Meeting of Regional Chairpersons of the UN DESA/IASIA Task Force on Excellence in Public Administration Education and Training

19 June 2023
8 a.m. New York Time (EST)
Zoom:
https://us02web.zoom.us/j/89345265069?pwd=VW1ZVnBrb01qVExS
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Relevant documentation

Table of Contents

Agenda

19 June 2023, 8:00 am – 10:00 am (New York Time)

8:00 – 8:15 AM	**Opening Remarks** • Division for Public Institutions and Digital Government (DPIDG/UN DESA) (TBC) • Dr. Najat Zarrouk, President, International Association of Schools and Institutes of Administration (IASIA), Director of Development, Knowledge Management and ALGA, UCLG Africa, Morocco. • Dr. Allan Rosenbaum, Chairperson UN DESA/IASIA Task Force, Chairperson ICAPA; Past President, American Society for Public Administration (ASPA); Professor, Florida International University Moderator: Dr. Cristina Rodriguez-Acosta, Interregional Advisor, UN DESA/DPIDG
8:15 – 9:30 AM	• Presentation of the proposed Agenda, structure and methodology of the regional workshops by Dr. Adriana Alberti, Chief, Programme Management and Capacity Development Unit, UN DESA/DPIDG • Comments by Dr. Allan Rosenbaum, Chairperson UN DESA/IASIA Task Force, on the expected outcomes of the regional workshops **Open Discussion** Item 1: Discuss the agenda and methodology to review and update the standards of excellence Item 2: Propose dates for the regional workshops Item 3: Discuss material to be shared during the regional workshops (templates) Item 4: Comment on the communication material (flyer, website, and translations)
9:30 – 10:00 AM	**Follow-up Action and Commitments on the Way Forward** • Dr. Najat Zarrouk, President, International Association of Schools and Institutes of Administration (IASIA), Director of Development, Knowledge Management and ALGA, UCLG Africa, Morocco. • Dr. Allan Rosenbaum, Chairperson UN DESA/IASIA Task Force, Chairperson ICAPA; Past President, American Society for Public Administration (ASPA); Professor, Florida International University • DPIDG/UN DESA

List of Regional Chairpersons

Africa
Dr. Ludeki Chweya, Director General and Chief Executive Officer, Kenya School of Government, IASIA Regional Vice-President for Africa, Kenya

Americas
Dr. Rachel Emas, Associate Teaching Professor and Director of the Master of Arts in Environmental and Natural Resource Policy (MA-ENRP) at the Trachtenberg School at George Washington University

Asia and the Pacific
Dr. Alex Brillantes, Secretary General, Eastern Regional Organization for Public Administration (EROPA), Philippines

Europe
Dr. Rolf Alter, Hertie School of Governance and CEPA Member, Germany and Dr. Frank Naert, Ghent University, Belgium

Middle East
Dr. Ra'ed BenShams, IIAS President and Director General, Bahrain Institute of Public Administration, Bahrain

Role of Regional Chairpersons of the UN DESA/IASIA Task Force

- Propose with other regional Taskforce members the date for the regional workshop.

- Coordinate with UN DESA/IASIA and the Task Force Chair the organization of the regional workshop including convening guests, promotion of the workshop, and defining the agenda.

- Provide UN DESA/IASIA with a list of national, regional, or global academic/conferences/seminars/ events where the SoE initiative can be disseminated, and other stakeholders' perspectives can be incorporated in the process.

- Ensure communication and collaboration with regional taskforce members and Taskforce chair.

- Coordinate the deliberations of regional taskforce members in reviewing the SoE and proposing revisions.

- Prepare a written summary of key issues and points raised in regional task force discussions and submit them to the UN DESA, IASIA, and task force chair.

Proposed Methodology

Review the SoE as per the following suggested methodology:

Confirm and approve a standard with no changes	*Indicate the number:*
Keep/Maintain a standard/s, but update its description and indicators	*Indicate the number and changes to the description:*
Change the title of a standard/s, and its description and indicators;	*Indicate the number, new title, and changes to the description:*
Abolish a standard/s and provide justification	*Indicate the number and explain why:*
Create a new standard/s, description, and justification with its indicators	*Propose a new title, description, and justification:*

	Confirm and approve a standard with no changes	Keep/Maintain a standard/s, but update its description and indicators	Change the title of a standard/s, and its description and indicators;	Abolish a standard/s and provide justification	Create a new standard/s, description, and justification with its indicators
1. Public Service Commitment The faculty and administration of the program are defined by their fundamental commitment to public service. They are in all of their activities (teaching, training, research, technical assistance and other service activities) at all times absolutely committed to the advancement of the public interest and the building of democratic institutions. This is true within all facets of the program including internal organizational arrangements as well as programmatic activities at local, regional, national and international levels.					
a. Program design					
b. Research involvement					
c. Service involvement					

