

Global comparative public administration: Are graduate programs responding to the call?

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Abstract

Within the past two decades, globalization has led to increased literature on comparative public administration (CPA) research, and it has enhanced analyses of administrative systems in various societies. Our paper examines CPA education among Master of Public Administration and Master of Public Policy programs in the United States. The findings highlight select topics of interest from these courses, as well as emphasizing an immediate need for programs to internationalize their curricula, in order to prepare the next generation of public administrators and policy analysts.

Keywords

Comparative administration, public policy, public administration, global, international, syllabus, curriculum, content analysis

Introduction

Globalization has led to increased academic literature in the field of comparative public administration (CPA). As per Jreisat (2005), “comparative public administration is back in, prudently” (Jreisat, 2005: 1). However, this interest is not entirely new; there is currently a focus on operations analysis of administrative systems affecting various

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societies (due to globalization). Proponents of this approach often study a public administration's arrangements (e.g. rule of law, and good governance). Connections between countries are constantly growing, and CPA research has become significant in contemporary times of market/labor globalization.

Intergovernmental organizations may struggle with global issues, such as environmental degradations and integrations of countries' common knowledge as a core strategy (Otenyo and Lind, 2006). One such organization, the United Nations (UN), attempts to tackle global issues (e.g. chronic hunger, poverty, and human rights) and undertake administrative functions in various settings/societies/countries. Globalization impacts education from a multidisciplinary perspective and the field of public administration is in a unique position to shape this commingling of different perspectives to form a shared common framework. Such an education would allow students of public administration and public policy to form a global perspective and enable them to develop sustainable solutions to national and local issues.

This paper examines the emphasis placed on CPA education among Master of Public Administration (MPA) and Master of Public Policy (MPP) programs in the United States (US). A review of Network of Schools of Public Policy Affairs, and Administration (NASPAA) member institutions also highlights how schools have integrated global, competitive curricula into their respective programs. The research findings demonstrate how MPA/MPP programs address comparative education through courses, concentrations, and other methods of learning. We also describe how institutions vary in providing an international comparative education through required or optional courses.

Essentially, our research aims to answer the following questions: (1) How does the field of public administration enhance global and comparative public administration? (2) How are MPA/MPP programs educating the next generation of public administrators with "global/comparative" perspectives? and (3) How are MPA/MPP programs integrating global and comparative public administration into their curricula?

Comparative public administration

Globalization has caused an increase in CPA research literature over the last two decades. As Jreisat stated, CPA "is back in, prudently" (Jreisat, 2005: 1), but the CPA perspective is not a new concept. Heady (2006) noted that Woodrow Wilson, Frank Goodnow, and Ernst Freund relied on European experiences to enhance their understanding of American administration. Tummala (1998) reflected on Aristotle (384–322 BC) for an early, comparative perspective of the field. Ventriss (1991) also noted the history of comparative research, as: (1) Leonard White's 1930 book on civil service included a comparative perspective; and (2) Robert Dahl's 1947 article argued for comparative research to validate the study of public administration conceptually.

World events, such as the increasing influence of the US in global affairs after World War II, increased the need for comparative analyses of different, foreign public administrations that would eventually benefit from US financial/technical assistance (Riggs, 1998). The decolonization period in Africa during the 1960s and the

rapprochement with Latin American countries (in the fight against communist ideology) also presented opportunities for seeking cross-national commonalities and differences in order to administer foreign assistance more effectively (Khan, 2008).

Many researchers characterized these initial comparative studies as methods for imposing industrialized countries' models (e.g. the US model of public administration) onto developing countries, especially for advancing administrative capabilities (Jreisat, 2005). Studies emphasized capacity building and efficiency, but they neglected local realities. Two major, empirical studies (published between 1984 and 1985) compared budget practices between developed and developing countries. They presented stark differences (as well as common patterns) between budget and fiscal policy construction/implementation processes in several emerging and developed nations (Premchand and Burkhead, 1984; Wildavsky, 1985).

Riggs (1964) criticized the lack of progress in fostering administrative capacities in the developing world by transferring/exporting Western administrative practices. He proposed a culture-centered framework (or ecological approach), assuming that a country's public administrative system was heavily influenced by its environment (e.g. political, economic, social, and symbolic institutions). In other words, the ecological model emphasized studying an administration's structure/function and its respective effect on societies.

