

# MURRA

RESEARCH FOR THE REAL WORLD AND  
PUTTING THEORY INTO PRACTICE.



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# Letter from the Editors

## Greetings from the Murra Editorial Team!

The theme for this issue of *Murra Magazine* is 'Research for the real world and putting theory into practice.' This issue presents stories from BGL staff and students about research impact and the teaching/research nexus, implementing the vision of the University of Canberra's [Research and Innovation Strategy: 'Research excellence and innovation through integrated teaching, research and entrepreneurship.'](#)

On research impact, you will read about mutual exchanges between academics and practitioners in the public service: academics presenting theory in a manner accessible and useful to practitioners while drawing on practical lessons to analyse how theoretical frameworks have brought structure and coherence to the practice of policy formation. You will hear how theoretical research at BGL has been informed through an organic approach building on empirical data and participants as active agents in research projects, for example in the context of attempting to understand the lived experience of participants in the Black Lives Matter movement. In a similar vein, you will read about the use of metaphor to capture the lived challenges faced by female Vietnamese academic leaders. You can also read a reflection on how the lived experience of the researcher informs views on the balance between academic freedom and the state's role in facilitating research. This issue also documents UC's collaboration with the [Indigenous Marathon Foundation](#) as an example of one of ways we can contribute to reconciliation in our daily lives under the theme for National Reconciliation Week 2022: 'Be brave. Make change'.

On the teaching/research nexus, you will read about how theories of collegiality are implemented in a class setting to challenge trends toward short termism and instrumental collaboration, and how theory and practice intersect as students analyse their real or simulated workplace experiences in terms of micro-level power dynamics. You will also hear how real-world case scenarios have been presented using innovative, creative, and engaging teaching methods which reconceptualise and analyse scandals and crises in the news, employing the dramatic narrative and multipart structure of a play.

We hope these stories convey the exciting and impactful research and teaching that takes place at BGL and UC every day and that you enjoy the Research for the Real World issue of *Murra Magazine*. For more information on our research, see: <https://researchprofiles.canberra.edu.au/en/>

Trevor Ryan on behalf of the Murra Editorial Team

Nicole Curato

Tracey J. Dickson

Trevor Ryan

Krista Schmeling

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Murra is published on Ngunnawal country, and BGL pays respect to our local elders, past, present and emerging. The Ngunnawal word 'murra' means 'pathway' in English, and we thank University of Canberra Elder in Residence, Aunty Roslyn Brown who, in consultation with other Ngunnawal elders, has given BGL permission to use it in our Faculty magazine. Our Executive Dean selected this word as a title for our magazine, recognising that we are all learning from those who have come before us, and forging our own unique path along the way.

# Message from the Executive Dean



**PROFESSOR WENDY LACEY**

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In July, I marked my 3-year anniversary at UC/BGL. While the pandemic has certainly affected those three years, I am incredibly grateful to have this role and to work with the talented staff in our Faculty. Joining BGL has been an absolute career highlight for me, and I love being close to the coalface of teaching and research across our diverse disciplines. I also feel excited for the Faculty's future, with the establishment of the Marian Simms Academy and a new approach to partnerships scheduled for implementation later this year. Our Keypath programs are performing brilliantly and well ahead of load targets. The Faculty is recovering from the effects of COVID at a much faster rate than we had anticipated and BGL continues to grow from strength to strength.

2022 has been a period of significant change for everyone and much of that change has occurred against the backdrop of the University's broader growth and online strategies. Let me share some positive things that have been progressing this year in the Faculty so far. The Canberra Business School (CBS) will soon be welcoming a new Head of School and four new academic staff. We look forward to working with our new CBS colleagues and to introducing them to the rest of the Faculty. The Faculty's research centres are renewing their funding arrangements with the University which has great potential to strengthen the continued support of our world-class research and to stimulate new opportunities. Finally, curriculum development and reaccreditation continue to support the enhancement of our existing teaching programs.

While change can be difficult, it also offers an opportunity for renewal and the reimagining of what and how we do teaching, research and community engagement. As the Faculty forges a new pathway implementing UC's new Strategic Plan, I thank our staff for the work they have done and continue to do under unique circumstances.

Wendy.

# Navigating the river: the hidden barriers in the water

JANE PHUONG

Research Support Advisor and PhD student in the Faculty of Business, Government & Law

One of the ways that we work with research students to help them develop skills in communicating their research to a broader audience is through the 3 Minute Thesis competition. In 2021 Jane Phuong was the **People's Choice Award** with her beautiful use of visual images and metaphor. The insights that Jane shared with the audience were only possible due to doing her research in her native language, Vietnamese. In her interviews with female academic leaders, they were able to draw upon the Vietnamese connection to land and water to help share their journeys through academia. Please enjoy reading Jane's transcript of her presentation and consider what metaphors you may use to talk about your own life's journey.

Look at this beautiful river. Doesn't it look inviting? Refreshing. Full of life.

Now imagine you were having a swim.

**But here's the thing: you don't actually know what's underneath.**

That is exactly how female academic leaders in Vietnam feel about their life. Their lives are like a river, it flows on but no one knows what is below the surface. It's difficult to see the full picture.

My study explores the female leadership in higher education in Vietnam. There are 171 universities – but only 13 female university presidents. That's a tiny 7.6%. The numbers can tell us what is happening, but they can't tell us WHY.

In the West, a number of metaphors are used to describe the barriers female leaders face. You would be familiar with a lot of these. There is the glass ceiling, the sticky floor, or the complex labyrinth. But they make little sense for an academic leader in Vietnam like myself.

To understand the challenges Vietnamese female academic leaders face requires qualitative study. I use a method called photo-elicitation which involved asking participants to bring in photos which reflected their lived experiences as female academic leaders.

