sense of theirs. It then investigates ethical judgement, in terms of developing organisational trustworthiness and leading an inclusive and diverse workforce, before looking at judgement around workplace innovations and the opportunities, and challenges, this brings to workplace performance.

MPSO, therefore, aims to help managers become more reflective about their practices, seeing themselves as part of a broader system. In this way, the subject promotes greater efficacy, system-thinking, and contextual awareness in public sector managers. MPSO highlights how sensemaking, trust, inclusivity, diversity and innovation impact our internal and external worlds. The subject develops a series of ‘logics’ by which key issues can be faced. The overall managerial challenge is how to reconcile or balance these logics, which call for different responses, under different contexts. MPSO helps you meet this challenge.

At the conclusion of this subject each student should be able to:

1. Logically and systematically make sense of their role as public service manager and leader, and to create positive sensemaking in their work teams and organisation
2. Identify the building blocks of trustworthiness and apply them across a number of internal and external integrity interventions
3. Develop a leadership perspective for inclusivity in the workplace
4. Develop an innovation orientation within their organisation, and identify new forms of cross-cutting issues   
   as a means of knowledge transfer and organisational learning
5. Assess ethics fault-lines in innovation and manage its associated risks.

#### Governing by the Rules (GBR – Year 2)

**This subject develops the capacity of public managers to operate effectively and appropriately within a democracy governed by the rule of law. Public servants work within a web of ‘rules’, stretching from ethics to the constitution to international law and human rights. This subject explores that web. Although the concepts are crucial, the subject is also grounded and practical, making use of case studies, expert guest speakers and contemporary examples from practice.**

Knowledge and understanding of the applicable elements of law, norms, conventions and practices is integral to the development and implementation of public policy. It is axiomatic that government programs must have a sound legal basis. Public sector managers need to know how to read the law, how it works and fails, conditions for reasonable performance in operation, and how to successfully navigate through the complexities of the legal system. In short, managers need to know how to govern by the rules, how to make rules and what it means for they themselves to be governed by rules. They also need to understand how to govern by means other than rules.

Students who successfully complete this subject will be able to:

1. understand the nature, form, complexity and limits to rules as tools of government
2. understand the interrelationship of legal rules, administrative processes, and policy outcomes
3. understand the role, uses and control of discretion
4. analyse problems and seek solutions in a setting governed by public law and other rules of public administration
5. evaluate how regulation, more broadly, can and should work to solve problems
6. interact with each other, particularly in using the resources of the group for developing arguments about particular issues or problems

#### Public Financial Management (PFM – Year 2)

**Public financial management (PFM) is an ‘applied’ discipline, and one that is international in scope. It covers a range of resource management practices that underpin policy-making in contemporary government, including fiscal rules to guide government spending and borrowing, multi-year expenditure frameworks that capture the longer-term impacts of current policy decisions, and performance-based budgeting to inform the level and relative priority of funding allocations.**

PFM practices permeate the information and systems that govern the everyday decision-making of public sector leaders and managers, and all of them operate at the messy intersection between bureaucratic processes and evidence, and political imperatives and risk.

In this course, you will get to grips with these outlined practical realities above. You will be equipped with key conceptual and practical knowledge to integrate financial and non-financial performance in the public sector, and learn how to apply it to shape the narrative about use of public financial resources and inform public financial management decision-making.

Public financial management (PFM) is an ‘applied’ discipline that covers the design and implementation of policies for the use of public financial resources. Conventionally associated with public finance and budgeting—taxing and spending by governments—PFM is concerned with improving the quality of government spending decisions, the efficiency of public sector operations, and the strategic (or longer-term sustainability and transparency) of fiscal policy. It is an important component of good governance in public management.

This subject will provide an interdisciplinary survey of key concepts and practices in contemporary budgeting and financial management in the public sector. The key themes of this course will cover a selection of:

* key theories of public budgeting and the rationale for PFM reform
* fiscal sustainability and strategic budget frameworks including contemporary debates
* key types of expenditure and efficiency enhancement approaches and their application in periods of austerity
* the challenges and opportunities that apply to connecting performance information to policy achievement, public sector strategy and effectiveness and efficiency conversations
* the mechanics of performance-based financial accountability and the role of monitory institutions such as the Parliament and the Auditor-General
* the potential dysfunctions of contemporary PFM practices and their impacts on good public policy and public governance.

This subject applies a pedagogic approach that is based on ‘interactive teaching’ and ‘blended learning’. The subject integrates instructor and guest presentations, case-based interactive learning, exhibit-based interactive dialogue, and individual and syndicate-based project work and presentations. In particular, the subject places emphasis on the use of teaching ‘objects’—cases or exhibits based on actual events—as a vehicle for illustrating, discussing and applying important concepts and practices.

At the end of this subject, students will:

1. Understand and demonstrate how public financial management frameworks and concepts influence contemporary public sector budget and financial management processes.
2. Interpret and analyse public sector financial accounts with a focus on fiscal sustainability.
3. Apply techniques to understand and improve the efficiency of financial resource use within a public sector organisation.
4. Apply a strategic financial management logic to the formulation, execution and communication of public sector strategy and decision-making. .

#### Leading Public Sector Change (LPSC – Year 2)

**Calls for ‘change’ and ‘innovation’ through better, stronger, more authentic, visionary, pragmatic, and ethical leadership in the public sector are often heard. But what does it mean when people say they want better leadership?**

2020 was one of the most challenging years in recent memory for Australia and the public sector. From environmental disasters to worldwide health pandemics. Leaders are being held to account for not only their responses to these challenges, but also why they weren’t prevented. As we move forward it is essential to anticipate the challenges surrounding managing (or driving) change and to consider how political and public service leaders interact. Is there a need for a shift in mindset? How do you exercise leadership when you’re not ‘in charge’, in collaborative, shared-power settings?

During Leading Public Sector Change, we study the role of ‘leadership’ in the public sector by examining perspectives on the relationship between leadership and change. As a professional you are encouraged to use these perspectives as a tool for understanding the drives and styles of public sector leaders, the dynamics of leader-follower relations, and their implications for leading policy and organisational change in the public sector.

At the conclusion of this subject each student should have:

1. an enhanced ability to discriminate between myths and realities of public leadership discourse and practice
2. a deep understanding of the institutional, contextual and (inter)personal factors shaping the behaviour of political and public service leaders, as well as the interaction between them
3. an enhanced strategic capability, particularly in diagnosing, instigating or adapting to policy and organisational change in the public sector
4. the ability to discern, reflect upon and cope with ethical dimensions of exercising leadership
5. an enhanced ability to work in collaborative teams on strategic assignments in the context of time pressure

#### Work Based Project (WBP – Year 2)

**The Work Based Project (WBP) requires students to bring a complex task to a successful conclusion within the constraints imposed by working in a team that spans jurisdictions, organisations, disciplines and working backgrounds. This arrangement is designed to replicate important aspects of the workplace environment in government, where the achievement of policy goals is often dependent on the successful navigation of complex working relationships with others.**

Research consistently indicates that an ability to collaborate creatively, to communicate clearly and persuasively, and to manage compound tasks and projects is increasingly important for individual and organisational effectiveness. Reinforcing the EMPA’s focus on interactive teaching and learning, the WBP is premised on the notion that collaborative learning has the potential to increase individual achievement more than either individual or competitive learning alone. This is because collaborative learning requires resilience, willingness to perform difficult tasks, ability to translate knowledge from one task to another and the broader application of social skills.

The WBP is the final core subject of the EMPA degree and is the program’s ‘capstone experience’ subject. WBP bridges the worlds of classroom and practice by having students undertake an applied research project on a policy or management topic of current importance to public organisations. As a capstone double-subject, WBP requires students to draw together and apply the knowledge and research skills they have developed throughout the EMPA program, and to reflect on individual professional development as a result of both the EMPA program and the capstone experience.

An important aspect of the WBP is working in cross-jurisdictional project teams. Students select a topic from options proposed by agencies across the ANZSOG network, and then work together to define the research problem, design a research strategy, apply appropriate research methods to gather and analyse data, and make relevant findings. Each team is assigned a project advisor and will have access to an agency sponsor.

As the ‘capstone experience’ subject of the EMPA, the WBP is a double-subject specifically designed to connect program learning to an extended applied research project. It is framed by three subject objectives:

* drawing together and relating EMPA knowledge and skills to the research project
* further developing applied research skills as evidenced by the research project
* reflecting on individual professional development as a result of the EMPA and the research project.