There is a renewed interest in the analysis of administrative systems' operations that affect the functioning of various societies (due to globalization). The proponents of this approach seek to study public administration's various arrangements (e.g. rule of law, and good governance). Of note, since connections are constantly growing between countries, this approach reorients CPA education's significance in the age of market/labor globalization. Intergovernmental organizations are vital for addressing environmental degradation and integrating the common knowledge of each country as a core strategy (Otenyo and Lind, 2006).

Intergovernmental organizations, such as the UN, have ever-increasing roles in addressing global issues (e.g. chronic hunger, poverty, and human rights), and it is important for us to understand their national administrative setups and relative functioning in various settings/societies/countries. However, Pollitt (2011) lamented the lack of a "dominant theoretical model," which would ideally permit a comparative analysis of administrations based on interests. Jreisat (2005) advocated for middle-range analysis and teamwork between researchers, which would enhance comparative analysis capabilities and significance in public administration. In a later study, Jreisat noted that CPA advances administrative knowledge by focusing on structures, functions, behaviors, and outcomes across organizations/cultural boundaries in order improve the reliability of concepts. As per Jreisat, "comparative public administration is the crucial venue to serve an essential role in the global and information societies of today" (Jreisat, 2011: 837).

Comparative public administration in education

We need leaders and administrators who have a greater understanding of administrations across national boundaries. CPA education is necessary for producing public

administrators with cross-national analytical skills (Jreisat, 2005). Fred Heady (2001) was one of the first scholars to recognize the lack of attention to education/formation in comparative administration; he advocated for “mainstreaming” the comparative administration approach and including it in universities’ curricula. If there are only a few trained individuals in the comparative field, we may easily repeat past mistakes. We would then need to adopt “smart practices” (Bardach, 2000) that are contingent on their targeted environment(s) and are more likely to generate positive results.

To minimize a “translation problem,” Rutgers (2004) urged administrators to identify cultural differences between the original country of an idea and the targeted country of an application. This idea is important given the low level of research on comparative administration in developing countries (Gulrajani and Moloney, 2012).

Hou et al. advocated for “public administration with a global perspective,” which would advance knowledge building, address practical issues, increase relevance to the field, and improve public administration education (Hou et al., 2011: 46). Concerning the lattermost objective (improving education), are public administration programs teaching with a global perspective? Certain programs appear to characterize CPA as a “subfield” of public administration with an “American-centric” field of study (while other countries are relegated to secondary fields of study). Other select programs call for a transformed view towards the study of public administration, encompassing diverse national and ethnographic contexts. This perspective de-emphasizes the “comparative” approach of individual countries in lieu of a more “symbiotic relationship in the global governance environment” (Hou et al., 2011: 48).

Fitzpatrick et al. (2011) reviewed a breadth of CPA literature and found some limiting trends/opportunities for future research (broader in scope and geographic regions). Their research study, which covered ten years of CPA literature, found that comparative perspectives addressed a variety of public administration topics, beyond the early foci on comparative bureaucracy, civil service, and personnel management. Topics also included networks and governance, but contextual and cultural considerations would have provided more information for achieving outcomes.

In their edited book, *Comparative Public Administration (Research in Public Policy Analysis and Management, Volume 15)*, Otenyo and Lind (2006) highlighted that certain comparative works were actually an analysis of single-country administrative processes or they were perceived as foreign administrations. The authors called for a “truly scientific,” inherently comparative study of public administration. Fred Riggs (2006) explained that scholars could not truly understand public administration from a single country’s perspective. He noted that early comparative research viewed the field of constitutional governance from the perspective of the American Constitution, but globalization requires us to re-think parameters without limitations (Riggs, 2006). In addition, Fitzpatrick et al. (2011) noted that CPA studies historically focused on European, Asian, and North American countries. Countries from Africa and South America were not commonly studied within their review of ten years of CPA literature. They urged for research outside of “developed” countries, as studies in previously neglected regions would enhance theory building.

Yang (2005) explained that other nations, specifically China, have addressed global and CPA curricula in their academic programs. Wu and He (2009) reviewed curricula of US and Chinese MPA programs and highlighted opportunities for comparative governance. As MPA programs develop throughout the world, they would provide valuable, original contributions to theory building with global relevance (Wu and He, 2009). Similarly, Moti (2014) stated that globalizing the MPA curriculum for students in Nigeria would further help in understanding administrative systems in any country. Haruna and Kannae (2013) also noted the importance of international perspectives in their review of MPA programs in Ghana.