In doing so, I learnt about their wishes, feelings, motivations and belief systems. I found that my participants conceptualised their career as a journey, but their journey is not inland, it's in the water, in the river.

One dean said she found herself swimming by herself in the river without any life raft. Another found herself stuck in the water wheel, trying to balance work and family care. Most respondents saw the uncertainty of the river's flow which can lift them up or plunge them to the river's bed or wash them ashore.

For me, the adverse environment that Vietnamese female academic leaders have to face is better understood by researching the language that they used. The river metaphor will provide a clearer understanding of the female leaders' experiences and shed light on the challenges of Vietnamese women in academia.

Women in Vietnam are like raindrops. We were born from water and die to the water. How our lives turn out depends on where the raindrops fall. And my research is finally telling their story.



Figure 1 PhD student Jane Phuong with river image by Nguyen Ngoc

# Research Led Teaching

DIANE PHILLIPS

Senior Lecturer, Canberra Business School

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## Experimenting With Collegiality and Power

Drawing upon my PhD research, I have applied two main findings into the grassroots level of an MBA classroom, bringing theory and practice together. The first is an experiential learning activity with collegiality, as a learning and engagement strategy. The second, is the application and analysis of the concept of modern power. Both these findings extend and enhance learning in the MBA unit, Strategy Innovation and Change (SIC) and support the students to explore collegiality and modern power, both in and outside the classroom. Simply, it is an experiment that enables the class to be a community, using collegiality as its core value, therefore increasing student engagement.

## Experimenting With Collegiality

Collegiality is a traditional and essential component of academic satisfaction and a desired outcome for a successful Faculty (Trower and Gallagher, 2008). However, my research shows that collaboration and competition may be over-taking collegiality as a core value in universities. Unlike collaboration, collegiality is difficult to measure, quantify and define. In the collegial activities in class, students and colleagues have seen collaboration as the same as collegiality.

However, collaboration is short-term, about outputs and a means to an end. In universities today, collaboration is reshaping the academy, its research, teaching and learning, in part because collaboration is easy to measure and count, unlike collegiality.

## Collegiality

In my classroom experiment, collegiality refers to an attitude shared for no personal gain and for the greater good. Collegiality brings a raft of qualities to the table for MBA students, including: knowledge, expertise, values and beliefs, responsibility, power and authority, organisational citizenship, participatory decision-making, and leadership (Hatfield 2006).

To date, through the experiential activity that the collegial approach has prompted, students share their knowledge, work as peers, undertake informal mentoring, appear as role models and have a stronger sense of community. Value is added as, when sharing, they develop trust, listen, and learn from each other, display kindness and good humour, and make time for each other. In this context students learn that collegial environments are evoked and need to be nurtured, enabling change and creating a teaching environment where students who engage will thrive, not just survive. Thus, collegiality is a unifying concept where students behave for the greater good and understand that collegiality builds a deeper connection, beyond that of buzz words.

As such, collegiality needs to be a part of the lived experience for academics and students (MacKenzie, 2010). This approach takes collegiality back to a grass roots movement by embedding it in everyday practice and making it a stronger academic characteristic within the core business of teaching. From my research, without embedding collegiality in the lived experience, it is on the cusp of change, possibly disappearing and being replaced with collaboration, signifying that collegiality is currently in an in-between or liminal phase, betwixt and between (Turner, 1967) as a university value and practice. Where then does this leave students and academia as a place of sharing knowledge for the greater good, as a civic place, and how will it change universities' place in the future? The second of my research findings applies modern forms of power linked with this concept of collegiality.

## Networks of Modern Power

Most MBA courses focus in on traditional types of power. However, guided by my research, students in the SIC unit explore and analyse new theories of power, as an innovative approach to analysing strategic action to manage change. My aim is to guide students toward more complex understandings of modern power. Traditional forms of power taught in many first-year management units include expert, sovereign, legitimate, strategic, positional and referent power (French and Raven 1959).

A modern network of power, weaves all forms of power together, including traditional and modern power (governmentality, biopower, and capillary power which is explored here). A network of power has many layers and levels, meaning power is everywhere. As such, a network of power is a complex, ambiguous and somewhat invisible concept, that is difficult to see, avoid and understand. It flows and connects in a fluid, circulating movement when in action and practice. It is much more pervasive, requiring more in-depth analysis.

The finest layer of power is capillary power, the glue in the network. The glue, seeps power into all the small spaces in the organisation, these are the taken-for-granted, mundane and difficult to see spaces, where power sits within a range of objects and subjects.

Thus, students look for power in the everyday objects in an organisation, such as its documentation. As such, students as collegial beings, begin to see power through their everyday lived experience of working on a work integrated learning (WIL) project and live case study in an organisation, where they act as a change manager. This allows collegiality, as a core value, the opportunity flow and seep further into the lived experience of all organisational actors – raising awareness through the analysis and application of modern power, whilst reigniting collegiality at a grass roots level.

Modern concepts of power and collegiality are important and relevant in both business and academic environments. Through an in-class experiential activity and a real-world, work integrated learning innovation and change management activity, our MBA students develop knowledge and skills, and experience power and collegiality. These educational experiences, underpinned by recent research, help prepare our MBA students to transfer their learnings into the next phases of their careers.



# Sometimes the best way to get practitioners to listen is to listen to practitioners

RUSSELL AYRES

Associate Professor at the Centre for Change Governance

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**As a new member of the Centre for Change Governance, I am looking forward to doing more to help engender effective conversations between my former practitioner colleagues, and the world of research, theory, and teaching. A key part of this task is to build a better evidence base about how governments actually go about making decisions, what sorts of factors influence them, and what role public servants play in that process.**

Too often researchers find themselves picking over very slim pickings indeed, particularly when it comes to sources from within government. Having a better dialogue across the theory-practice divide can help address this dearth of material by creating trust between researchers and administrators.