In addressing an actual problem confronting government, the WBP requires students to apply relevant concepts and practices covered in core subjects such as Delivering Public Value, Managing Public Sector Organisations, Designing Public Policies and Programs and Leading Public Sector Change. As you work through a research process from question development to conclusions, the WBP requires you to evaluate the best fit, and then to apply, the type of research skills covered in Decision Making Under Uncertainty.

At the conclusion of the Work Based Project (WBP) subject you will have:

1. greater appreciation of how concepts and practices introduced in the EMPA relate to one another and how they can be applied to policy and management situations in the workplace
2. experience with undertaking primary research and an understanding of the importance of conducting research in accordance with ethical principles
3. in-depth understanding of a public policy or public management issue in Australia and/or New Zealand
4. enhanced capacity to apply skills in evidence-based analysis and policy design
5. enhanced capacity in written and verbal communication skills to concisely and persuasively convey the significance of research and research findings
6. greater appreciation for the strengths and weaknesses of working in team structures and how to deal with these effectively
7. enhanced your capacity to work across government and organisational boundaries
8. enhanced your self-management skills and increased self-awareness of the ways in which the EMPA and the research project experience has influenced professional development.

## Appendix 2 – Subject Quality Assurance

### Continuous Improvement

There are a number of improvement systems embedded in the ongoing management and delivery of the EMPA core subjects including:

### Examiners Committee Meeting

Once all assessment pieces have been graded, the Examiners’ Committee is convened to discuss and confirm the final marks for the subject. Discussion items include, distribution of grades, academic integrity issues and student progression and outliers. The committee members include the Subject Leader, EMPA Academic Director, Team Leader and EMPA Coordinator(s). Marks may be moderated if necessary, to ensure consistency of results across the cohort. When an agreement has been reached results are finalised and issued to students and their conferring universities. The Examiners’ Committee Agenda and minutes of meetings for each subject are provided to university partners via the EMPA university portal.

### Academic Debrief Meeting

At the conclusion of each core subject, ANZSOG surveys students on academic content, assessment and presenters through a detailed subject evaluation form. This feedback is collated into an evaluation report, which is circulated and presented as part of an academic debrief meeting following final marking and grading.

The debrief involves the following personnel:

* EMPA Academic Director
* Subject Leader
* Team Leader
* Senior Program Coordinator
* Program Coordinator

During the debrief meeting the subject is reviewed, and student feedback is discussed to ensure that teaching aligns with learning outcomes and student expectations. Broader student performance issues are discussed including academic integrity, suitability of learning materials and any other issues that may have arisen, such as student complaints or grievances. Feedback on individual presenters is assessed and discussed, to ensure that presentations are well-received and informative to students, or to reassess if presentations are received negatively.

The outcome of the debrief is a set of agreed actions for subject improvement to be completed by ANZSOG and subject leader prior to the next cohort delivery. This takes the form of a Subject Quality Improvement Plan. The Subject QIP is then formally submitted after this debrief meeting. The Subject QIP forms part of the contracting obligations for external ANZSOG faculty. Ongoing improvements may consist of revising assessment tasks, realigning presentations with learning outcomes, and restructuring the subject timetable.

The debrief agenda and minutes are provided to university partners via the EMPA university portal.

### Ethics, Monitoring and Research Review Process - ANZSOG Human Research Ethics Committee (HREC)

Project based research undertaken by ANZSOG students as part of their capstone subject, the Work Based Project, is assessed and reviewed through the ANZSOG Human Research Ethics Committee (HREC). The primary function of ANZSOG’s Human Research Ethics Committee (HREC) is to review and approve the research projects involving human subjects being conducted at ANZSOG. The HREC ensures that ethical standards are maintained in research projects in order to address and minimise any risks to research subjects, researchers, chief investigators and ANZSOG itself. These standards are primarily set out in the National

Statement on Ethical Conduct in Research involving Humans 2007 (Updated 2018) (the National Statement). The HREC reviews ethics applications to ensure that they adhere to the National Statement, privacy requirements and other relevant standards and guidelines.

The HREC provides a central ethics review process for the cross-jurisdictional teams enrolled in the EMPA capstone subject Work Based Project (WBP). Each WBP team conducts primary research on a topic proposed by a sponsoring agency, under the supervision of an academic advisor who acts as chief investigator for the research project. Academic supervisors are drawn from ANZSOG partner universities or other recognised universities across Australia and Aotearoa New Zealand. Each WBP team submits an ethics application for their research project in mid-April of each year, for review by the HREC in early May. The HREC has the authority to approve these proposals or to request revisions and resubmission.

The HREC is appointed by and reports to ANZSOG’s CEO/Dean. Committee membership is based on the recommended composition set out in the National Statement (at least eight members comprising a chair; at least two lay persons, including at least one male and one female; at least two persons with current experience in the areas of research; a professional in counselling or treatment of people; at least one person who performs a pastoral role in the community; and a lawyer), plus an additional committee member.

The current membership of the HREC includes an independent chair who is an academic at one of ANZSOG’s partner universities; two senior public servants in Aotearoa New Zealand; four senior public servants in various jurisdictions within Australia; and two academics with expertise in areas of research relevant to the WBP. ANZSOG staff provide Secretariat support for the HREC.

The ethics application form and supporting materials completed by WBP teams and submitted to the HREC for review and approval include:

* Instructions for HREC Application
* HREC Application Form
* Participant Explanatory Statement
* Consent Form for Interviewees
* Consent Form for Focus Groups

These forms are available to university partners via the EMPA university portal.

## Appendix 3 – Faculty Profiles

### Dr Christopher Walker



ANZSOG Deputy Dean and EMPA Academic Director

Adjunct Professor, Griffith University

PhD, Social Sciences (UNSW), 2012

Graduate Certificate in University Learning and

Teaching (UNSW), 2007

Master of Public Policy (USYD), 1991

Bachelor of Heath Administration (Hons) (UNSW), 1984

EMPA Subject: **Delivering Public Policies & Programs**

#### Academic Expertise and Interests

* Policy theory and policy analysis
* Regulation theory, compliance and enforcement
* Public administration, management and leadership
* Public value

Christopher Walker is the Associate Dean (University Relations) and Academic Director of the Executive Masters of Public Administration (EMPA) of the Australia and Aotearoa New Zealand School of Government ([ANZSOG](https://anzsog.edu.au)). Chris is a member of the ANZSOG executive leadership team and responsible for developing and maintaining relations with ANZSOG’s 15 partner universities across Australia and Aotearoa New Zealand. Chris also contributes to the development of strategic relations with other international centres of academic expertise in public sector management, leadership, regulation and public policy. As Academic Director, Chris leads the management and delivery of ANZSOG’s core program, the EMPA. This involves oversight of ongoing program development, review and input into quality learning and teaching. Chris is responsible for the oversight of student matters as well as liaison and negotiation with expert faculty engaged in subject delivery who are drawn from across Australia, Aotearoa -New Zealand, Singapore, Europe and the US. Chris is also Subject Lead for the EMPA subject Delivery Public Policies and Programs.

#### Career Highlights –

* Approximately $270,000 in research grants, knowledge translation and commissioned works
* Outstanding record of academic leadership including the positions of:
  + Associate Dean University Relations and Academic Director, Executive Masters of Public Administration, Australia and New Zealand School of Government
  + Head of School, Social Sciences, University of New South Wales
  + Deputy Head of School, Learning and Teaching, Social Sciences, University of New South Wales
  + Program Director, Master of Public Policy, University of New South Wales
* Extensive research, policy and advisory work with government agencies, commissions and working groups at state, national and international level.
* Extensive domestic and international governance and advisory work including:
  + Governance Steering Committee Member, UNSW Centre for Law Markets and Regulation (2015 – 2019)
  + European Union AEROFLEX Project (Trucking innovation and regulatory reform working group) – Sounding Board Member, 2019 – current
  + Steering Committee Member- National Regulators Community of Practice (NSW), 2020 – current
  + Steering Committee Member - NSW Government, Customer Service, Better Regulation Division, Regulatory Practice Oversight Committee, 2020 - current
* Editorial board service with journals of public administration
* Visiting Research Fellow, University of Strasbourg Laboratory SAGE (Societies, Actors and Government in Europe). 2016/ 2017.
* Visiting Professor, Institut Barcelona d’Estudis Internacionals (IBEI), Barcelona, Spain. 2018.
* Erasmus Mundas MAPP Public Policy Visiting Scholar, Institute of Social Studies, Erasmus University, The Hague, The Netherlands. 2019

### Dr Jo Cribb



Victoria University, Wellington, Aotearoa New Zealand

Ph.D (Victoria University of Wellington)

MA Hons (Canterbury), DipMGMT (Cambridge)

EMPA Subject: **Managing Public Sector Organisations**

#### Academic Expertise and Interests

* diversity
* gender
* governance
* social policy
* inclusive leadership
* community sector leadership
* public sector leadership

Jo is a former Chief Executive of the [Ministry for Women](https://women.govt.nz). One of the youngest Chief Executives ever appointed in the Aotearoa New Zealand Public Service, she has invested her time and energy in advancing the causes of the vulnerable in society, spearheading some of the most difficult issues of our time, including child abuse, child poverty, family violence, and vulnerable women.

