

CURRICULUM DEVELOPMENT FOR PUBLIC ADMINISTRATION AND MANAGEMENT PROGRAMS IN CHINA AND ASIA: AN IPMN DIALOGUE

L.R. Jones, Editor

A dialogue on the topic of curriculum development for public administration and management programs in China and Asia took place on the IPMN listserver beginning on February 11, 2006 and concluding on February 28. A slightly edited version of the contributions to this dialogue is provided below, in the order in which comments were offered.

1. Dear IPMN Colleagues:

At a conference of a section [ABFM] of the American Society for Public Administration last November in Washington, DC I had conversations with a number of Chinese scholars and scholars from other Asian nations about curriculum development in public administration and management in China and the region. As we know, China has developed a number of new graduate programs in PA/PM in the past few years under strong encouragement from the national government, and enrollment in these programs is increasing rapidly. Many institutions throughout the world have cooperative agreements with Chinese higher education institutions and institutions in Korea, Japan, Thailand, the Philippines, the Central Asian Republics (CARs) and elsewhere in Asia to assist in program development through faculty and student exchange programs, invited lectures and visits, joint research initiatives, and similar ventures augmented by numerous programs designed to train civil servants.

The key sets of questions that emerged from the dialogue with Chinese, Korean and other scholars, many of whom are younger tenure track academics in U.S. institutions, are as follows:

1. What should be taught in new PA/PM Master's degree and doctoral programs in China particularly, and elsewhere in Asia, and how should curricula be designed, structured and delivered?
2. How can duplication of curricula be avoided so that the sum of program offerings does not reflect a "one size fits all" pattern? How can emerging programs develop their own unique curricula employing strategies of comparative advantage so that the PA/PM component of the higher education system as a whole is characterized by greater rather than less diversity?

In the U.S. the National Association of Schools of Public Affairs and Administration (NASPAA) accredits Master's degree programs in PA/PM relative to a set of criteria on what should be taught and other measures of ability to deliver high quality instruction. Over time, NASPAA has become much more flexible about how graduate curricula are organized to deliver the content than results in accreditation. This has been regarded as a good change away from requiring specific sets of

courses to be taught, leaving curriculum design up to schools to decide on their own for the most part. This has encouraged diversity among institutions and programs.

The group discussing these issues at the ASPA section conference had no knowledge whether accreditation entities exist in China, and if they do, what types of reviews they conduct. NASPAA and other institutions are now cooperating with Chinese higher education officials in developing curriculum standard or something similar. As a group we were not very knowledgeable about this initiative.

In part as a consequence of this, the overall issues raised above appear to remain open for analysis and dialogue. Given that many of us in IPMN have a wealth of experience that pertains to PA/PM graduate program design, how do we in IPMN approach answering these questions and what advice can we provide in doing so?

As do many of us, I have my own views on the answers that seem appropriate to these questions, but I do not wish to bias the dialogue with my personal views (at least not in the beginning!)

Thus, on behalf of IPMN and the group of young Asian scholars, many of whom are now or in the future will be influential on issues of curriculum design in their nations of origin, I am soliciting dialogue and advice on answers in response to the questions posed above in an IPMN listserv dialogue.

Best Regards to All,
Larry Jones, IPMN

2. The key I think is that each program needs to figure out what the goals are that it would like to achieve with the curriculum and then evaluate curriculum proposals according to those goals. In China, my view is that what public administration is trying to accomplish is to create activist government to facilitate economic growth, manage economic bottlenecks, create and maintain systems of accountability, create a tax system that is perceived as equitable and honest, and maybe create a more effective process for appeals. Law and administrative procedures might be another strand. One can imagine what courses might best give public administrators the requisite skills and values. It is also easy to imagine that different universities would develop different specialties, some more oriented to accountability and ethics, others more oriented to privatization and economic growth, for example. Still others, depending on existing strengths, might emphasize comparative reforms and comparative bureaucracies around the world.