These ideas are informed by my own career that has spanned research and practice in the public service and elsewhere. I have long been intrigued by the challenges of developing collaborative relationships between academics on the one hand and practitioners on the other. The public service in Australia is notoriously pragmatic. It has a bias for action and a tendency to give less weight to evidence and analysis than many researchers would like. Conversely, researchers in public policy and administration frequently consider that their insights are not valued or used, and if they do have some influence, they are rarely acknowledged.

The reasons for this institutional dissonance are deeply cultural, with each party marching to the beat of a different drum, seeking to answer different fundamental questions and to meet different performance metrics. Public servants need an answer for their minister yesterday, and that answer needs to fit within the sometimes narrow ideological or partisan political requirements of that minister. Researchers, on the other hand, strive to take the time to dig deeper into the issues and to answer questions of meaning and value, rather than of feasibility and acceptability. For these reasons, bringing public servants and researchers together is often challenging.

The book [Learning Policy, Doing Policy](#) (ANU Press, 2021) is an example of how the knowledge and experiences of both academics and practitioners can be bridged. As one of the book's editors, I was in the front seat of bringing together pieces that demonstrate how academics and practitioners need each other to be able to fully realise their own institutional goals.

UC's Professor Emerita Meredith Edwards provided a key contribution to the book (Chapter 7, 'Public policy processes in Australia: Reflections from experience'). Her chapter distils the lessons of her extensive experience of social policy making in Australia. She demonstrates how policy processes can be framed with the help of theoretical models to shape an otherwise messy and seemingly unstructured process. Like several of the contributors, Professor Edwards can be described as a 'pracademic,' a person whose career has seen her working both as a senior public servant and a senior academic. She has also worked as a senior policy consultant.

My own contribution addresses how practice can benefit from an approach that disaggregates the ideas and concepts embedded in theory and brings them in adapted, simplified form to the public service ‘coal face’ (Chapter 8, ‘Using the policy cycle: Practice into theory and back again’). This can help make the abstract ideals of policy models become more relevant to public servants’ day-to-day work.

In putting this work together, the editors strove to avoid the pitfalls of inter-institutional discourse, with many authors putting forward their own ideas and experiences in a positive frame, rather than taking a critical stance vis a vis the ‘other side’. For example, Louise Gilding, a senior ACT Government official, drew on her experience in leading major policy changes using an adapted version of Mark Moore’s Strategic Triangle in her chapter ‘The practical realities of policy on the run: A practitioner’s response to academic policy frameworks’ (Chapter 11). As academics, David Threlfall and Catherine Althaus took a pragmatic view of both the possibilities and limitations in bring policy theory into practice (Chapter 2, ‘A quixotic quest? Making theory speak to practice’). They conclude with a cautious optimism about the possibilities.

This is a field where what matters is the discourse, the process of exchange, and the opportunities for mutual learning. Theory has as much or more to learn from practice as the other way round, and this fact also has profound implications for teaching public policy. As the editors explain in the concluding chapter on ‘Public policy theory, practice and skills: Advancing the debate’:

...the picture that emerges here is that the range of experiences and the perceptions across the divide between theory and practice are many and varied, and resist simple classification or summary.’ (pp. 320-21)

The editors suggest there is scope to improve the transmission of ideas from theory into practice through a range of initiatives, such as short ‘theory bite’ publications and seminars for busy practitioners, and more ‘interactive discussions’ across the divide to encourage the flow of ideas in both directions. Theory needs to listen to practice, at least as much as practice can learn from theory.

# The Anatomy of Tragedy: Starbucks, Displacement and Writing a Play

DAVID CARTER

Professor in Canberra Business School

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**You may be familiar with the phrase ‘publish or perish’. For many academics in the disciplines of Business, Government and Law, scholarship includes an expectation of publishing research in addition to teaching and the expectation is to publish work in peer-reviewed journals (where editors and academics review the work).**

For most outside the academic world, this is where eyes begin to glaze over. However, academic writing is not always obscure or boring and, in certain moments, there are opportunities for creative and potentially entertaining publications. What follows is an example of how the authors (Dr Rebecca Warren, Anne Steinhoff and myself), as accounting academics, presented our research findings through the medium of a play that was reflective of in-class discussions in 2012-2013 concerning the Starbucks tax avoidance crisis in the UK.

Case studies of crisis in commerce provide excellent learning opportunities and are frequently used in class. Disciplines including accounting, finance and ethics continue to learn from significant crises, such as Stock Market crashes (e.g., 1929 and 1987), company failures at the turn of the 21st Century (including Enron, WorldCom, Xerox, H1H), the Global Financial Crisis and others. Real-world taxation scenarios also provide a range of learning moments, as illustrated by the Panama and Pandora papers – and the contention that ‘today’s tax planning is tomorrow’s tax avoidance’. I was lucky to have one of these moments in 2012-2013 while teaching an advanced financial accounting class in the UK. The result is this paper, [The anatomy of tragedy: Starbucks as a politics of displacement](#), published in *Accountability, Accounting and Auditing Journal* in May 2022, which includes Rebecca, Anne and my reflections and experiences from working with a class of students to understand the disclosures, arguments and discussions as the crisis unfolded.

This paper is primarily a political contribution, using the medium of a play over three acts to unpack an unfolding tragedy. The notion of tragedy that the paper draws upon is not for the impact on Starbucks (who continue to do fine), but rather in illustrating how financial capital (such as shareholders and financial markets) interact with national capitalisms.