Klinger and Washington highlighted the reasons why public administrators focused on the discipline from a US perspective and they explained the negative consequences of this parochialism. They outlined seven pedagogical challenges for public affairs, which encourage a shift towards more international and comparative foci. The pedagogical challenges were: (1) re-conceptualize international/comparative public affairs; (2) reunite the disciplines essential to effective public management; (3) improve the link between theory and practice; (4) become more competent technically/professionally; (5) develop a more culturally sensitive theory of politics and development; (6) reconcile trans-nationalism and parochialism; and (7) maintain an ethical balance in global relations (Klinger and Washington, 2000).

Candler et al. (2010) call for public administration scholarship to move from a “series of national discourses” to an “integrated community of scholars.” In developing global scholarship, three hurdles are outlined: epistemic colonialism; nationalism; and parochialism. These hurdles are described as an uncritical adoption of administrative structures elsewhere, an undiscerning rejection of lessons from elsewhere, and unawareness of outside literature (Candler et al., 2010). To a further extent, White and Rice highlight how the changing demographics of the country require public sector organizations “to develop more inclusive work cultures that have a better understanding of the many ways people are different from one another and/or different from the organizations” (White and Rice, 2005: 3). Similarly, Bailey (2005) discusses how demographic changes require more culturally competent public servants. Carrizales (2010) calls for a public administration curriculum that reflects this need for both cultural and international awareness.

Previous studies and trends

Some of the earlier studies in CPA in MPA program curricula have shown varying results. It should be noted that the American Society for Public Administration (ASPA)’s first organized section was established in 1973 (Tummala, 1998). The Section on International and Comparative Administration (SICA) “is comprised of practitioners and academics that are involved in, or interested in, international or overseas public administration activities . . . promoting research and communication of public administration with an international and comparative focus” (SICA, 2015). Soon thereafter an early study in CPA in MPA programs was conducted. Medeiros (1974) outlined the direction of MPA programs and noted how some schools were offering relatively

advanced specializations. One such specialization was CPA, offered by the University of North Carolina.

Three years later, Fritschler et al.'s (1977) article, based on a NASPAA survey of public affairs and administration programs, found that of the 101 programs surveyed, 74 offered courses in "comparative bureaucracy." However, they concluded that only about 40% of programs had sufficient resources to offer broad-based professional degrees in public administration. They note that in the remaining schools, those that lack the resources for an integrated and balanced graduate education resulted in programs that are more narrowly specialized in response to local needs (Fritschler et al., 1977). During the same time period, Grode and Holzer (1975) surveyed MPA degree holders about the perceived utility of their degree. The survey presented fourteen courses often found in MPA programs, one of which was CPA. The survey respondents gave the comparative course "the highest percentage of 'no' value ratings" (Grode and Holzer, 1975: 409) for those who took the course during their studies. Some of these early studies in public administration programs show the presence of a comparative perspective within the curriculum, but the perceived benefit and allocated resources were shown to have been limiting.

Tummala (1998) reported that in 1996, only 14% of NASPAA's 230 member schools offered an option in comparative study. In the *Journal of Public Affairs Education's* Commentary and Gazette section Perry (2004) discusses the survey results of schools internationalizing their core curriculums, stating that 31% indicated a "very high" or "high" priority to internationalizing the MPA/MPP program. The study noted how programs were offering new courses, new concentrations, and even new degrees with an international public affairs focus. Perry further calls on the need for comparative research as a standard for scholarship, shifting research away from single case designs to multiple case designs (Perry, 2004). Holzer and Lin (2007) provide an overview of MPA programs in the United States and take a longitudinal perspective reviewing curriculum development over time. The data indicated that 35% of the selected sample of MPA programs had a course addressing comparative/international public administration, illustrating an increase in the 1996 findings of Tummala (1998).

These recent initiatives are more encouraging. Public administration programs have increasingly found the need to globalize their curricula, noting that exposure to international experiences and practices is critical for students (Hou et al., 2011). However, there still exist a significant number of programs that are yet to address this call for a global and comparative public administration focus on their MPA/MPP programs. Public administration will need to reflect the growing emphasis on global education in business programs. The goal is to provide future business with the necessary cultural sensitivity to succeed in any business environment. The skill set needed by today's public administrators includes "negotiations, mediation, sensitivity to human rights and diversity, managing conflict, contracting, and problem solving techniques, beyond the usual, traditional public service activities" (Jreisat, 2005: 236).