Just some thoughts,

Irene
Irene Rubin (Ai-lun)
Professor Emerita, Northern Illinois University

3. [Translated from the original contribution in Chinese] Curriculum development is a very important issue that needs to be addressed and answered for developing the Chinese Public Management. Current curricula mostly address learning the theory from the work of foreigners, but it needs to be adjusted to incorporate the reform lessons from all that is going on in China presently. Of course, this is only my personal opinion. I also think that learning research skills and methods is more important than just learning theory. Developing research skills will not only narrow the academic gap between Chinese and the international standards of scholarship, but also will be more practical in terms of providing lessons from the Chinese reform experience. I am now studying to achieve a doctoral degree. My instructor is very much into research methods training and studying the relationships between theory and practice. Through case study and other types of research, my knowledge has become active with respect to current issues and methods in public administration and management rather than only based on historical and theoretical content. Hence, as we Chinese scholars become increasingly clear on what we need and what we can do, we will gain greater value from our study even though sometimes we complain about how hard it is to reform doctoral program curricula.

Keli Qiao, PRC Doctoral Student
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4. Firstly, in part answer to Larry's questions - the core curriculum for MPA degrees in China is laid down by the Education Ministry. It contains things which probably wouldn't figure in most western curricula at all - the nine compulsory elements are (or were):

The Construction of Socialism – Theory and Practice
Foreign Language (normally English)
Public Policy Analysis
Public Management
Political Theory (Marxist theory, Deng's Socialist theory, etc.)
Statistical Analysis
Information Technology and Management
Administrative Law
Public Economics

Second, Kathy Newcomer (GWU) and I did a paper on some of these issues at NASPAA which I think I circulated to the list?

Cheers

Colin Talbot, CTalbot@dom01.mbs.ac.uk

5. Colin, those topics for required courses or areas are very broad, the question is within each of those areas, what will a program teach? the program directors think they have discretion here, as several of them have visited the united states, especially public administration programs, to talk about curriculum, and get some help in designing their own. So the curriculum design is still something of an open question, whether or not marxist theory is a required course.

Irene
Irene Rubin
Professor Emerita, Northern Illinois University

6. The information about what is taught is very useful. Still, the questions remain: what should be taught, and how can duplication be avoided (i.e., same content and delivery fits all)?

Larry Jones
IPMN

7. Since 2004, my institute is running a training program with Chinese human resources managers in the public sector. Our partner in institute is the China Training Center for Senior Personnel Management Officials in Beijing. I give you this information in order to make clear that I am writing from the point of view of a practical training program.

As far as I have learnt by now (and this is only limited experience, I need to say), public administrations in China are basically following different rules compared to the ones in western countries. I am using the plural form deliberately as we have learnt that there are huge differences within China, depending on the province and the economic region in which the administration is located. The challenges are thus completely different. Take Inner Mongolia as an example, where large heavy industry enterprises need to be replaced by 'softer' small and medium enterprises, and the administration should be prepared for this task - combined with great problems of ecological recovery. Take Qinghai as another province that focuses on the development of tourism and knowledge based industries, and the administration will have to support this development. None of the two mentioned has any idea what administrative processes and structures (including legal regulation) need to be built to be prepared for these tasks. And, lastly, take Shanghai where problems are completely diverse to the rest of China.

To design a curriculum for all of China is similarly impossible as designing a standard curriculum for all public managers in Europe. The broad topics can be categorized such as Colin proposed, but the details of problem solving processes and the cases to be dealt with need to focus on the regional / provincial problems. What's more, it is always necessary to keep in mind what the central government defines as the tasks in the five-year plan and other strategic objectives as public managers will

be assessed on the basis of these tasks, inter alia. So, there is a necessity for Chinese public managers to learn all the concepts that are mentioned in central government's publications and objectives.

So, we will have to find ways to have the Chinese define their own major interest and needs, rather than trying to tell them what they need to know.

Best wishes from St. Gallen,
Kuno Schedler, Professor of Public Management
Centers for Excellence
University of St. Gallen, Switzerland

8. I wish to add the point of view of those who are trying to modernize their administrations and look for best practices in order to design PM curricula. I must agree with Larry on the necessity of defining a PA /PM core curriculum (based on a common body of knowledge). Enhanced processes in order to be more effective and with best trained administrators/managers will require almost the same skills and knowledge everywhere, but the content of the courses will have some differences. When I coordinated the design of a Training Program for Governmental Internal Auditors in my country, I did benchmark and found out many coincidences despite regional peculiarities. But is a work for nationals to fit those coincidental issues to local idiosyncrasy, needs and goals. Foreign contribution is welcome and helpful, but it has operational limits. The point of view of Dr. Schedler on the training of human resources managers is applicable to HR area, which is more biased by social and economic regional features.