The Starbucks tax crisis began with a newspaper article published in October 2012 that concerned Starbucks’ corporate taxation payments in the UK. What resulted, across eight-months, was 300-plus articles concerning tax avoidance (focusing on Starbucks, Google and Amazon). The crisis culminated with Starbucks offering to pay £10 million tax for two years after losing an estimated 35 per cent market share. The basic facts of the crisis were deceptively simple: At the time, Starbucks had operated in the UK for 14 years earning more than £3 billion revenue but paying only £8.6 million corporate tax. Newspaper articles alleged that Starbucks employed tax minimisation schemes that ‘are literally impossible to explain to our fellow citizens’ (Bowers, 2013), but Starbucks used three transfer pricing transactions (an interest payment, mark-ups on coffee beans and an intellectual property royalty) to shift revenue earned in the UK to lower tax jurisdictions. A transfer price is the price that one member of a group of companies charges another member of the group for a good or a service. Such transactions are acceptable provided the price is at ‘arm’s length’ (is the price that could be charged between two independent market actors). The impact of these transfers for Starbucks was to reduce its UK taxation obligations. This is not just a historical issue: the Australian Government has been reminding us over the last five years that revenue earned by multinational organisations in Australia is taxed in Australia ... but is it?

The students in my class wanted to understand the crisis. Each week we dedicated class time to reading articles and unpacking the core issues. This approach

afforded the opportunity to illustrate lessons around stakeholders and politics in association with accounting. Central to the crisis were errors and misinformation. Upon reflection, Rebecca, Anne and myself used these classroom discussions and experiences to develop a play based on newspaper reports to evaluate the unfolding tragedy. This medium allowed us to illustrate how the media made important errors in how they understood accounting (including that tax is not charged on revenue earned, that Starbucks' transfer pricing schemes were permitted and approved by the UK Government, how consolidation accounting works and that Starbucks did not mislead the UK Government).

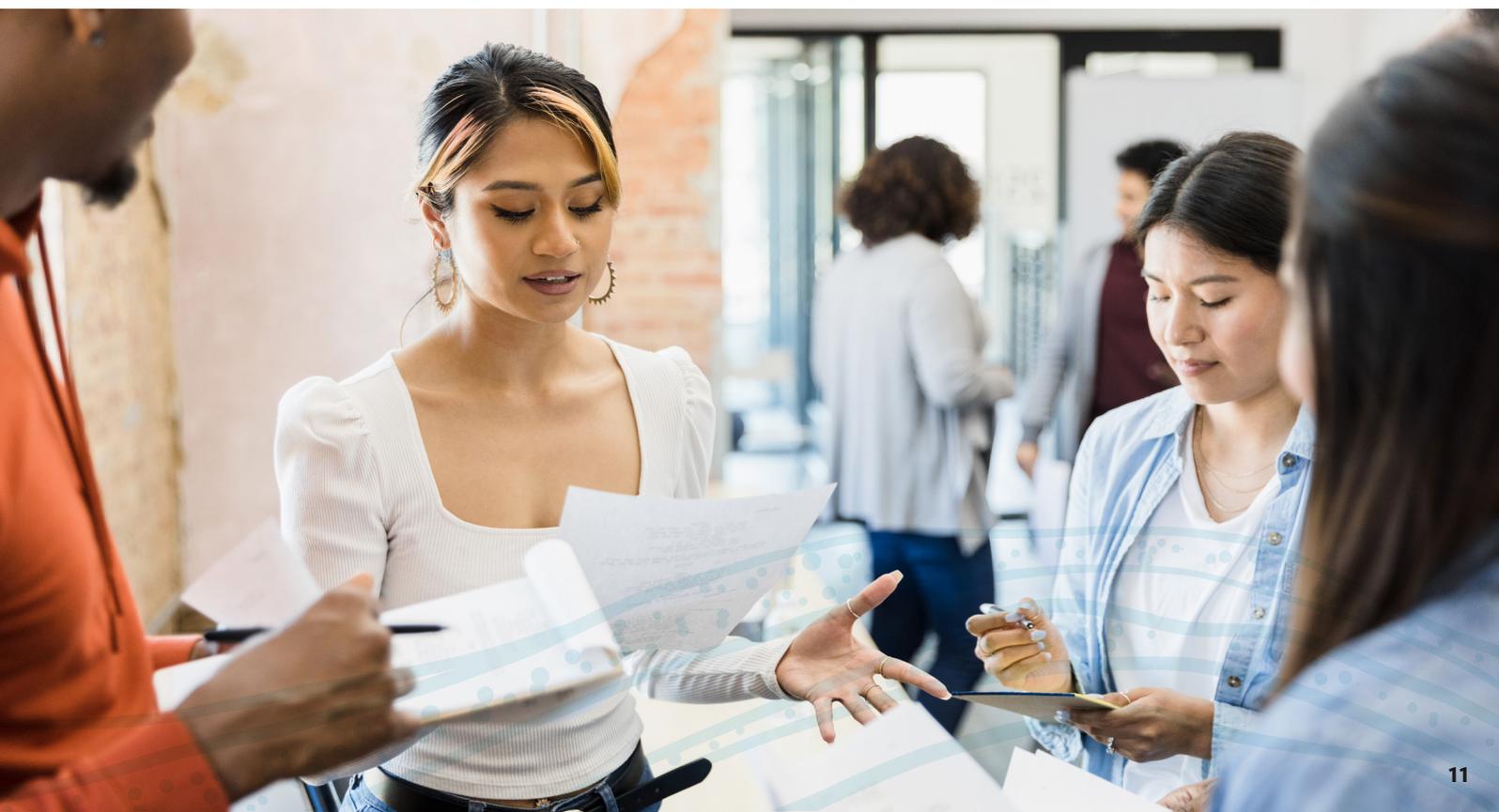
### Each actor: the media, the government, Her Majesty's Revenue and Customs (HMRC), Starbucks and the public all had important roles in the crisis of misinformation.