Formerly the Deputy Children’s Commissioner, and author of the Government’s [Green Paper on Vulnerable Children](https://www.beehive.govt.nz/release/green-paper-vulnerable-children), she has a Doctorate in Public Policy and works internationally on advancing development in the Pacific as a director of [Volunteer Service Abroad](https://www.vsa.org.nz) (VSA). She was a finalist in the Aotearoa New Zealand Women of Influence Awards.

She has a varied portfolio career which includes leading an NGO that works to improve literacy rates, directorships and consulting on policy, strategy and gender projects. Recent consulting assignments include facilitating sessions at the Women’s Forum at the Commonwealth Heads of Government Meeting (CHOGM) in London in April.

#### Career Highlights –

* Former Chief Executive of the Ministry for Women, Aotearoa New Zealand
* Former Deputy Children’s Commissioner
* Director of Volunteer Service Abroad (VSA) advancing development in the Pacific
* Finalist in the Aotearoa New Zealand Women of Influence Awards
* Extensive experience in consulting and advising to government agencies on strategy, leadership, policy and gender projects.
* Active in senior executive education and coaching.
* Recent engagements include facilitating sessions at the [Commonwealth Heads of Government Meeting in London, 2018](https://www.linkedin.com/feed/update/urn:li:activity:6392458816990085120), working with the leadership team of the Aotearoa New Zealand Defence Force to develop strategies to increase the gender diversity of the forces, and completing a gender analysis of immigration policy.
* Board member of [New Zealand Media Council, Royal New Zealand Navy Leadership Board and Institute of Public Administration of New Zealand (IPANZ)](https://www.mediacouncil.org.nz)
* 3 years of facilitating governance development for the Institute of Directors in Aotearoa New Zealand.
* Jo has taught in the MPSO for three years receiving excellent feedback, as well as delivering numerous guest lectures at the School of Government, Victoria University of Wellington.
* Jo has been a project advisor for the MPSO for two years

### Professor Suresh Cuganesan



University of Sydney

GAICD, FCPA, PhD, MCom (Hon), BCom (Hon)

EMPA Subject: **Public Financial Management**

#### Academic Expertise and Interests

* Strategy
* Organisational design
* Strategic financial management
* Performance measurement and reporting

Suresh Cuganesan is Associate Dean (Student Success & Mobility) and Professor in the Discipline of Strategy, Innovation and Entrepreneurship at the University of Sydney Business School. Suresh specialises in the areas of strategy, organisational design and strategic financial management. He is also passionate about education that is fit-for-purpose and impactful given our changing society and workplace. Suresh’s current research areas investigate how technology and data innovations impact work and organisations; and, how organisations can achieve better outcomes through being more open, collaborative and transparent.

Prior to his academic career, Suresh worked in institutional banking and management consulting. He is also a Fellow of CPA Australia and a member of AICD. More recently, Suresh was CEO of the John Grill Centre for Project Leadership at the University of Sydney. He has advised and consulted for organisations in financial services, energy, law enforcement, transport, government and recruitment services. Suresh has published numerous academic research articles in leading international and national journals and has been successful in generating over $2.5 million in external funding (including Australian Research Council Grants) for his research.

#### Career Highlights –

* Associate Dean (Student Success & Mobility), Business School, University of Sydney
* CEO, John Grill Centre for Project Leadership, University of Sydney.
* Fellow, CPA Australia
* Approximately $2.5M in grant income
* Extensive consulting experience across business and government sectors
* Over 25 years’ experience teaching at undergraduate and postgraduate levels. The latter includes Masters, MBA, and DBA levels.
* Has received Dean’s Citations for Teaching for Post-Graduate Teaching at University of Sydney Business School and Macquarie Graduate School of Management
* Post-experience Masters: Units delivered include Strategies for Growth at University of Sydney, Accounting for Management, Financial Management, and Business Performance Measurement and Management at MGSM, Macquarie University. In addition, I have taught in international settings (Singapore and Hong Kong).
* Pre-experience master’s units: Units delivered comprise Accounting and Financial Management and Advanced Management Applications at University of Sydney and Managerial Accounting and Strategic Cost Management at Swinburne University.

### Professor Arie Freiberg



Monash University

LLD (Melb), LLM (Mon),

Dip Crim (Melb), LLB Hons (Melb)

EMPA Subject: **Governing by the Rules**

#### Academic Expertise and Interests

* Regulation
* Sentencing
* Non-adversarial justice

Professor Arie Freiberg AM holds an Adjunct Faculty appointment at ANZSOG and is a fellow of the Academy of Social Sciences in Australia and the Australian Academy of Law. He is one of Australia’s foremost experts on sentencing and the criminal justice system and has published widely from both a national and international perspective. He has been Chair of the Victorian Sentencing Advisory Council since 2004 and of the Tasmanian Sentencing Advisory Council since 2013.

His particular areas of expertise are sentencing, non-adversarial justice and regulation. He has been a Visiting Scholar at Harvard Law School (2014) and Tel Aviv University (2008) and has served as a consultant to the Federal, Victorian, South Australian and Western Australian governments on sentencing matters as well as the Australian and South African Law Reform Commissions. In 2015 he consulted to the Royal Commission on Child Sexual Abuse in Institutional Contexts on sentencing issues and in 2016 he was a consultant to the Queensland Department of Justice and Attorney-General on drug courts. He has also consulted for a number of state government agencies and departments on regulatory reform.

Professor Freiberg graduated from the University of Melbourne with an honours degree in Law and a Diploma in Criminology in 1972 and holds a Master of Laws degree from Monash University. He was awarded the degree of Doctor of Laws by the University of Melbourne in 2001 and is a fellow of the Academy of Social Sciences in Australia, the Australian Academy of Law and holds an Adjunct Faculty appointment in the Australia and Aotearoa New Zealand School of Government. Between 1996 and 1998, he was President of the Australian and Aotearoa New Zealand Society of Criminology. In 2009, he was made a Member of the Order of Australia (AM) for his service to law, particularly in the fields of criminology and reform related to sentencing, to legal education and academic leadership.

Arie Freiberg is an Emeritus Professor at Monash University. He was Dean of the Faculty of Law at Monash University between 2004 and 2012. Before this, he was Dean of the Faculty of Arts at the University of Melbourne in 2003. He was appointed to the Foundation Chair of Criminology at the University of Melbourne in January 1991 where he served as Head of the Department of Criminology between January 1992 and June 2002. In 2013 he was appointed an Emeritus Professor of Monash University.

Professor Freiberg’s experience in postgraduate teaching includes teaching into Masters degrees at both Monash and Melbourne universities since the 1990s in subjects relating to sentencing and regulation as well as teaching at the JD level at Harvard University in non-adversarial justice (2014). He has taught the ANZSOG EMPA subject Governing by the Rules since 2008. As dean, he led a curriculum review in the Faculty of Law, Monash University in 2010-11.

#### Career Highlights –

* Member of the Order of Australia for services to law
* Fellow of the Academy of Social Sciences
* Fellow of the Australia Academy of Law
* Past Dean, Faculty Law, Monash University (2004-2012)
* Past Dean, Faculty of Arts, University of Melbourne
* Foundation Chair of Criminology at the University of Melbourne
* Past President of the Australian and Aotearoa New Zealand Society for Criminology.
* Consultant to Australian governments on sentencing matters, child sex abuse and drug courts
* Over 170 publications covering the fields of sentencing, non-adversarial justice, criminology, regulatory practice and regulatory theory.

### Professor Ross Guest



Griffith University

PhD (Melb), M.Higher Ed (Griffith)

Grad dip Ed (UNE), BA (Macq.)