Kind regards.
Maria Ester Garcia
Buenos Aires, Argentina

9. While I agree with Kuno's observations, and have argued many times that picking up a model and setting it down on another country is inappropriate at the least, I would add that there are some issues which are general to Chinese administration, and that should probably be included in the curriculum somewhere, even if they have to invent the content of these courses themselves. One is the issue of accountability; the national government is working on this now with the incorporation of various kinds of performance measurement and with accounting reforms. Related, the control of corruption is a national rather than a local problem, though its consequences may be different in different locations. and a classic problem in china has been the relationship between the center and periphery, the degree of decentralization, in both fiscal and political terms. Finally, the rule of law, which underlies commerce, is a problem throughout china, and is a major public sector issue. Those I think are the overarching issues, even if they have somewhat different spins depending on the local problems confronted in different regions.

Irene Rubin
Professor Emerita, Northern Illinois University

10. One thing I have learned from multiple trips to China since 1980 and many in the past few years is that there is a tendency to look for best practice in selecting instructional materials, as is the case in most of the world. For example, in teaching intro to public management in China, one of the books used most extensively is the translated version (as well as the English version) of our colleague Owen Hughes' book PUBLIC MANAGEMENT AND ADMINISTRATION: AN INTRODUCTION, the most recent edition of which I believe is the 3rd, 2003, Macmillan Press Ltd. I used this book for an introductory graduate course in PM at the University of Canterbury in New Zealand several years ago and it is an excellent intro text. Owen has told me that it has sold very well in China and I know of at least four programs that use it. Interestingly, my email correspondence with Chinese scholars over the past two years has revealed a strong interest on their part in learning as much as possible about NPM. NPM is well presented in the Hughes textbook.

Larry Jones, IPMN

11. I agree that there are some general issues that need to be dealt with, such as proposed by Irene. May I add some policy fields in which I think the diverse Chinese public administrations (be it central or peripheral) are not ready to deal with: environmental protection and social security. Both fields require strong actors at the state side, and this in turn requires well trained public administrators. I don't think the (emerging) private sector will cover these fields.

Kuno Schedler, University of St. Gallen

12. I have read the various comments on this topic with interest. Having read those of Larry Jones about my book and its use in China - thank you Larry - I thought I could add something to what has been said.

1. The rate of increase in MPA courses would probably be the highest in the world. It is only five or six years since the first courses were taught in a few universities. Now MPA courses are now taught in more than 80 Chinese universities.

2. China has a number of very good scholars in public administration. I should mention Dean Dong Keyong and Professor Zhang of Renmin University as particular leaders. There is a lot of knowledge of the broad public administration/public management literature and what occurs in other countries. One publisher - Renmin University Press - has a series termed 'Classics in Public Management and Public Administration' that translated in its first tranche more than 50 classic works of exactly the kind that would be on US MPA courses. There is much interchange of ideas.

3. The curriculum for MPA courses in China is one that is under development but then the same could be said about the same question in any other country. There would be little agreement in this country as to what should be in the curriculum so why should this be expected of China? What Chinese universities and professors will do and should do is, initially, adapt outside ideas for their purposes but without slavishly following them. Then and this is already happening they will make

substantial contributions to the general field of knowledge from their perspectives.

4. There have been two conferences so far organised by the Chinese Public Administration Society and the American Society for Public Administration. The third such conference is being held in June this year. Abstracts are required by the beginning of March. Contact Marc Holzer or Mengzhong Zhang at Rutgers or details are on the ASPA website. I have been the sole Australian at both these conferences which have been very good and will be going to the third.

5. It seems to me that the rapid development of MPA courses in China only assists the field in the world at large.

Owen Hughes

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Professor Owen Hughes

Deputy Dean

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and

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13. Thank you for your edifying contributions on Public Management in modern China. I would like to call to mind another classic Chinese Public Management writer, Confucius, one of the early PM scholars. Has anyone studied the correlation between New Public Management principles and Confucian doctrine?
Kind regards,
Roxanne Zolin, USA