In constructing Starbucks as a 'bad apple', we show how the media's campaign around 'bad for Britain', illegality and immorality stirred up public anger at Starbucks (culminating in protest actions that shut down stores). The play illustrates how the media missed how the HMRC approved each transfer pricing transaction. One element of the tragedy was that the focus on Starbucks, Google and Amazon took attention away from the responsibility that rested with the UK Government. This was, politically, the displacement

(in the sense that an opportunity for a deeper social and political conversation was lost through blaming Starbucks, Amazon or Google. Consequently, at this point, we had some sympathy for Starbucks. But this a tragedy for more than one reason.

Ultimately, Starbucks' corporate ethics emerged. First, Starbucks attempted to avert the crisis by volunteering to pay £10m tax for two years (for some this was considered a 'victory') – personally, I would advise against informing the ATO how much tax you are prepared to pay – and illustrates a level of disdain (and perhaps desperation over a falling market share) for the taxation system. But second, Starbucks recouped the costs for this voluntary gift to the UK Government by requiring each UK employee to sign a new employment contract that removed significant employment benefits (such as paid breaks) which cut employee costs by at least double the taxation gift.

From a teaching perspective, the benefit of presenting the crisis through the medium of the play is how it condenses a mass of information into something more engaging. In particular, the medium helps co-learners understand the role and motives of different actors and to see that accounting and commerce are not simply calculative objective exercises. To be a 'trusted business professional', accounting is more than the technical and the play helps to show the methodological (which techniques or approaches best suit a particular 'client' situation) and the political (how certain choices might impact on different stakeholders).



# Stepping out of the Ivory Tower: The Democratic Theorizing Project

HANS ASENBAUM

Post-Doctoral Fellow, Centre for Deliberative Democracy and Global Governance

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When I started engaging in political theory as a student at the University of Vienna in Austria, I did the same thing everyone else did. I read academic texts, took notes, gathered and structured my thoughts, and wrote theory. This process remained unquestioned as I specialised in democratic theory. I read many of the great works by deliberative and participatory democrats who champion democratic participation in the workplace and call for democratising every sphere of life. The feminist democratic theorists I grew particularly fond of focused on the inclusion of those who suffer from marginalisation due to their gender, race, age, ability or sexuality. It never occurred to me that this call for democratisation and inclusion could concern my own activity – academic theorizing.

I have only realised this contradiction by engaging with empirical methods on grounded theory and participatory research as part of my postdoctoral fellowship at the [Centre for Deliberative Democracy and Global Governance](#). Grounded theory method entails building theory from the bottom up through engagement with data and participatory methods invite participants as active agents into the research project. Developing theory in a participatory manner with people outside academia realises many of the emancipatory ideals deliberative and participatory democrats call for. This is why I have set up the [Democratic Theorizing Project](#). I wanted to develop a democratic theory of 'life'.

But what is life? This is a huge question. Instead of covering myself in a mountain of books written by great philosophers, I wanted to draw on the lived experience of those practising radical democracy in their political engagement. I turned to a movement who directly engages with the topic of life – the Black Lives Matter (BLM) movement. In response to racially motivated police brutality and murder, BLM does not only protest against the marginalization and oppression of Black life but also generates visions of a just, equal, and

democratic life. I lead many conversations with people in and around the Black Lives Matter movement. I set up a [public website](#) and shared a call via social media inviting anyone to participate in the project.

The response was unexpected and overwhelming. Practitioners, journalists, filmmakers, PhD candidates, and activists got in touch with me. Through many conversations with them, interviews with Black Lives Matter activists, and by following the social media hashtag #BlackLivesMatter, I developed a theory in a more grounded, participatory, and bottom-up manner. I also invited Black Lives Matter activists to analyse data and led a focus group discussion with them.

So, after months of conversations, data gathering and participatory analysis, what are the results of this process? What, then, is life? Or at least what is the theory of life that emerged from the Democratic Theorizing Project? I share a summary of my findings on the [Democratic Theorizing website](#). In short, life is a personal perspective that emerges out of the interactions and connections with others. While this perspective – or our personal life story – is rooted in our material bodies, it is constantly changing through the encounter with others. Through deliberation and contestation we grow, learn, and evolve.

My main insight from this process is that everyone is a philosopher. While the question, 'What is life?' may be puzzling at first, everyone – at least everyone I've asked this question – has an answer. The wisdom I have encountered outside academia is beautiful. It is deeply rooted in the everyday experiences of people from different walks of life. Inviting them into a conversation enriches theory, making it more grounded, relevant, and impactful. Moreover, the process itself has impact – it touches the lives of people "out there." Democratic theorists need to step out of the ivory tower – at least if they believe in what they preach.

## 9 Guiding Principles of Democratic Theorizing

**VOICE.** Democratic theorizing shifts the focus to under-represented voices in public discourse. Both the choice of a research topic and participant invitation are oriented toward inclusion.

**DIALOGUE.** Theory is developed in an open dialogue between academic lead theorist(s) and research participants, who are regarded as co-theorists. Co-theorists are seen as collaborators who interpret the world and co-generate meaning. This requires open and active listening on behalf of lead theorists.

**RECURSIVENESS.** Lead theorists move back and forth between original data, their own interpretations, and the interpretations of their co-theorists, continuously checking and updating emerging concepts.

**IMMERSION.** Lead theorists immerse themselves into the field. Engaging with the lived experiences of the under-represented requires familiarity with cultural backgrounds, milieus, and perspectives.

**HUMILITY.** Lead theorists assume a position of public humility. Instead of engaging hierarchically from a privileged knowledge position, they assume the role of enablers who provide and manage an infrastructure for common theorizing. They acknowledge their particular positionality and limited understanding and are open to learn.

**REFLECTION.** Lead theorists constantly check their own positionality. They reflect on their class, race, and gender position, on their intersectional identity and the privileges their societal status might entail.