This research examines the current status of CPA education in MPA/MPP programs in the United States and determines the extent to which the programs have addressed the call for a global and comparative focus. Specifically, what courses are MPA/MPP

programs offering to educate the next generation of public administrators with a global and comparative perspective? In addition, we also sought to identify the topics emphasized by such courses, and to these ends, the following methodology was employed for research analysis.

Methodology

Revisiting two of the research questions earlier introduced, we aim to understand what MPA programs are doing to educate public administrators with a global perspective, and the content areas in which they are integrating comparative public administration into the curriculum. Our study focused on NASPAA member schools and the “global/comparative” courses they respectively offered. Research data were collected over a two-month period in the fall of 2015. A review of each program was conducted via the individual school’s website. We collected data on core courses, required courses, and electives. Course descriptions were also collected for further review of covered material. This data collection method was preferable to self-reporting surveys (which previous studies may have relied upon). Collecting data directly from each school would more accurately represent member programs and their course offerings.

School websites are objective resources for program overviews and offered courses. In certain cases, it was slightly difficult to identify course listings. These programs typically permitted students to enroll in graduate courses from numerous programs in large universities. A profound review of programs and course catalogues became necessary. These cases also tended to represent elective courses as core requirements, but required courses were relatively easy to identify on the program’s website.

The Network of Schools of Public Policy Affairs, and Administration includes 296 member schools, with 25 of these institutions located outside of the US. For the purposes of this study, we focused only on US member schools. Of the 271 US member schools, 175 were accredited with NASPAA. Our results differentiated between member and accredited MPA programs. A few schools did not offer an MPA degree, but instead had Masters in Public Affairs (or similar). In addition, if a graduate program was accredited with NASPAA, it was included in the data analysis.

After data collection, each program was reviewed and subsequently categorized as either a “global/comparative” or “country or region specific/comparative” course. The latter category included courses with titles that indicated a global focus, but after a review of course descriptions, some were limited to a case comparison of another country. As outlined in the literature review, a “global/comparative” curriculum should be supported by course(s) that examine the relationship of public administration practices from around the world. Courses that were country or region specific were typically electives in programs that already had an established “global/comparative” course.

Findings/results

Descriptive statistics provided below for NASPAA member and accredited programs highlight how MPA programs are integrating a CPA perspective. As noted previously,

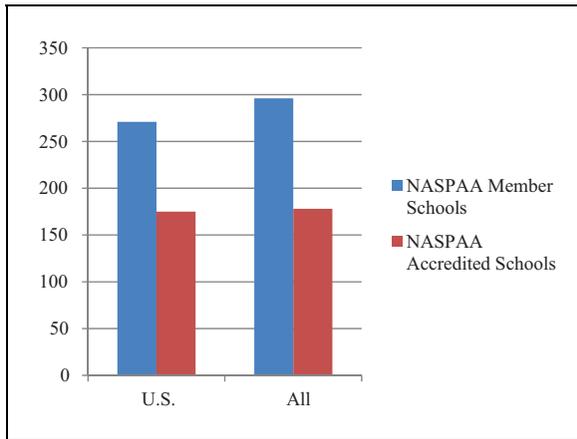


Figure 1. Network of Schools of Public Policy Affairs, and Administration (NASPAA) member and accredited schools.

there are 271 US-based NASPAA member schools and 175 of those schools are accredited (Figure 1). The international member (25) and international accredited schools (3) are excluded from this study, but they should be considered for future research.

We found that 92 of 271 (34%) NASPAA member schools and 79 of 175 (45%) accredited programs offered at least one course in “global/comparative” public administration (Figure 2).

There were 247 courses on “global/comparative” public administration offered by the 92 NASPAA member schools (~2.7 courses per member school). Similarly, there were 214 such courses offered by the 79 NASPAA accredited schools (~2.7 courses per accredited school).