EMPA Subject: **Government in a Market Economy**

#### Academic Expertise and Interests

* Economics and finance
* Education

Ross Guest is Professor of Economics in the Griffith Business School at Griffith University, a Principal Fellow with the Higher Education Academy, and an adjunct professor at the Australia and Aotearoa New Zealand School of Government. Prof Guest holds a PhD in Economics from the University of Melbourne.

His primary field of research is population economics, on which he has published many articles in, for example, the Journal of Macroeconomics, the Economic Record, the Journal of Population Economics, and Oxford Economic Papers. He has received four Australian Research Council grants for his work on population economics, which has informed public policy through consultancies (e.g. Aotearoa New Zealand Treasury and Queensland Treasury) and citations in Productivity Commission reports. He received the Dean’s award for Best Mid-Career Researcher in the Griffith Business School in 2010.

Prof Guest has taught a range of economics subjects at Griffith University and formerly at Monash University. He was appointed a Principal Fellow with the Higher Education Academy in 2018, awarded a National Senior Teaching Fellowship in 2012 by the Australian Government and a Citation for Outstanding Contributions to Student Learning in 2006 by the former Carrick Institute for Learning and Teaching in Higher Education. He is Editor in Chief of the International Review of Economics Education.

Prof Guest’s postgraduate teaching experience and roles in teaching leadership includes:

* Dean (Learning and Teaching) in the Griffith Business School at Griffith University,
* Principal Fellow with the Higher Education Academy,
* Postgraduate teaching of Economics in the MBA at Griffith University and of Government in a Market Economy in the EMPA at ANZSOG.

#### Career Highlights –

* Former Dean, Learning and Teaching, Griffith Business School
* Principal Fellow with the Higher Education Academy (Advance HE)
* National Senior Teaching Fellow with the former Australian Government Office for Learning and Teaching
* Editor-In-Chief of the [International Review of Economics Education (Elsevier)](file:///\\Mac\Home\Documents\Jobs%20Dante\Stanning%20ANZSOG%20EMPA%20Annual%20Academic%20Governance%20Report%20June%202022\%20EMPA%20Subject:%20Decision%20Making%20Under%20Uncertainty)
* Four ARC Discovery Grants as Principal Investigator

### Professor Kimberley Isett



University of Delaware, Newark, Delaware, United States of America

PhD University of Arizona USA

MPA University of Arizona USA

BA Ursinus College Collegeville Pennsylvania USA

EMPA Subject: **Decision Making Under Uncertainty**

#### Academic Expertise and Interests

* Organization theory
* Evidence-based services/policy
* Systems Change
* Interorganizational Networks

Kimberley Roussin Isett earned a Ph.D. (Management, Organization Theory) and M.P.A. (Health and Human Services, Policy) from the University of Arizona’s Eller College of Management. Her research focuses on institutional pressures and dynamics in implementing government services, with a particular interest in the delivery of services to vulnerable populations, and the use of evidence in public decision-making. Her goal is to do research that aids government organizations to find their optimal system design given their political, policy, regulatory, and financial constraints. To date, Dr. Isett has been the PI or co-PI on grants totalling over $13m. She was recognized by the Academy of Management in both 2001 and 2002 for excellence in research and participated in the John D. and Catherine T. MacArthur Foundation’s Mental Health Policy Research Network from 2002 until 2008. Isett has worked with elected officials and policymakers at all levels of government on a variety of issues. Prior to joining the Biden School, Dr. Isett was on faculty at Georgia Tech, Columbia University, and Texas A&M, and completed a NIMH sponsored post doc at UNC-Chapel Hill’s Sheps Center for Health Services Research.

#### Career Highlights –

* Approximately $13 million in research grants
* Director Master of Public Health, Health Policy and Management, University of Delaware, Newark, USA
* Past Director of Graduate Studies, School of Public Policy, Georgia Institute of Technology, Atlanta.
* Extensive research, policy and advisory work with government agencies at state and federal level.
* Chair, National Research Council on Poverty Alleviation (2015-2019)
* Numerous Best Paper awards: Public Management Review, American Review of Public Administration, American Academy of Management
* Extensive editorial board service in leading international journals of public administration
* Teachnology Faculty Fellow, Columbia University MSPH 2010
* Georgia Tech Center for Teaching and Learning Student nominated accolade, 2016
* Outstanding Professor recognition, 2013
* Faculty Appointments -
  + University of Delaware, Newark, Delaware
  + Joseph R. Biden, Jr. School of Public Policy and Administration
  + Georgia Institute of Technology, Atlanta, Georgia
  + School of Public Policy
  + Columbia University, New York, New York
  + Department of Health Policy and Management
  + Texas A&M University, College Station, Texas
  + George Bush School of Government and Public Service

### Professor Michael Macaulay



Victoria University, Wellington, Aotearoa New Zealand

Ph.D, Durham, UK

MSc, Management, Teeside University, UK

MA (Hons), University of Edinburgh, UK,

PGCert Higher Education, Teesside University, UK

EMPA Subject: **Managing Public Sector Organisations**

#### Academic Expertise and Interests

* Integrity
* Public Ethics
* Public leadership
* Anti-Corruption

Michael Macaulay is Professor of Public Administration at the School of Government at Victoria University of Wellington (Te Herenga Waka). He is currently a Visiting Professor at the Universities of Sunderland (UK) and York St John (UK), and is a former Visiting Professor at the University of Johannesburg (South Africa). He has published extensively in the fields of integrity, ethics and anti-corruption in leading international journals.

Whilst at VUW, Michael has held a number of senior roles including Associate Dean (Victoria Business School) and Director of the Institute for Governance and Policy Studies. During his tenure as Director of IGPS, Michael secured $NZ 7 million in research funding, generating nearly an extra $NZ 1 million in PBRF funding. He organised arranged over 200 roundtables and public events with speakers from all over the world, as well as overseeing publication of Policy Quarterly, NZ’s leading policy practitioner journal.

Professor Macaulay is currently Regional Editor (Pacific Rim) for Public Management Review and was previously co-editor (2013-16) of the International Journal of Public Administration. He has edited several special issues and currently sits on the editorial boards of several other journals. He was appointed co-chair of the European Group of Public Administration (EGPA) permanent study group on integrity and quality of governance in 2011, a position he gave up in 2019.

Michael was NZ lead for Whistling While They Work 2, an ARC-funded research project led by Griffith University into workplace misconduct and whistle-blower protections in Australia and Aotearoa New Zealand. Working in a consortium with numerous universities and public, private, and NFP agencies, the project is (to date) that largest piece of research of its kind undertaken.

#### Career Highlights –

* Professor of Public Administration, Victoria University, Wellington, NZ
* 2010-2013 Professor of Public Management, Teesside University, UK
* Visiting Professorships held at University of Johannesburg (RSA), University of York St John (UK) and University of Sunderland (UK)
* Director of Institute for Governance and Policy Studies, NZ (2013-16)
* Has generated over $NZ 8.5 million in research income (as Principal or Associate Investigator)
* Regional Editor (Pacific Rim) for Public Management Review
* Co-chair, European Group of Public Administration a permanent study group on integrity and quality of governance. (2011-2019).
* Former judge (Teesside Bench, UK, 2005-2013).
* Advised and consulted international bodies including the United Nations Office on Drugs and Crime (UNODC) the Council of Europe and Transparency International.

### Professor Janine O’Flynn



The University of Melbourne during 2021 program

PhD (Melb), BCom, Hons 1st Class (Melb)

EMPA Subject: **Delivering Public Value**

#### Academic Expertise and Interests

* Performance management
* Public service delivery
* Public sector reform

Janine is Professor of Public Management at ANZSOG and the University of Melbourne.

Her expertise is in public management, with particular focus on reform and relationships. This covers topics as diverse as the creation and evolution of public service markets to the design of performance management systems. Her latest work explores the intersection of public service markets and morality.

Since 2015 she has been an editor of the [Australian Journal of Public Administration](https://onlinelibrary.wiley.com/journal/14678500) and she sits on the editorial boards of several journals in the field including: Public Administration Review; Public Administration; International Journal of Public Administration; Public Management Review; Policy Design and Practice; Global Public Policy and Governance; and Halduskultuur: The Estonian Journal of Administrative Culture and Digital Governance. In 2018, she joined the Apolitical Future of Government Editorial Board. Previously she was a member of the editorial boards of Journal of Management & Organisation, Teaching Public Administration and Canadian Journal of Public Administration.