**OPENNESS.** Throughout the process, insights and preliminarily emerging concepts are shared with co-theorists and potentially with a wider public. Regular updates make the process transparent, provide co-theorists with opportunities to intervene, and thus strengthen their agency in the process.

**PLURALIZATION.** Democratic theorizing benefits from the use of diverse methods, theories, and data sources. This approach also lends itself to inter- and transdisciplinary thinking and is open to new, innovative, and unconventional methods.

**CHANGE.** Democratic theorizing takes a transformative outlook. It asks what impact the output of the theorizing project can have in the world and how it connects to concrete transformative practices. Whether as a contribution to public discourse or as a guide to practices on the ground, democratic theorizing is committed to more just and democratic futures.

# Reconciliation Week in Action: Indigenous Marathon Foundation (IMF) Fun Run/Walk

NAOMI DALE

Associate Professor, Canberra Business School UC / Ngunnawal Country

This year we acknowledged National Reconciliation Week (27 May to 3 June), with the 2022 theme ‘Be Brave. Make Change’.

The challenge went out to all Australians— individuals, families, communities, organisations, and government—to Be Brave and tackle reconciliation so we can Make Change for the benefit of all in our community. The theme was set to encourage everyone to make change; beginning with brave actions in their daily lives – where they live, work, play and socialise.

The University of Canberra together with the Indigenous Marathon Foundation (IMF) held the second iteration of a Reconciliation Week fun run (and walk for non-running folk like myself) on 27 May. We gathered along with many members from our diverse UC community at the Ngaladjima Gardens next to the Library to hear about the importance of celebrating and furthering the work UC and the IMF have achieved together to encourage active and healthy lifestyles in a social, inclusive, and fun environment. The event was driven by Stirling Sharpe, a UC Lecturer and the Course Convenor of Sport Management in the discipline of Sport and Exercise. Stirling is an Awabakal man and is the manager of the UC-IMF MoU. The formal MoU is an important recognition of the connection between and within our greater Canberra Region community. An Event Management student Eloise Millington from the Bachelor of Event and Tourism Management degree was able to put theory into practice in helping to plan and coordinate the event, including the planning and design, programming and marketing and communication strategies. The fun run certainly allowed Eloise to understand the importance of strategic planning for an event or festival, including monitoring and evaluating the impacts on the wider community, a vital learning outcome for students in the program.



Figure 2 Pictured: Rob de Castella, Paddy Nixon, Stirling Sharpe, Eoghan O’Byrne, Dr Andrew Leigh MP and Naomi Dale

The Indigenous Marathon Project (IMP) was established in 2009 by world marathon champion, Rob de Castella, and in 2010 four Indigenous Australians created history as the first to run in the world’s biggest marathon – the New York City Marathon. The IMF was then established in 2015, using running as a metaphor for life and to celebrate Indigenous resilience and achievement. They have been delivering programs to vulnerable Indigenous men, women, and children, identifying and developing inspirational Aboriginal and Torres Strait Islander leaders to train for and complete in a marathon. Importantly they are guided to develop their leadership qualities to create and drive change within their home communities post-IMP.

With some of the important changes we are seeing in our UC community around Indigenisation of the curriculum and acknowledging First Nations people’s values in our own core values, it is interesting to reflect on how an event such as the Reconciliation Week fun run is such a vital part of us being brave and making change, and not just for one week of the year.



**Figure 3** Pictured: Maree Sainsbury, Tracey J. Dickson, Alison Gerard, Ben Freyens, John Hawkins, Jo Washington-King and Jane Phuong

Our UC values are centred around Narragunnawali, embracing Indigenous ways of knowing, being and doing in our work and our culture. A call to participate in the conversation, listen authentically and be a driver of meaningful reconciliation. This calls for us to *Walk together*, to connect and collaborate with our community and embody the spirit of Canberra as a meeting place of ideas and creativity. Our community is inclusive, Everyone's invited to celebrate differences and embrace similarities. We work together to value unique contributions and promote accessibility and equity for all. These values recognise the importance of Being Brave and asks us to *Dare to be curious*.

How can we find purpose in learning and step out of our comfort zone, stir curiosity and share ideas and discoveries that shape our future? Through this we can *Change the world*, have an impact and do things differently.

Our impact can be seen in many spaces and making changes in the way we learn along with our students is embodied in the Indigenisation of the Curriculum (ItC) here at UC. Our graduate attributes have been

updated and work is continuing to ensure students can; use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; and apply their knowledge to working with Indigenous Australians in socially just ways. Walking together with the Canberra Region and beyond, the design principles for ItC are inviting everyone to be culturally safe, be meaningful and relevant, embody Indigenous ways of learning and to take the student on a transformative knowledge journey to provide opportunities for learning through experiential, embodied, and culturally aware experiences.

The Reconciliation Week fun run enabled us as a UC community to work within our broader Ngunnawali community to embody and activate our UC values and attributes, walking (or running) together!

# Balancing Act: Academic Freedom versus the Common Good

MICHAEL DEPERCY

Senior Lecturer in Political Science, Canberra School of Politics, Economics and Society



Figure 4 Senior Lecturer Michael DePercy

Growing up in regional Australia, particularly in the frontier country of the Cape York Peninsula, develops one's sense of 'rugged individualism'. But an Australian sense of liberty, particularly in its rugged regions, would not be possible without the equality of opportunity provided by a strong nation-state. This tension between individual freedom and the necessity for a strong sense of community is ingrained through several generations of my pioneering Australian family (some tracing their lineage to the Kamilaroi people of the Guyra region) and permeates my scholarship. This tension is not lost in my recent appointment to the Australian Research Council's College of Experts, where my colleagues and I provide advice to the CEO on the selection of research projects for competitive grants funding.