In addition, 37 NASPAA member schools required a core course in “global/comparative” public administration, representing about 41% of programs offering a course or 13.7% of all member schools (Figure 3). There were 28 accredited programs requiring a course in “global/comparative” public administration, representing about 35% of all accredited programs that offered a “global/comparative” course and 16% of all accredited programs.

Unfortunately, 13.7% (member schools) and 16% (accredited schools) are relatively low percentages. Hence, it is possible that over 80% of MPA graduates have minimal scholarly foundations in international or comparative public administration.

Although there was a low overall percentage of schools that required “global/comparative” courses, the schools offering such studies were quite profound in their scope. We found that 25 NASPAA member schools offered a concentration or degree in comparative administration or global affairs. The majority of courses were related to governance and policy. Additional courses/topics addressed issues of ethics, leadership, disaster relief, development, human rights, and non-profit organizations. A few courses

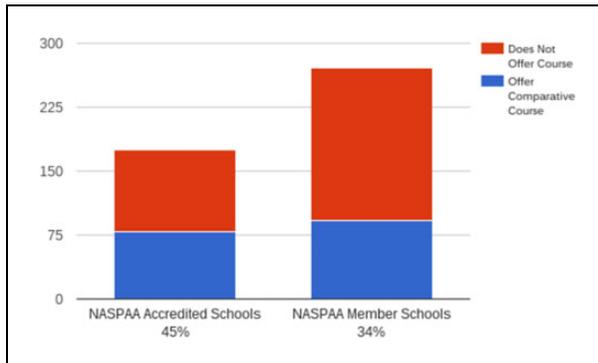


Figure 2. Master of Public Administration programs with courses in global/comparative public administration.

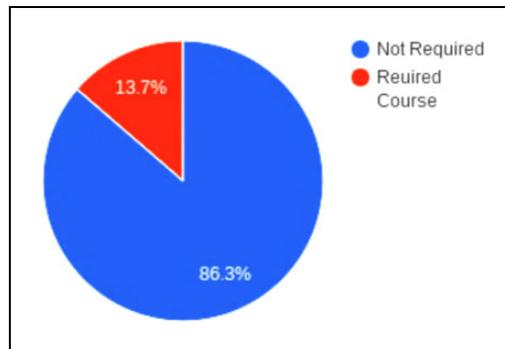


Figure 3. Courses in global comparative public administration among Network of Schools of Public Policy Affairs, and Administration (NASPAA) member schools.

(each with global and international perspectives) also addressed topics of gender, energy, and conflict mediation.

In further answering the research question of how MPA/MPP programs are integrating a CPA perspective, two additional findings reveal significantly increasing efforts to improve access to public administration programs. Firstly, heads of public administration programs have been very proactive with using technological/instructional design innovations to facilitate access to their programs (to a broader pool of students). In some cases, entire programs, or degrees/certificates were accessible online. The advent of the Internet and creation of educational tools have enabled schools to offer high quality and interactive course experiences to students abroad. Schools also accommodate local, working, public administration professionals who strive to improve their skill sets and advance their careers. The schools that offered online courses assured delivery of the same academically rigorous content, but in a relatively more convenient and flexible format.

Secondly, in order to provide access to their curricula to students abroad, some schools have developed partnerships with colleges/universities in foreign countries or have established branches outside of the US. These initiatives were developed to offer world-class academic programs that address immediate and future challenges facing the host country. Considered as either portal campuses or academic sites, these overseas locations form a school's global network, and they are approved to award degrees from the parent university.

Many efforts have been made to increase access to CPA education, which has come a long way since 1974 (when only the University of North Carolina offered one concentration/degree in the field). Today, about 25 universities/colleges in the US provide access to a degree in CPA or global affairs. Broadened access is a positive signal, and it should be encouraged/supported in order to minimize parochialism.

Content analysis of syllabi

The second phase of the study answers the third research question by addressing the content areas for which MPA programs are incorporating into their curriculums. We sampled 16 syllabi from CPA courses for a content analysis to determine the presence of certain concepts or variables (Maxwell, 2012). We examined types of countries, administrative functions, and regions of the world that instructors were likely to teach in their CPA classes.

Our findings suggested a preference for China because it was the most frequently mentioned country in syllabi (with four mentions). Unsurprisingly, as China is the world's second largest economy, the preference could have been due to the country's growing influence in world affairs and businesses. The second most referenced country was the United Kingdom; it was followed by Brazil, South Korea, Switzerland, and Ghana. However, these latter nations were only discussed briefly, and even if each country were representative of an entire continent, it did not offset differences in rules, expectations, and administrative cultures.