Janine is a Fellow of the [Institute of Public Administration Australia](https://www.vic.ipaa.org.au) (Victoria) and has previously been an elected member on the executive board of the [International Research Society for Public Management](http://www.irspm.net). In 2018 she joined the Advisory Board of the Australian Public Service Centre for Leadership and Learning and in 2019 became a member of the Infrastructure Victoria Expert Panel on the Role of Infrastructure in Addressing Regional Disadvantage. As a keen observer of international practice in public management, she has had the opportunity to provide expert advice to a range of policy makers including in Australia, Chile, Bhutan, the United States, and Singapore. In 2020 she joined a network of practitioners and academics developing as part of the [Agile Government Center](https://napawash.org/grand-challenges/the-12-grand-challenges), sponsored by the United States [National Academy of Public Administration](https://napawash.org) and the [IBM Center for the Business of Government](https://www.businessofgovernment.org). In 2019, she co-authored a major research paper to inform the work of the [Independent Review](https://www.apsreview.gov.au) of the Australian Public Service: [2030 and Beyond: Getting the Work of Government Done](https://www.apsreview.gov.au/resources/).

She is a regular commentator in the media as well as producing columns for outlets such as [The Conversation](https://theconversation.com/au) and [The Mandarin](https://www.themandarin.com.au/?s=o%27flynn).

Janine’s teaching focuses on management issues in the public sector and the challenges faced by contemporary leaders in pursuit of public purpose. She has extensive experience working with experienced professionals from across the world in both executive education and postgraduate programs. She is an award-winning teacher and researcher having been the recipient of a national teaching prize (Australian Learning and Teaching Council) as well as University and College level awards for teaching excellence. She has several awards for academic innovation and contribution. This includes being part of the team awarded the Louis Brownlow Award (2017) for best paper published in [Public Administration Review](https://www.aspanet.org/ASPA/Make-Connections/Awards/Louis-Brownlow-Award.aspx) the best article published in [Review of Public Personnel Administration](https://journals.sagepub.com/doi/abs/10.1177/0734371X17701544?journalCode=ropa&) (2019). As part of the same team she received the Carlo Mansini Award (2013), the Charles H. Levine Award (2013) and was nominated for the Carolyn Dexter Award (2014) from the Academy of Management. She also received the 2013 [Academy of Management best book](https://news.government.unimelb.edu.au/2014/12/30/professor-janine-oflynn-wins-prestigious-award/) (public and non-profit) award with John Alford.

#### Career Highlights –

* Previous Director of Education, Melbourne School of Government , University of Melbourne; and Director of Education, Crawford School of Public Policy, Australian national University
* Previous program director of the Master of Public Administration and the Master of Public Policy and Management at the University of Melbourne
* College of Asia and the Pacific Award for teaching Excellence (ANU); Vice Chancellors Award for Teaching Excellence (ANU); Citation for Outstanding Contribution to Student Learning (Australian Learning and Teaching Council); Nominee for Teaching Excellence Award (Office of Learning and Teaching)
* Fellow, Institute of Public Administration Australia
* Approximately $1M in research income
* Best Book Award, American Academy of Management (2013)
* Best article award Public Administration Review (2017)
* Best article award Review of Public Personnel Administration (2019)
* Multiple best paper awards/nominations at the Academy of Management (2013, 2013, 2014, 2020)
* Editor, Australian Journal of Public Administration
* Editorial Board memberships - Public Administration Review; Public Administration; Public Management Review; Global Public Policy and Governance; International Journal of Public Administration; Policy Design and Practice; Halduskultuur.
* Former elected member of the International Research Society for Public Management Executive Board
* Former board member of the Australian Public Service Centre for Leadership and Learning
* Expert adviser to government in several countries
* Co-author of research report informing the Independent Review of the Australian Public Service
* Former Director of Education, Crawford School of Public Policy, Australian National University and at the Melbourne School of Government, University of Melbourne
* Former Director Master of Public Administration and the Master of Public Policy and Management, University of Melbourne
* Former member and chair of the Melbourne School of Government/School of Social and Political Science Graduate Studies Committee; former member Faculty of Arts Graduate Studies Committee, University of Melbourne
* Current Member of Academic Board, University of Melbourne
* Former member University Education Committee, College of Asia and the Pacific Education Committee, Crawford School of Public Policy Education Committee (chair), Australian National University
* I have undertaken reviews of university programs including the London School of Economics and Political Science Executive Master of Public Policy (2020) and chair of the review of Flinders University Public Administration programs (2015)
* Postgraduate teaching at the University of Melbourne (subject leader, design and delivery): Public Management; International Public Management; World of Public Administration.
* Postgraduate teaching at the Australian National University (subject leader, design and delivery): Case Studies in Public Sector Management; Government, Markets and Global Change; People and Performance in Public Organisations.
* Postgraduate teaching at the University of Canberra (subject leader, design and delivery): Public Administration; Public Administration at the Interface.

She has supervised numerous minor theses at the postgraduate level; eight PhD’s to completion and is currently supervising three PhD students (as at June 2020).

### Dr Zina O’Leary



University of New South Wales

Ph.D, UNSW & UWS

MSc, University of Wisconsin, USA

BA, Rutgers University, NJ USA

EMPA Subject: **Work-Based Project**

#### Academic Expertise and Interests

* Evaluation
* Communication
* Research Methodologies

Dr Zina O’Leary was awarded her PhD as a US National Science Foundation Fellow and is currently an adjunct senior lecturer at UNSW and an ANZSOG Senior Fellow. Dr O’Leary has over 25 years’ experience as an academic and public policy consultant and has taught research methods and communication courses in the US, Australia, Hong Kong, Fiji and Malaysia. She was also the coordinator of the Workplace Integrated Learning program at the University of Sydney Business School, where she strived to help workplace-based students maximize the impact of their communication and conduct impactful applied research. Zina also has an extensive history as a consultant to the World Health Organization, contributing to many projects on community engagement and community consultation across the Asia Pacific Region. She is the author of several books for Sage Publications including Workplace Research, Researching Real World Problems, The Essential Guide to Doing your Research Project and The Social Science Jargon Buster.

Prior to her engagement by the UNSW and ANZSOG, Dr O’Leary’s teaching experience included courses on research methods, evaluation and professional development at the University of Sydney Business School (2013-2017), University of Sydney Graduate School of government (2011-2017), University of Western Sydney (1995-2010), Hong Kong Polytechnic University (1998-2008) and the International Medical University at Kuala Lumpur (2007-2010).

#### Career Highlights –

* 2019 Nominated for the Australian College of Education Quality Teaching Award
* 2017 Dean’s Citation for Excellence in Unit Coordination Sydney Business School
* 2016 Dean’s Citation for Excellence in Unit Coordination Sydney Business School
* 2015 Dean’s Citation for Excellence in Unit Coordination Sydney Business School
* 2014 Dean’s Citation for Tutoring University of Sydney Business School
* 2008 Nominated for the Australian College of Education Quality Teaching Award
* 2002 Vice Chancellor’s Excellence Award commended for social justice
* 2002 Nominated for the Australian College of Education Quality Teaching Award
* 1999 UWS Teaching Excellence Award
* Subject lead for ANZSOG’s capstone Work Based Project unit, which emphasize research communication as well as research design
* Developer/lecturer of several ANZSOG Executive Education Program
* Lead in the development of a whole of organization program on impactful communication
* City leader for EMPA core unit Decision Making Under Uncertainty (DMUU)
* Leader for curriculum review of Decision Making Under Uncertainty (DMUU)
* Led the development of a Sydney University multi-disciplinary and multi-school Industry and Community Placement Program
* Workplace Integrated Learning Academic Co-ordinator, responsible for overseeing academic integrity and consistency for 23 deliveries of Sydney University Business School’s Industry and Community Placement Programs
* Unit Coordinator BUSS6500 Postgraduate Industry Placement Program (Sydney), and BUSS6510 Postgraduate Industry Placement Program (Chile)
* Senior Research Fellow, ANZSOG
* Held public policy and research methods academic positions at USYD, and University of Western Sydney.
* Extensive history as a consultant to both Government and the private sector and was the research coordinator for the Centre for Environmental Health Development at the World Health Organization Collaborating Centre
* Author of numerous publications/ books including The Essential Guide to Doing Your Research Project 4e (in press 2020), Research Questions (2018), Research Proposals (2018) and Presentations that Motivate (2019). Workplace Research (2016), Researching Real World Problems (2005) and The Social Science Jargon Buster (2007).