My sense of individual liberty stems from the liberal arts tradition, and my commitment to Australia's liberal democracy extends beyond mere words. As one of four generations of my family who have served in the Australian Army, two of those generations in both world wars, with one grandfather (despite being gassed in Pozières in 1916) serving again for six years in World War II, the family tradition is a lot to live up to. And that sense of community is evidenced in my family's role in the Guyra region, where my great-great grandfather established one of the earliest Salvation Army Corps at Tenterden in the early 1890s. He, too, enjoyed writing and often wrote for *The War Cry*. Balancing individual liberties with the needs of the community, however, is not without its challenges.

I find the tension between individual rights and community responsibilities to be most acute in my work with the College of Experts. Each College member must put aside their individual biases (including those biases that might otherwise be unconscious) in performing their important role. As a proponent of the liberal ideal rather than simply following trending virtues, I am averse to any attempt to have my academic freedom curtailed. But the College of Experts brings the communal aspect into the scholarly tradition in the same way our political system enables our individual liberties.

While an American might cringe at government-funded research as the norm, Australia's sense of community that enables our individualism is reflected in the role of the Australian Research Council in recommending research projects for funding. With recent geopolitical events disturbing my sense of individual freedom and providing a Damascene moment, the National Research Priorities supported by a rigorous system for prioritising public-funded research clearly plays an important role in supporting Australia's national interests.

Having a front row seat to some of the best research projects in Australia while learning from more experienced members of the College has provided me with a robust sense of balance between academic freedom and the need to ensure public-funded research contributes to the common good. In reconciling this tension and reflecting often on how our Australian liberal democracy functions, the profound sense of responsibility is not lost on me.

The experience has not only been beneficial for my own research and bringing that experience into the research community at UC, but also for my teaching. Grappling with unconscious bias, focusing on the project and not the person, establishing rigorous criteria, and being able to defend a project while deferring to others' expertise are humbling lessons that provide one with a sense of stewardship.

I daresay my 'rugged individualism', inculcated by the frontiers of the Far North and my time in the bush with the Army, has become more sophisticated through its moulding by institutions. As a political scientist, I have always been fascinated by how difficult it is to change institutions, defined by March and Olsen as 'the formal and informal rules of the game'. Yet as a member of the College of Experts, I have become increasingly aware that the rules of the game ensure the game is played fairly. Creating an institution worthy of our respect for academic freedom while giving the community a 'fair go' with their money is quite the challenge. In the reflection I have outlined here, the Australian Research Council strikes an important balance between the needs of individual researchers and the community. I am honoured to play my part in the functioning of the Australian Research Council, which, when viewed in this way, I find to be a peculiarly Australian institution.

## Welcome

THE FACULTY OF BUSINESS, GOVERNMENT AND LAW WELCOMES THE FOLLOWING NEW AND RENEWED ADJUNCTS AND PROFESSIONAL ASSOCIATES

<b>Professor Linda Bartels</b>	Adjunct Professor	Canberra Law School
<b>Dr Thaneshwar Bhusal</b>	Professional Associate	Centre for Change Governance
<b>Dr John Boersig</b>	Adjunct Professor	Canberra Law School
<b>Professor Linda Crebbin AM</b>	Adjunct Professor	Canberra Law School
<b>Dr Jack Dan</b>	Adjunct Professor	Centre for Change Governance
<b>Mr Ian Errington</b>	Adjunct Associate Professor	Canberra School of Politics, Economics and Society
<b>The Honourable John Faulks</b>	Adjunct Professor	Canberra Law School
<b>Mr Maker Mayek</b>	Adjunct Professor	Canberra Law School
<b>Ms Carmel McGregor</b>	Adjunct Professor	Centre for Change Governance
<b>Dr Dugald Monro</b>	Professional Associate	Centre for Change Governance
<b>Dr Graham Smith</b>	Professional Associate	Centre for Change Governance
<b>Dr Marcus Smith</b>	Adjunct Professor	Canberra Law School
<b>Justice Richard Refshauge</b>	Adjunct Professor	Canberra Law School
<b>Dr Karen Tindall</b>	Adjunct Associate Professor	Centre for Change Governance
<b>Dr Kishor Vaidya</b>	Adjunct Associate Professor	Canberra Business School
<b>Dr Helen Watchirs</b>	Adjunct Professor	Canberra Law School

# Remembering Professor Marian Simms

JOHN HALLIGAN

Professor Emeritus of Public Administration and Governance



Figure 5 The late Professor Marian Simms

**Marian's sudden death last year meant Australia lost an outstanding scholar and academic whose career and research was influential across several fields.**

Marian was born in Canberra and grew up on the north side where she attended primary school, followed by Lyneham High. Marian graduated with a BA (Honours) in History and Political Science from ANU and a PhD in Political Science from La Trobe.

Her first appointment was Lecturer in Politics, School of Management, CCAE (now UC) 1980-85, followed by political science positions at ANU. Marian was then Chair in Political Studies at the University of Otago, followed by Professor and then Chair in Australian

Studies at Deakin. Marian became Executive Director of Social, Behavioural and Economic Sciences at the Australian Research Council working on a range of grant programs.

Marian's last appointment was as Adjunct Professor at the University of Canberra's Institute for Governance and Policy Analysis. She advised higher degree research students and researchers on a range of research grant matters. Marian's contribution was significant in building research strength in the Faculty of Business, Government and Law.

Marian's major publications covered six authored and co-authored books, ten edited and co-edited books, and 33 articles and 56 scholarly book chapters and reports. She supervised numerous masters and doctoral students. Significant themes included women and politics, Australian democracy and elections and political parties.