14. Although a uniform curriculum design for all China may be unrealistic, one should acknowledge some effort to set standards. For example, present-day Masters of Public Administration (MPA) programs all had their genesis in an expert group set up in 1999 by the Ministry of Education, Ministry of Personnel and Office of the Academic Degree Commission of the State Council (OADC). The result was a preliminary plan for MPA education. The next year, the OADC invited universities to apply to give MPA programs. 24 universities took up the offer, and the first batch of students were enrolled in 2002. In 2003, another 23 universities were authorized to start MPA programs. OADC designed the official curriculum for MPA programs, including 10 core courses. After the required core courses in the first year, students choose their specialty areas, and this is where variation can take place, with, for example, Renmin University offering 17 specialties, Peking University 9, and Fudan University 7. MPA universities choose their specialties based on demand, since they are all competing for students. However, these universities face challenges in delivering consistent quality because of the lack of suitable teaching materials, insufficient number of qualified teachers, and difficulties of translating Western

concepts and teaching methods to the Chinese context.

For more, see NGOK KINGLUN, Teaching Public Policy in MPA Programs in the People's Republic of China <http://www.adb.org/Documents/Books/Role-of-Public-Administration/default.asp>

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15. Thanks a lot to Prof. Larry Jones as well as all the other respondents who have paid great attention and contributed ideas and thoughts to PA/PM education in mainland China. Hereby, as a Chinese scholar who had witnessed the rapid development of Public Management education from 2001 to present, I am happy to introduce something based upon my personal knowledge, esp. some investigation in Summer 2003 before we kicked off our public management school in April 2004.

1. Contexts

a) Chinese management education has very strong historical and context-dependent characteristics, just as management research itself. In ancient China, as a lot of scholars argued, almost all the management practice, management research as well as management education, are of national administration

b) Its business administration education has developed with the tide of reforming enterprises (to make the public firms be the free-agents in the market) while management engineering and science disciplines develops in the 1980s.

c) Public Administration education and research, revitalized in 1984, however, boomed in 2001 with MPA education in 24 universities of mainland China as well as the contexts of reforming government organizations and the development of Non-profit Organization.

2. Overview of Public Administration/ Management Education

a) Academic degrees

i. Ph.D. program:

1. 'pure' PA/PM: 6 programs in 1998 and over 15 programs since 2005

2. Others (Management Science and Engineering): a lot of universities

ii. Master Program (Master of Arts)

1. A lot (over 100)

iii. Undergraduate Program

1. A lot (over 100)

b) Professional degrees: MPA (Master of Public Administration)

2001: 24 programs around China and only one program in the western 12 provinces, recruited about 2600 MPA students

2003: 47 programs in the whole country

2005: 83 programs, 2-3 programs in one province (only Tibet Region doesn't have MPA program)

3. MPA Curriculum

a) Basic structures

i. Core courses (all the programs must be taught around China); Specialized and selective courses (selected by different universities)

ii. 2001: Core Courses (30 credits, ten courses); Specialized Courses (10 credits, 3-4 courses); Selective Courses (8 credits, 3-4 courses)

iii. 2003: Core Courses (21 credits, 7 courses selected from ten courses); Specialized Courses (10 credits, 3-4 courses); Selective Courses (8 credits, 3-4 courses) to reduce the amount of teaching tasks

b) Core courses

- i. 1. The Theory and Practice of Socialist Development and Building 3 credits
- ii. 2. Foreign Language (English) 3 credits
- iii. 3. Public Management 4 credits
- iv. 4. Analysis of Public Policy 3 credits
- v. 5. Political Science 3 credits
- vi. 6. Public Economics 3 credits
- vii. 7. Administrative Law 3 credits
- viii. 8. Quantitative Analysis Methods 3 credits
- ix. 9. Information Technology and its application 3 credits
- x. 10. One course determined by each university 2 credits

c) Specialized and selective courses

- i. General situations: different universities have different features
- ii. Basic theory: the influencing factors of selecting different courses

1. the basic thoughts/theory of what knowledge should be taught to the present public managers (Prof. Fred Thompson should have his answers in this article)

2. educating objectives (public manager, public leader or policy analyst)

3. the academic foundation of that university (there are 3 kinds: political science, business administration as well as management engineering and science)

4. the amount and expertise of the present faculty members: most (over 95%) of the universities needs more faculty members with Ph.D. degrees and most of Public management faculty members need to refine the core competences

5. Others

iii. Up to now, it is unseen to empirically analyze what are fundamental factors and the practical mode of different programs though we can find very strong influences of different discipline background, e.g. management engineering and science or political science. If we can do something empirically we can find some more exact answer that 'what should be taught' to a certain degree. Moreover, we might be able to realize that we don't need to worry about duplication 'problem' too much.