### Professor Paul ’t Hart



Utrecht University, The Netherlands

PhD Leiden University Netherlands

MA Erasmus University Rotterdam Netherlands

EMPA Subject: **Leading Public Sector Change**

#### Academic Expertise and Interests

* Crisis management
* Evaluation
* Public leadership
* Reform/change management

Paul ’t Hart is a Professor of Public Administration at Utrecht University and Associate Dean of the Netherlands School of Public Administration in The Hague. He resumed both positions in mid-2011, after spending five years as Professor of Political Science at the Australian National University. Paul’s research, teaching and consulting covers political and public sector leadership, policy evaluation, public accountability and crisis management. His books include Framing the Global Meltdown: Crisis Rhetoric and the Politics of Recession (ANU Press 2009), The Real World of EU Accountability: Which Deficit? (Oxford University Press 2010), How Power Changes Hands: Transition and Succession in Government (Palgrave 2011), Understanding Prime-Ministerial Performance (Oxford University Press 2013), The Oxford Handbook of Political Leadership (Oxford University Press 2014), and Understanding Public Leadership (Palgrave 2014). Prof ’t Hart was elected a member of the Royal Dutch Academy of Arts and Sciences in 2014.

Prof ’t Hart has extensive training and consulting experience within government, primarily in Holland, Sweden and Australia, including secondments at the Dutch Intelligence Service and Public Prosecutors Office. He recently completed two consultancy reports on the institutional reputation and the corporate governance of the Dutch judiciary, advised the Swedish cabinet on crisis management, and is currently a member of a government-appointed committee evaluating the Dutch police law of 2012, which in the largest reorganisation in the history of Dutch government saw the creation of a single, national police force out of 25 regional forces.

#### Career highlights –

* 1986 – present Ongoing lecturing, training and consulting practitioners/professionals/ executives in crisis management, particularly in Sweden (up to Cabinet level), the Netherlands and Australia. Significant volume of work in this vein triggered by the COVID-19 crisis.
* 1989-present Associate dean and core faculty of the executive MPA program of the Netherlands School of Public Administration (NSOB), which is very similar to ANZSOG’s, but at a smaller scale (average 15-20 students). During this time I have co-designed and redesigned its curriculum, navigated through accreditation processes, and developed and taught several courses, including on leadership, crisis management, public service craftwork.
* 2007-present Core faculty of ANZSOG’s EMPA program, teaching Leading Public Sector Change subject for 14 years consecutively. Approx. 100 students
* 2009-present Co-architect and co-facilitator of ANZSOG’s Towards Strategic Leadership program for EL2’s/Band 1’s and their state/NZ equivalents. Approx. 40 students.
* 2012-present Associate dean of the ‘Learning Network’ program for top executives of NSOB. This involves designing and facilitating 3-year by invitation only programs for up to 15 secretaries, DG’s and equivalents across the Dutch public service.
* 2013-2017 Founding Dean of NSOB’s ‘Director’s Program’ for the equivalents of assistant secretaries in the Dutch public service. This is a 10-month program, in which I currently still teach the Leadership module. Approx. 10-15 students.
* 2017-present Core faculty of NSOB’s ‘Interdepartmental Executive Course’, a 15-month program for people aspiring to SES roles, co-owned by the Dutch Board of Secretaries. Approx. 25 students, twice yearly.
* Professor of Public Administration, School of Government, Utrecht University
* Associate Dean of the Netherlands School of Public Administration, The Hague, Netherlands
* Past Professor of Political Science, ANU
* Member of the Royal Dutch Academy of Arts and Sciences
* Numerous consultancies and advisory roles with governments of Australia, Sweden and The Netherlands
* Extensive research and publications in the fields of public sector leadership, policy evaluation, public accountability and crisis management.

## Appendix 4 – Academic Advisory Council Members

The EMPA Academic Advisory Council (EAAC) is the conferring university partners’ principle advisory body on program governance and quality assurance.

EAAC members serve a three-year term and the membership of the first Council consists of the following partner representatives.

### Mr. David de Carvalho



David de Carvalho joined ACARA in March 2019, bringing to ACARA a wealth of leadership experience from the education sector and from the public sector at both the Commonwealth and state government level.

Mr de Carvalho was Chief Executive Officer of NESA from January 2017 until February 2019. Prior to that, he was Deputy Secretary at the NSW Department of Family and Community Services. David has also led the National Catholic Education Commission and was Head of the Higher Education Division in the federal government Department of Education. He started his career as a secondary school teacher and has served on the boards of the Australian Council for Educational Research and the Curriculum Corporation (now Education Services Australia).

**Role:** CEO

**University/Agency:** Australian Curriculum, Assessment and Reporting Authority

### Paul Fawcett



Paul Fawcett is Associate Professor of Public Policy in the School of Social and Political Sciences, Chair of the Political Science Discipline at the University of Melbourne, Treasurer of the Australian Political Studies Association and Adjunct Associate Professor of Governance at the University of Canberra. He is currently Associate Editor of the Journal of Comparative Policy Analysis, a former Associate Editor of Policy & Politics (2014-2021), a former   
co-Convenor of the APSA Policy Studies Group and a former co-Convenor of the Annual Conference of the Australasian Public Policy Network Conference (twice).

Paul’s research is widely cited and has appeared in many of the leading international journals in the fields of public policy, governance and public administration, including Governance, Policy Sciences, Policy and Society, Administration & Society (twice), Journal of Public Policy, Policy & Politics (twice), Government & Opposition, Political Studies Review, Policy Studies, the Australian Journal of Political Science and the Australian Journal of Public Administration. His research has been funded by the Australian Research Council and he has recently edited a book Depoliticization and Governance with Oxford University Press. Paul regularly works with public servants and other key stakeholders on critical governance problems and teaches in the Master of Public Policy and Management at the University of Melbourne.

**Role:** Chair of the Political Science Discipline

**University/Agency:** University of Melbourne

### Professor Carolyn Hendriks



Carolyn M. Hendriks has a background in both political science and environmental engineering.

Her work examines democratic aspects of contemporary governance, including participation, deliberation, inclusion, and representation.

She has taught and published widely on the application and politics of inclusive and deliberative forms of citizen engagement. She has led numerous empirical projects in Australia, Germany, and the Netherlands on the role of interests, power, networks, markets, and elites in participatory modes of governing. Carolyn’s recent publications consider pathways for strengthening public deliberation and citizen engagement in mainstream spaces of representative democracy, such as legislative committees and constituency service. During 2019-2020 Carolyn was a Senior Visiting Democracy Fellow at the Ash Center for Democratic Governance and Innovation at Harvard University. During her fellowship she examined democratic work undertaken by grass roots initiatives that self-organise to solve public problems, such as civic enterprises, cooperatives and self-help groups.

**Role:** Crawford School of Public Policy

**University/Agency:** Australian National University

### Associate Professor Karl Löfgren



Dr Karl Löfgren is Deputy Head of School and Associate Professor in the School of Government, Victoria University of Wellington, Aotearoa New Zealand. He has previously held academic positions with Copenhagen University (Denmark), Malmö University (Sweden) and Roskilde University (Denmark). Current research interests include digital governance and service delivery, public management, and policy implementation/organisational changes/reforms in public sector organisations.

**Role:** Deputy Head, School of Government

**University/Agency:** Victoria University

### Professor John Phillimore



Professor John Phillimore joined Curtin in July 2007 as the Executive Director of The John Curtin Institute of Public Policy (JCIPP). A Rhodes Scholar, he did his undergraduate degree at the University of WA in politics and history and has a first-class honours in Politics and Economics at Oxford University. From 1987 to 1991 he studied at the Science Policy Research Unit at the University of Sussex in the UK, where he did a coursework Masters degree and a DPhil on new technology, vocational training and industrial relations in Australia. From 1991-2001, he was an academic at the Institute for Sustainability and Technology Policy, Murdoch University. John has also worked for many years at senior levels in the Western Australian government. He worked as Chief of Staff to several Government ministers, in the mid-1980s and in the early 2000s. He was also Director of Intergovernmental Relations from 2005 to 2007, providing advice to the Premier and Cabinet on COAG and Commonwealth-State issues.

**Role:** Executive Director of John Curtin Institute of Public Policy

**University/Agency:** Curtin University

### Professor Juliet Pietsch



Professor Juliet Pietsch is a leading scholar in the specialist fields of migration politics and political behaviour in Australia and Southeast Asia. She has published more than 60 research publications, including six single-authored and co-authored books and edited collections.