Latin American countries (e.g. Brazil) were quite different in their development levels and administration professionalization compared to other, less developed/poorer countries in the region (e.g. Peru, and Guatemala). Similarly, African countries (e.g. Ghana, and South Africa) that have achieved respectable showings on human development goals were in stark contrast to war-torn countries (e.g. the Congo, and Liberia); the latter appeared to lack administrative capacities at all levels of government (United Nations Development Programme, 2015).

Due to the absence of information on other countries' administrative systems, were the designs of syllabi (1) mere conveniences, (2) deliberate choices, and/or (3) simple necessities? In the case of a deliberate choice, professors must enrich course content by including more countries. If students had more exposure to multifarious administrative systems, it would offer them enhanced learning opportunities and reveal strengths/weaknesses (eventually enabling the timely and efficient delivery of public services).

If omissions are ever due to the lack of research, there remain possibilities to (1) renew the call for a research agenda and (2) funding for promoting research inquiry into

Table 1. Popular Concepts in CPA Course Syllabi.

Subjects	Syllabi	Course descriptions
Development	42	43
Accountability, performance monitoring, evaluation	44	22
Local government	21	18
Ethics, corruption, public sector values	30	18
Budgeting, public finance, or finance	19	10
Policy/program implementation	25	9
Reform	35	9
Decentralization	14	3
New public management	12	0

developing countries' public administrative systems. Gulrajani and Moloney (2012) analyzed data from 10 leading public administration journals every three years from 1996 to 2008. They determined that only 14% of published articles concentrated on the developing world. We found that this trend also existed in the pedagogy of CPA, and there remains a lack of focus in regions with developing nations.

Comparative public administration courses focused on a few functions and general policy goals of public administration (Table 1). The course syllabi that we analyzed demonstrated great concern for accountability, which was a concept that appeared in 44 syllabi and 22 course descriptions. This emphasis was not novel; it represented legacy CPA studies that focused on evaluating the benefits (or lack thereof) of US-financed projects/programs in Third World countries after World War II. Previous studies were often concerned with performance measurements of financial/technical assistance to developing countries.

The term "development," which is synonymous with "modernization," was the second most cited concept in syllabi, but also the most common term in course descriptions (appearing at least 42 times). This demonstrated a concern for improvement or efficiency of foreign-backed foreign public administrations. The assistance was usually framed as aid for development or modernization of developing countries.

"Reform," administrative or political, was another recurring term in syllabi. "Reform" was cited 35 times, echoing the goal of modernization in public administration. In the developing world, reform would be achieved by replacing old/inefficient methods of delivering government services, while developing/adopting better practices. Reform may enhance administrative performance, particularly by raising it to the level of the developed world and improving living conditions of local populations (through faster and improved public services at lower costs). Ethical behavior of public administrators is also important. Administrators ought to promote respectable values and combat rampant corruption (which is an impediment to progress in the developing world). Terms related to ethics, such as corruption and public sector values, were mentioned 30 times in syllabi and 18 times in course descriptions. However, ethics remain a complicated issue, since ethical behavior may be interpreted differently and it is

contingent on culture and political setting (Rutgers, 2004). Ethics also bolster support in administrative reforms and faith in government (Bouckaert et al., 2005).

Other important public administration tenets in syllabi were “budget” or “public finance.” Budgeting systems were initial research topics in CPA (Premchand and Burkhead, 1984; Wildavsky, 1985), and they are still important objects of inquiry today. Information technology has revolutionized tax collection and other bureaucratic functions related to government spending. In our analysis, budget and public finance were cited 19 times in syllabi and 10 times in course descriptions. We believe that a worldwide view of budgeting systems is an important skill for an effective public administrator.

Particularly in the context of Third World countries, the mention of “decentralization” in syllabi was significant. Although the word appeared only 14 times in syllabi and only three times in course descriptions, students should be aware of the potential benefits of decentralization, since it increases government efficiency and responsiveness (due to an ability to address local issues) (Rondinelli, 2006). In diverse societies, like most of the developing world, decentralization should be a primary public administration goal.