d) Some Courses to be taught

- i. Research Methods and research methodology

1. Some universities had sponsored similar courses titled survey research and some has arranged Research methods. However, almost all of them are selective courses;

2. Our university (XJTU) have arrange Research Methods/Methodology for Public Managers as core course since 2001

3. More and more universities have paid great attentions to research methods and National MPA steering Committee have sponsored one seminar to train MPA instructors in Xi'an Jiaotong University and research method in public management has been taught

4. One of Chinese Publishing House (Science Press, i.e. Long Men Shu Ju) had urged me to finish the textbook (titled 'Research Methodology in Public Management) as soon as possible since a lot of instructors need it.

- ii. Performance Measurement/Management/Evaluation

1. Only 2-3 programs arranged this course in 2003 and XJTU arranged it as one of selective courses (I obtained two projects to study into Local government performance

evaluation from National Natural Science Foundation as well as National Social Science Foundation)

2. From 2001 to 2005, government performance evaluation has been a hot ‘spot’ in the academic and practical field of Chinese public management, esp. academic disciplines. For example, Ministry of education of mainland China have arranged 3 bidding projects and one of them absorbed 15 universities to compete though only one can win.

3. There might be more Performance measurement courses (at least) to be taught in different MPA programs with more scholars paid great attention to it. I, personally, believed that all programs will arrange this course when we realized that performance evaluation, either individuals, organizations or any other system, has the problem of doing, operating good or not as well as we can know exactly that in Chinese Han Dynasty, performance evaluation to public servants, has been operated very well (Hood, 1998).

4. Pedagogy in MPA instruction

i. Most the courses have been taught by lecturing though MPA steering committee emphasizing case teaching, bi-language teaching and so on. No clear report to be seen.

ii. In the reality, no pure ‘Cases set’ have been formally reported though some university has imported some cases from JFK of Harvard University. More worse, some instructors even regard ‘examples’ as ‘cases’ in the practice of public management

iii. I have tried some methods, e.g. Scenario simulation and Role Playing in the course of performance evaluation, bi-language teaching in the course of research method. However, owing to the difficulties of publishing as well as limited energies, I quitted.

5. Textbooks in MPA courses

i. From 2001 to 2003, there is a tide of editing, translating textbooks related public management. However, recently, most of the universities have been seriously considering some particular series of characteristics

6. One of Key Problem about Research: a fundamental problem for the future development of Chinese Public Management

Though a lot of scholars have realized that in present mainland China there are a lot of ‘good’ research problem around scholars in different universities, however, one of the vital problems is the using and understanding of Research methods

a) either Problem selection, theory building, literature review, research design, data collection, statistical analysis or report writing, no formal rule or consensus have been attained

b) Though positivist research methodology has been spoken of very popular, however, it is unseen that much more scholars to publish related results since

- i. No specific understanding about positivist
- ii. No more energies to do it (most of the scholars are researcher, instructors as well as managers, e.g. myself)
- iii. Others (e.g. public management datasets and so on)

I remember very clearly it was July 18-20, 2001 when I participated the IPMN workshop titled 'Developing and Integrating Graduate Public Management Curricula: Contrasting Perspectives' at the University of Southern Denmark, at Odense, hosted by IPMN colleague Dr. Kurt Klaudi Klausen. It is that event that made me understand more about the curricula of Public Management. Now, 5 years later, our program has recruited 500 MPA students and our MPA center has been enlarged as a Public Management School, which can embody the evolving process of 86 universities and other more. Those are some of my present consideration. If any one else is interested in my ppt slides titled 'China's MPA Education: Overview and Look Ahead', please send an email to me. I am very happy to share it with you although it needs to be updated.

Hereby, I thank you again for discussing and paying attention to Public Management education in mainland China. I am really sorry that I don't have sufficient time for writing more about what I have known and what I have thought on this topic since we are just coming back from our winter holiday and starting our new semester. However, I will be happy to read all your responses and comments.