Juliet has also played a lead investigator role on six ARC grants - collectively worth more than $1.6 million - that involve the development of research data infrastructure for the study of migration and political behaviours. In particular, she has been a Principal investigator on the Australian Election Studies series, the ANU Poll, the World Values Survey and was a lead author on the first of an ongoing series of reports entitled Trends in Australian Political Opinion: Results from the Australian Election Study. She has held Visiting Fellowships at Stanford University, Concordia University and the University of Oxford.

**Role:** Head of School, Griffith Business School

**University/Agency:** Griffith University

### Dr Chris Walker



Christopher Walker is the Associate Dean (University Relations) and Academic Director of the Executive Masters of Public Administration (EMPA) of the Australia and New Zealand School of Government (ANZSOG).

As Academic Director, Chris leads the management and delivery of ANZSOG’s core program, the EMPA. This involves oversight of ongoing program development, review and input into quality learning and teaching. Chris is responsible for the oversight of student matters as well as liaison and negotiation with expert faculty engaged in subject delivery who are drawn from across Australia, Aotearoa New Zealand, Singapore, Europe and the US. Chris is also Subject Lead for the EMPA subject Delivery Public Policies and Programs. Chris is an Adjunct Professor, Griffith University.

**Role:** Deputy Dean, EMPA Academic Director

**University/Agency:** ANZSOG

### Ms Rachael Weiss



Rachael Weiss is the University Quality Manager at The University of Sydney where she oversees the implementation and development of the University’s quality agenda. Her accreditation and quality career spans fifteen years in Australia, the UK and Ireland. Rachael is on the academic board of AFTRS and has managed TEQSA re-registrations for both the University of New South Wales and the University of Sydney.

**Role:** University Quality Manager

**University/Agency:** University of Sydney

### Dr Samantha Young



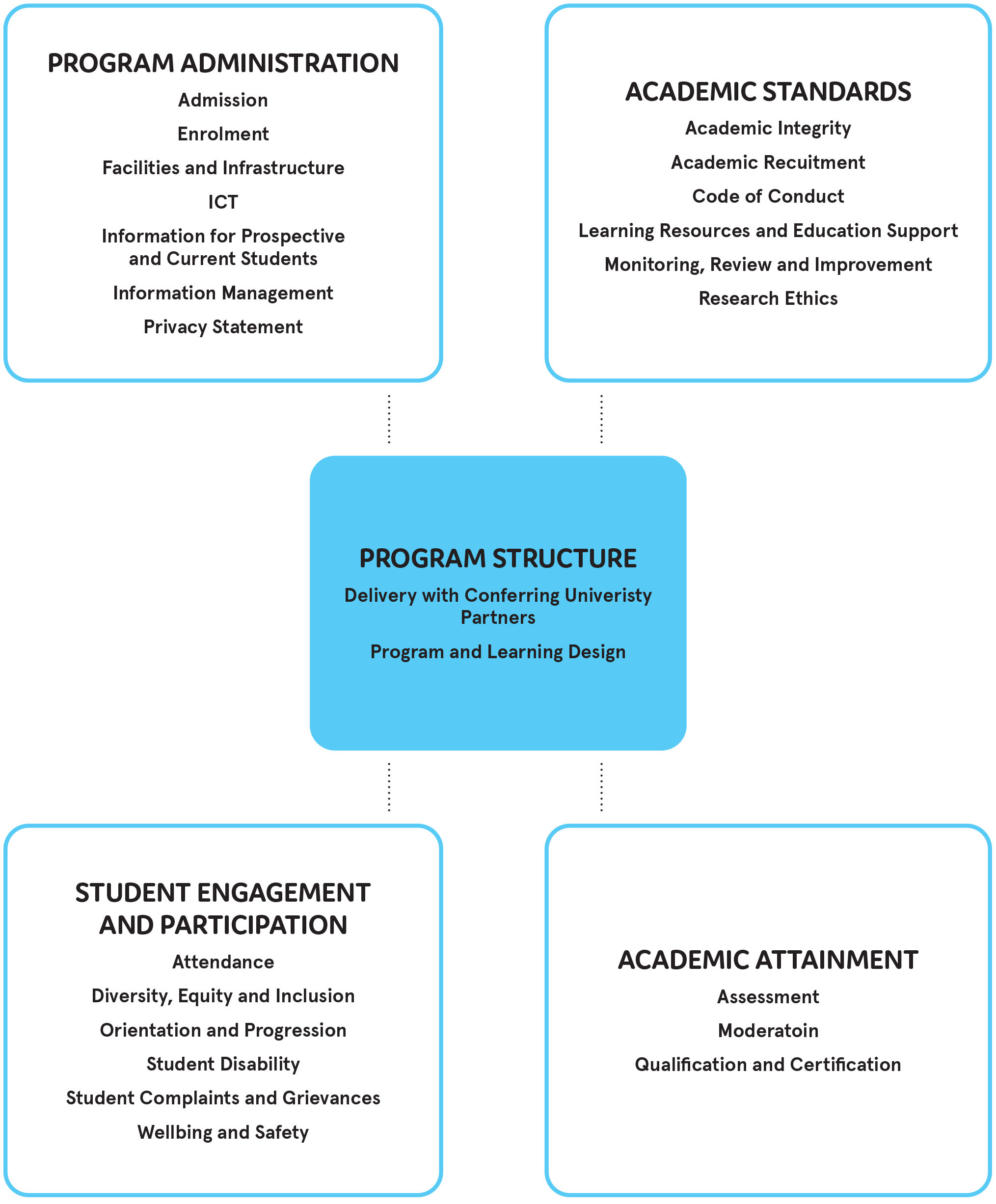
Dr Samantha Young has over fifteen years’ experience in the University sector, both as an academic, and governance and regulatory specialist. Since joining Monash University as Director, Quality in 2017, Dr Young has led the institutional quality and policy functions across each of the University’s presences, including in the recent establishment of Monash Indonesia.

Prior to her current role, Samantha held senior quality assurance roles at both TEQSA and RMIT University. She has expertise in establishing governance systems for the management of higher education standards in transnational education partnerships across diverse jurisdictions, including in Malaysia, China, Hong Kong and Vietnam.

**Role:** Director, Quality

**University/Agency:** Monash University

## Appendix 5 – EMPA Policy Map



### Text equivalent of EMPA Policy Map figure

#### Program Structure

* Delivery with Conferring University Partners
* Program and Learning Design

#### Program Administration

* Admission
* Enrolment
* Facilities and Infrastructure
* ICT
* Information for Prospective and Current Students
* Information Management
* Privacy Statement

#### Academic Standards

* Academic Integrity
* Academic Recruitment
* Code of Conduct
* Learning Resources and Education Support
* Monitoring, Review and Improvement
* Research Ethics