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d. Contribution to the discipline					

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2. Advocacy of Public Interest Values The program's faculty and administration reflect their commitment to the advancement of public service by both their advocacy for, and their efforts to create, a culture of participation, commitment, responsiveness and accountability in all of those organizations and institutions with which they come into contact. In so doing, both by pedagogy and example, they prepare students and trainees to provide the highest quality of public service.					
a. Reflection of public interest values in curriculum					
b. Exemplary function					
c. Community consultation					
d. Communication					
e. Information availability to the public					

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f. Program development and review process					
g. Impact on community					
h. Impact on students/participants and their employers					
i. Grievances systems					

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3. Combining Scholarship, Practice, and Community Service Because public administration is an applied science, the faculty and administration of the program are committed to the integration of theory and practice and as such the program draws upon knowledge and understanding generated both by the highest quality of research and the most outstanding practical experience. Consequently, the faculty, administration and students of the program are actively engaged through its teaching, training, research and service activities with all of their stake holder communities from the smallest village or city					

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neighborhood to the global community at large.					
a. Program basis					
b. Community engagement activities					
c. Practical experience					

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4. Faculty is Central The commitment and quality of the faculty (and/or trainers) is central to the achievement of program goals in all areas of activities. Consequently, there must be, especially in degree granting programs, a full time core faculty committed to the highest standards of teaching, training and research and possessing the authority and responsibility appropriate to accepted standards of faculty program governance. This faculty must be paid at a level that allows them to devote the totality of their professional activities to the achievements of the goals and purposes of the program and must be available in adequate numbers					

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consistent with the mission of the program. In that regard, a ratio of 1 faculty member per 20 graduate level students and at least 4 full time faculty would represent typical minimum requirements. Faculty teaching responsibilities should not be greater than two academic courses (or their equivalent in a training institution) at any time in the calendar year in order to allow for necessary involvement in research, training, service and technical assistance activities.					
a. Human resource management system					
b. Program faculty					
c. Faculty review					
d. Number of core faculty/staff					
e. Faculty/staff remuneration					

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5. Inclusiveness is at the Heart of the Program A critical element in the achievement of excellence in public					

administration education and training is an unwavering commitment on the part of faculty and administration to diversity of ideas and of participation. The people who participate in programs, including students, trainees, trainers, administrators and faculty, should come from all the different racial, ethnic, and demographic communities of the society. The ideas, concepts, theories, and practices addressed in the program should represent a broad variety of intellectual interests and approaches. Inclusiveness in terms of individual involvement (including sensitivity to issues of ethnicity, nationality, race, gender orientation and accessibility to all) within a program serves also to encourage inclusiveness in terms of ideas. Both forms of inclusiveness, intellectual and participatory, are the hallmarks of excellent programs.					
a. Social and cultural diversity					
b. multi-disciplinary					

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6. Curriculum that is Purposeful and Responsive A principal goal of public administration education and training is the development of public administrators who will make strong, positive contributions to the public service generally and, in particular, to the organizations they join, or to which they return. This requires public administration education and training programs to have coherent missions which drive program organization and curriculum development. In addition, it is critical that those who educate and train public administrators communicate and work with and, as appropriate, be responsive to the organizations for which they are preparing students and trainees. It also requires that the student and/or trainee be inculcated with a commitment to making a difference and that their education and training prepare them to effectively communicate (both					

verbally and in writing) with those with whom they work.				
a. Curriculum				
b. Program goals and objectives				
c. Educational strategy				
d. Program coherence and consistency				
e. Strategic planning process				
f. Quality assurance system				
g. Assessment of students				
h. Delivery consistency				

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7. Adequate Resources are Critical An important prerequisite to creating a program of excellence in public administration education and training is the availability of adequate resources. Many different kinds of resources are required including facilities, technology, library resources and student services (in terms of assistance with meeting such basic needs as housing, health care, etc.). The					

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availability of these resources is obviously a function of the availability of adequate financial resources. Those financial resources must be such as to sustain full time faculty and/or trainers, provide needed assistance to students and faculty (such as funding to participate in international conferences, etc) and ensure the availability of adequate classroom, research, training and meeting space as well as individual offices for each faculty member and as needed for students.				
a. Program responsibility and administration				
b. Program budget and financial structure				
c. Facilities are adequate				
d. Student services				

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8. Balancing Collaboration and Competition Finally, and most importantly, there must be among the program faculty, trainers, administrators and					

students or trainees a sense of common purpose and mission deriving from the program's commitment to the advancing of the public interest. There must also be a sense of determination, indeed even competitiveness, that drives the program to be the best and creates a desire to meet and exceed world class standards of excellence.					
a. Benchmarking					
b. Admissions					
c. Student success should be regularly measured					