The phrase, “policy and program implementation,” appeared several times in syllabi and course descriptions, at a frequency of 25 and 9, respectively. For most public administrators, program implementation is the single task that they perform during most of their career. It is important for them to be aware of program or policy implementation complexities, as well as the knowledge that they could attain from their counterparts’ experiences in other countries.

Conclusion

As globalization deepens the relationships between businesses and governments, there is a growing need for a greater understanding of the inner workings of public administrative systems around the world. The best way to tackle this challenge is through comparative research and study utilization, in order to educate the next generation of public administrators.

The primary goal of our study was to examine how MPA/MPP programs were integrating CPA education in their curricula and to what extent they provided global/international foci. The first research question asked was whether graduate programs have answered the call to enhance global and comparative public administration. Our findings indicated that public administration programs were not including sufficient elements to instill the skill sets necessary to handle increasing global integrations (which necessitates a comprehensive understanding of other systems). To this end, the answer to the research question is no, graduate programs have not answered the call.

Overall, about 45% of US accredited programs offered a course in CPA, which can be considered a positive outcome, as it was an increase from previous studies. Exposure to global administrative practices provides students with better perspectives for understanding their strengths and weaknesses (in terms of efficient/equitable service delivery, as well as an overview of global/local business practices). However, our data indicated that course contents were skewed toward certain regions of the world. Only a few

member and accredited programs required these courses as part of their curricula (16% for accredited program and 13.7% for member schools). We also found 25 schools that offered a degree or concentration in CPA.

Another sign of progress was the great range of administrative functions prominently placed in course contents as “often-taught subjects.” Relevant topics (e.g. development, accountability, ethics, and budgeting) from a comparative perspective are considered vital for a successful public administrator in a globalized world. However, “equity” as the anchor of social/political stability is seemingly less prevalent in syllabi and course descriptions. The lack of focus on equity is striking, since most developing nations are now designing inclusive policies for promoting gender equity, health equity, and social justice.

As noted by Agathangelou (2004), social equity (and a curriculum that provides a framework for social equity) requires a broader discussion that cannot be contained within localized spaces. Students of public administration should be aware of how the policies that they are designing and/or implementing are affecting each social group of their population. In particular, public administrators ought to be aware of the effects of public policies on social and economic disparities. The inclusion of “equity” as a subject would help students gain insights into other countries’ policy initiatives (in order to address inequalities).

Public administration associations, like ASPA and NASPAA, are critical in building global governance, given the services of increased individual and organizational competence that associations provide. Klinger (2008) suggested that supporting public service internationally may reconnect members with global development issues (e.g. poverty, social equity, economic justice, environmental sustainability, and public service ethics), which were important for administrative capacity in the US two generations ago.

Globalization is impacting education across several fields and public administration needs to evolve similarly to respond to such changes. This phenomenon involves the interaction and converging of many fields of study of public administration, which being a multidisciplinary area, is in a unique position to shape this commingling of the many perspectives to form a shared common framework. The forces of globalization are only conducive to establishing a shared common public administration framework that would be globally applicable. Such education would train public administrators with a global perspective and enable them to develop sustainable solutions to national and local issues. A shared common public administration framework is also necessary to prepare global public administrators to lead and manage international organizations such as the UN, World Bank, International Monetary Fund, etc. These changes due to globalization are also prevalent in public administration academia and practice in developing nations and this opens new possibilities for collaboration and exchange between universities across the world.

In order to integrate global and comparative perspectives more effectively, MPA/MPP programs can develop exchange programs for students and faculty, as well as form partnerships with other schools to gain broader perspectives. Program directors can initiate communication with national and international organizations to develop internship opportunities for their students. MPA/MPP programs also need to utilize the

potential of online teaching technologies to bring in guest speakers from other regions (for sharing their perspectives with students). In many cases, international faculty and students can speak to public administrators and policymakers about their administrative systems and compare their respective experiences with governments in the US.

There were certain limitations to this study, as the data only provided descriptive statistics of course offerings and did not indicate the percentage of students from schools that enroll in such courses. This research also does not account for how students may receive a global and comparative foundation through other outlets (e.g. internship at the UN, study abroad programs, etc.). Future research needs to examine the effects of online courses and identify specific topics that students prefer to study from global and comparative perspectives. Additionally, we need to study how MPA/MPP programs in other nations differ in their topic foci. Future research must also discuss case studies/best practices of programs that are including CPA across their curricula.

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