Best wishes,

Jiannan Wu in Xi'an

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16. By the way, NASPAA has an international initiative and is in the process of constructing a web page that will seek to inform curriculum questions that cross borders, if I understand it correctly. I encourage you to investigate this as it develops. Unfortunately, there is nothing yet on their web page (<http://www.naspaa.org>). All the best,
Jennifer

Jennifer Brinkerhoff
Associate Professor
Public Administration & International Affairs
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17. Continued dialogue on Curriculum development of PA education in China

Inspired by my personal experience

I started teaching PA in China last fall. I taught qualitative research methodology and selected reading on classics of public administration. They both are required classes for the doctoral program in PA at my university. I got about 40 students for the qualitative class and 21 for the classics class.

Students in my qualitative class were from public administration, political science, and sociology. Half of them were part-time students who work either at university or government. It was a 13-week class. The basic topics were covered included: (1) define “qualitative research methodology”-understand philosophical and theoretical framework of qualitative research; (2) design qualitative research; (3) qualitative research tools, such as case study, biography, phenomenology, grounded theory, ethnography, policy research, action research, etc.; (4) ethical issues; (5) qualitative data analysis; (6) write qualitative research; and (7) evaluate qualitative research. Students were required conducting a qualitative research project in this class. There was fairly amount of PA and PS students worked on their dissertation proposal at that moment. And, most students chose case study and grounded theory as their research tools.

The selected readings I recommend are:

Burce L. Berg, Qualitative research methods for the social sciences.

John W. Creswell, Qualitative inquiry and research design: Choosing among five traditions.

Matthew B. Miles, & Michael Huberman, Qualitative data analysis (2nd). Earl Babbie, The basics of social research

David de Vaus, Research design in social research.

Anselm L. Strauss, Qualitative Analysis for social scientists.

Of course, I assigned Chinese readings as well. Some of them were translated from English, such as Robert Yin, Case study research: Design and methods.

Some students really enjoyed the class, but some complained that it was not very helpful for them to do their dissertations because they are not going to do empirical studies.

I got some very good audiences outside of the Ph.D program though. They didn't register the class, but they occasionally stopped by. I bet it is very common in my university because different audiences kept coming during the whole semester.

For the classics class, I didn't see any outsider. I guess it was because the topics intensively focused on PA. Three people co-taught that class and I was one of them. All readings are classic works of PA scholars, especially the US scholars. They are: Woodrow Wilson, Frank Goodnow, Frederick Taylor, Henry Farol, Max Webber, Leonard White, Luther Gulick, Herbert Simon, Robert Denhardt, Dwight Waldo, Charles Lindblom, Edward Quade, Fred Riggs, George Frederickson, Vincent Ostrom, James Buchanan, Gordon Tullock, William Niskanen, Dennis Muller, Anthony Downs, David Osborne, David Rosenbloom, Richard Stillman, Jay Shafritz, and Steven Ott.

It was an intensive seminar format class. Students required writing reading notes every week to summarize and making critiques on the readings. They were equally offered the opportunity to host and participate in class discussion. Since most classic PA theories were drawn from western countries experiences, students kept asking, what is the possible application of these classic theories in China?

Some students were public officials from a variety of public agencies. They contributed to a lot to the class discussion. Students agreed on that reading these classic works was very helpful for them to understand the rich context of the study of PA while offering them multi-dimensional views and diverse theoretical tools to think about real world administration issues. However, the explanatory power of these classic works is limited in exploring China's public administration. The dynamics of comparative study should be highly stressed.

What do I think about the design of PA program in China? From my personal experience, PA students in China should equip themselves with three things: (1) basic theories; (2) knowledge about real world; and (3) research skills. And, research methodology might be the Achilles' hell.

Also, Chinese PA programs should not only be very careful about what should be taught, but also pay attention to how to teach these materials. Research methods and theories are only the tools that help to describe and explain the real world. The key of PA education is to teach students to develop a critical strategy to apply these tools to answer questions that draw their particular interests and make their own judgment. For example, the readings used for the classics class in my school are pretty much the same as US PA program class, but an instructor could make it a very different class by developing his/her own teaching philosophy.

The last thought I got from the class is, focus on the students' interest. Students always have their own expectation when they register the class. I'm teaching undergraduate class. At the first time when I walked into the classroom, I tried to

explore what students were really looking for. One student asked me, could you please focus on Chinese budgeting management? I was surprised because I actually expected the opposite: could you tell some international stories? If anyone is designing PA curriculum, you might want to collect students' interests, especially for graduate program.

It seems I don't have much time to explain myself. Thanks again to all for your attention!

All the best, Meili

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