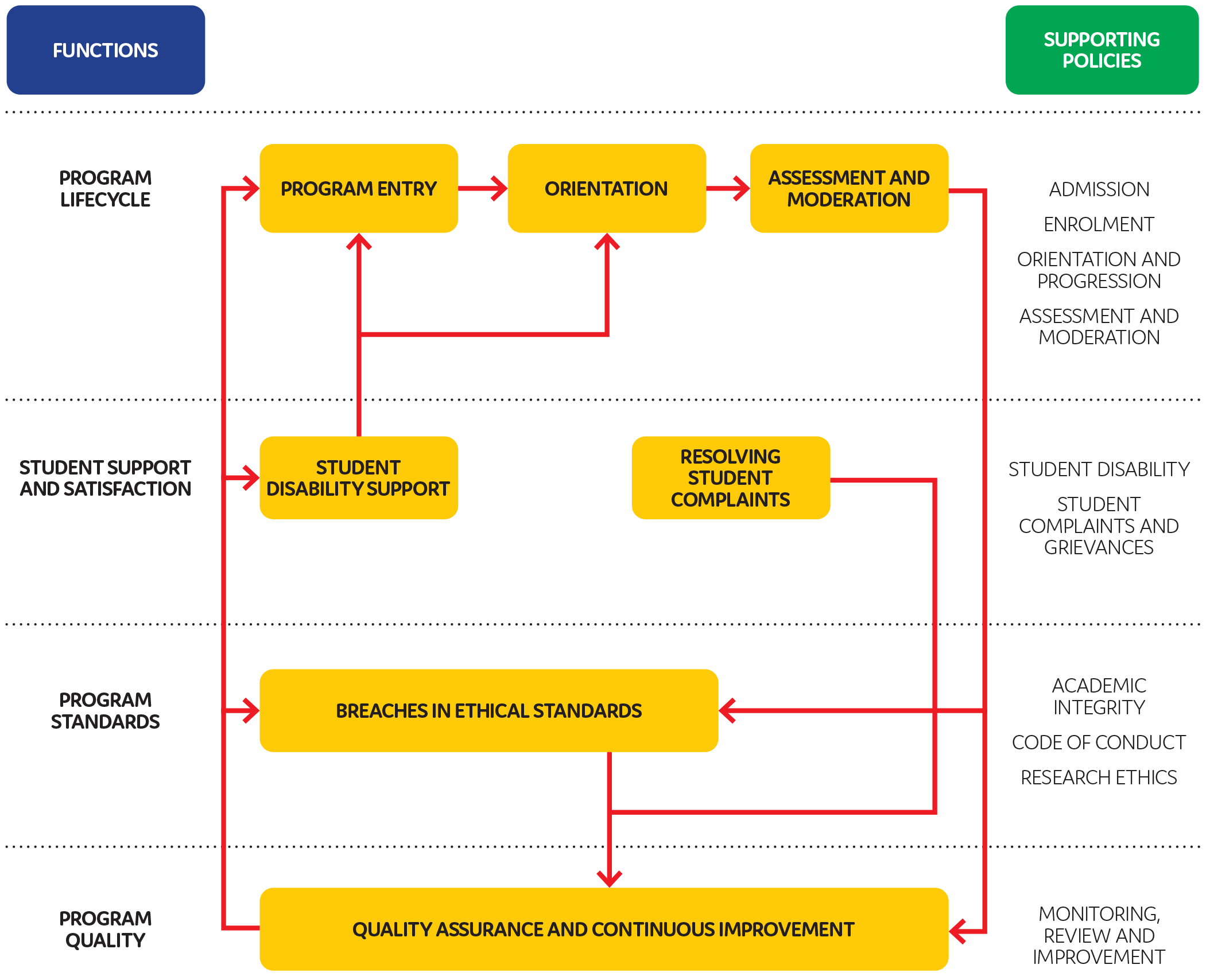
#### Student Engagement and Participation

* Attendance
* Diversity, Equity and Inclusion
* Orientation and Progression
* Student Disability
* Student Complaints and Grievances
* Wellbeing and Safety

#### Academic Attainment

* Assessment
* Moderation
* Qualification and Certification

## Appendix 6 – EMPA Procedures Map



## Appendix 7 – Academic Program Review Recommendations & Conclusion

### 7.1 Recommendations

These recommendations relate to the [EMPA Academic Program Review](https://anzsog.edu.au/learning-and-development/courses/academic-program-review/) Panel’s findings in relations to the APR’s First Term of Reference: Program Quality. Below, recommendations are grouped under major thematic headings and references to the relevant sections of Part One of the Review Report are included.

#### Program Design and Curriculum

The Review Panel makes recommendations that involve:

* Revising and rationalising program learning outcomes and graduate attributes to achieve stronger alignment and specify more meaningful higher order attainment (Section 1.2, pp. 23-26).
* Considering review of the arrangements governing elective units in consultation with partner universities with a view to providing a wider range of options for students regardless of their enrolling universities (Section 1.2, pp. 27-30).
* Establishing a process to consider expanding the range of topics examined by existing core subjects on issues such as ethics, accountability and integrity; data analytics; digitisation/technology; crisis management, leadership and resilience; strategic/political communication; and that significant work addresses the inclusion of Indigenous content and perspectives (see below). This should occur without increasing the number of core subjects (Section 1.4, pp. 35-38).
* Considering program and subject design revisions to achieve stronger connections, learning alignment and opportunities for consolidation between the gateway (Delivering Public Value)and capstone (Work Based Project) subjects (Section 1.4, pp. 35-38).
* Initiating a detailed plan of action that includes diverse strategies (such as a First Peoples advisory body) to expand subject content, the student experience and to lift student awareness of First Nations and the connection with public administration (Section 1.6, pp. 42-45).
* Working with ANZOG's partner governments to explore innovative ways (e.g. government funded scholarships and proactive recruitment) to achieve higher participation rates of First Peoples public servants (Section 1.6, pp. 42-45).

#### Quality Assurance

The Review Panel makes recommendations that require ANZSOG to establish and consider:

* That efforts to monitor and detect plagiarism and breaches of academic integrity should also consider how to deter and identify instances of contract cheating (Section 1.5, pp. 39-41).
* That a formal process of internal and external moderation should be established to validate marking practices across the EMPA core subjects (Section 1.8, pp. 49-53).

#### Faculty and Alumni

The Review Panel recommends that:

* ANZSOG continues to engage world class faculty as Subject Leaders and continue to engage senior practitioners in subject design and delivery, including, where possible, expanding the range of input from alumni and First Nations speakers (Section 1.7, pp. 47-48).
* ANZSOG continues to provide teaching faculty with support from administrative staff, education designers and education technologists to help ensure online and blended delivery remains of world-leading standard (Section 1.7, pp. 47-48).
* ANZSOG provides greater opportunity for the appropriate involvement of alumni across the EMPA, including as expert speakers, panel members and assessors, and mentors for project teams in the capstone unit Work Based Project, or through other mechanisms that help build student networking across the public sector (Section 1.7, pp. 47-48; Section 1.9, p. 62).

#### Student Diversity, Student Support and Program Delivery

The Review Panel recommends that:

* Effort is put into recruiting a more diverse EMPA student cohort. This may involve more direct engagement with government agencies and their diversity initiatives with a view to increasing the diversity of students sponsored by governments. Consideration might also be given to the establishment of a scholarship program (funded by agencies and supported by ANZSOG) targeted at the recruitment of students who are underrepresented in the EMPA cohort, such as students with disability, students from culturally and linguistically diverse communities, and students from small jurisdictions (ACT, SA, NT & TAS) (Section 1.9, p. 59-61).
* ANZSOG more explicitly engages in communication with students’ managers and agencies to convey the high expectations associated with an academic program of the EMPA’s quality and standing. This should note the significant demands on student time, the nature of online and residential delivery, and that students, while bringing value to the organisation, require agency commitment and support to succeed and maximise the benefits that result from participation in the program (Section 1.9, pp. 54-59).
* The EMPA moves to a mixed mode of delivery involving residentials, fully online and blended subject delivery. When planning residentials consideration should be given to the value for students ‘learning in place’ with the option of subjects being held in more remote and/or regional locations in Australia and Aotearoa New Zealand. Where possible this should occur in locations that help highlight First Nations perspectives in public service delivery and administration (Section 1.9, pp. 54-59; see also Part Three of Review Report).
* ANZSOG undertakes work to establish specific online systems and mechanisms (outside of subject delivery systems) that target the development of professional networks and the maintenance of a robust and meaningful cohort experience for EMPA students (Section 1.9, pp. 61-62).

### 7.2 Conclusion

The Review Panel believes that ANZSOG and the EMPA play a critically important stewardship role in public sector education and training in Australia and Aotearoa New Zealand. The EMPA promotes innovative and ethical public sector leadership, and the application of contemporary research to public administration practice. Due to ANZSOG’s unique position at the interface between cutting-edge scholarship, training and innovative practice, the Review Panel contends that there is a growing case for deeper collaboration and resource sharing between ANZSOG, its partner universities and owner governments across Australia and Aotearoa New Zealand. This would ensure the continued delivery of ANZSOG’s exemplary public sector leadership and administration programs into the future. The way ANZSOG approaches and facilitates such collaboration will be critical to the long-term sustainability of the EMPA. On a final note, ANZSOG’s key stakeholder groups informed the Review Panel of the need to invest in greater cross-cultural public administration capacity. The Review Panel saw significant evidence of a need to further embed Indigenous content and perspectives within and across all subjects in the EMPA. With this in mind, the Review Panel recommends that ANZSOG consider reinvigorating the EMPA’s animating idea of public value so that it is firmly place-based and connected to Aboriginal, Torres Strait Islander and Māori perspectives on and priorities for public administration. Deeper engagement with Indigenous scholars, practitioners and communities would further demonstrate ANZSOG’s commitment to reconciliation and assist future public sector leaders to advance co-governance.

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Owned by and working for Australian and New Zealand governments. We acknowledge the Traditional Custodians and First Peoples of Australia and Māori, as tangata whenua and Treaty of Waitangi partners in Aotearoa New Zealand.

1. P = Primary; S = Secondary. [↑](#footnote-ref-1)