Her interest in women and politics derived from involvement in APSA's Women's Caucus and resulted in Australian Women and the Political System. She co-authored, *A Woman's Place: Women and Politics in Australia*. Publications on the emergence of Australian democracy, included books on the 1901 election, and the evolution of democratic institutions, Electoral Institutions in New South Wales,

1856-2006. Her interest in political parties is exemplified by *A Liberal Nation: The Liberal Party and Australian Politics* and *The Paradox of Parties*. Marian was a leader for the ANU post-election studies, and co-editor of ASSA's post-election workshop volumes.

Recently projects included analysing the 2019 election (and co-editing *Morrison's Miracle: The 2019 Australian Federal Election*), environmental politics; party leadership; and integrity governance and research challenges in Indigenous research.

Marian was notable for an unusual combination of qualities including her intellect, integrity, distinctive values, strength of character, generosity of spirit and warmth of personality, exemplified by her willingness to offer time and advice to colleagues and students.

**More information  
on Marian's life  
and work**

<https://openresearch-repository.anu.edu.au/bitstream/1885/250556/1/LIFE%20CELEBRATIONS.pdf>

# Remembering Professor Emeritus Roger Wettenhall

JOHN HALLIGAN

Professor Emeritus of Public Administration and Governance

**Professor Emeritus Roger Wettenhall AM died on 20 January 2022.**

Roger was recruited to the Canberra College of Advanced Education in 1971 (after a decade of positions at the University of Tasmania) to become head of the School of Administrative Studies. He eventually became Professor of Public Administration at the University of Canberra. He played a pivotal role in developing the multi-disciplinary school, the forerunner of the Faculty of Business, Government and Law, and for creating an Australian centre of public administration for research, teaching and short courses for local government and the public service.

He had major teaching and academic leadership roles at the University of Canberra for twenty-five years and then served as an professor emeritus and visiting professor with the National Institute for Governance. The University awarded him an Honorary Doctorate in 2016 for his distinguished achievement as a scholar and outstanding service to UC. He was made a Member of the Order of Australia in 2010 for services to education as a scholar and researcher in public administration.

Roger was active in the Institute of Public Administration Australia (ACT), serving as President and joint or sole editor of the Australian Journal of Public Administration, 1989-1995. He was awarded an IPPAA National Fellowship for his



**Figure 6** The late Roger Wettenhall with former Governor General Dame Quentin Bryce

contribution to public service and IPPAA. There was also extensive engagement with international networks, notably the International Association of Schools and Institutes of Administration.

Roger was both a product of and a leader in the golden era of the traditional discipline of public administration. A doyen of the field in Australia and internationally for several decades, his main publications addressed the machinery of government, particularly ministerial departments and public enterprise. Other interests included privatisation, accountability and integrity, small territories, comparative administration, disaster management, administrative history and the ACT government. He made an unrivalled contribution to documenting, analysing and

evaluating the condition of and changes to the multifarious bodies in the public sector.

He co-launched the Australian Commonwealth Administration Series, which became a regular publication evaluating each government term since 1983, comprising 13 volumes to date (of which he co-edited six). *A Festschrift Public Administration Under Scrutiny: Essays in Honour of Roger Wettenhall* (University of Canberra and IPPA, 1996) provided an appropriate tribute to a gentleman and scholar.

Roger is survived by his partner of 48 years Adjunct Associate Professor and former Senior Lecturer at the University of Canberra, Ros Byrne, his children Irene, Lynn and Dean, five grandchildren and three great grandchildren.

# Contributors

**Hans Asenbaum** is a Postdoctoral Fellow at the Centre for Deliberative Democracy and Global Governance at the University of Canberra. His research interests include identity and inclusion in new participatory spaces, digital politics, and democratic theory. Hans' work has been published in the *American Political Science Review*, *Political Studies* and *New Media & Society*.

**Russell Ayres** is an Associate Professor at Centre for Change Governance. Russ joined UC after a 30-year career in public policy at the national level, working both within and outside the public service. As well as teaching public policy, he is researching the role of the public service in public policy. Russ' PhD at UC (2001) was on 'Policy markets in Australia'.

**David Carter** is a Professor in the Canberra Business School and is the Program Director for Undergraduate Commerce and Accounting and the Singapore Doctoral Program. David draws upon legal and regulatory experience in a trans-disciplinary way to explore the politics of information concerning accounting, law, politics, regulation and discourses of capital.

**Naomi F Dale** is an Associate Professor of Management and Associate Dean Curriculum & Students for BGL. Naomi mentors for the Indigenous Marathon Foundation, is part of UC's Ally Network Committee, RAP Working Group, Student Equity and Success Working Group, TEQSA Renewal of Registration Team, and represents UC on the Student Voice Australia operational group. In her spare time Naomi is the CEO for the Canberra Region Tourism Industry Council. You can find out more about Naomi at her [LinkedIn profile](#).

**Michael DePercy** is a graduate of the Australian National University (PhD) and the Royal Military College Duntroon (Artillery Prize 1993), a Fellow of the Chartered Institute of Logistics and Transport, and a member of the Australian Nuclear Association. Michael was appointed to the Australian Research Council's College of Experts in 2022.

**John Halligan** is a Professor Emeritus in the Faculty of Business, Government & Law with research interests in comparative public management and governance, public sector reform, performance management and government institutions.

**Diane Phillips'** research informs her academic practice. Examples are, research into modern power, future of work, neoliberalism, research governance and practice (collegiality). As an educational psychologist, she is also interested in educational research and making critical and creative thinking engaging and accessible for everyone.

**Jane Phuong** is a PhD candidate at the 50/50 by 2030 Foundation, Faculty of Business Government and Law at the University of Canberra. Her research focuses on women leadership and how leadership is conceptualised in languages other than English. She believes language does have the impact on our thinking and shape our action.

# In the next issue...

Submissions for the next issue of Murra will be due on **31 March 2023**. Please send submissions to [BGLNews@canberra.edu.au](mailto:BGLNews@canberra.edu.au)





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