



**EGPA/IIAS**

European Group  
for Public Administration

**2021**

**Annual Conference of the**

***European Group for Public  
Administration***

***7-10 September 2021***

***PhD Symposium***

***7 September 2021***

***Permanent Study Group IX:***

***Teaching Public Administration***

***Call-for-Papers***

## EGPA Permanent Study Group IX on Teaching Public Administration

### *Themes for Presentation and Discussion*

Participants of this Study Group are invited to present theoretical contributions as well as empirical findings in the field of – or of importance for – PA/PM/PG education and training, practical experiences and case studies, as well as the assessment of observed results and impacts.

We welcome all contributions that relate to teaching public administration. Particular attention will be given to contributions evolving around the following themes:

- ✓ **Resilience and the resilient administration – what and how to teach**  
The recent pandemic caught governments and administrations worldwide off guard: Despite emergency plans and risk management efforts, they were only partially prepared for such a situation. What are the consequences from a teaching perspective? What concept(s) of resilience prove valuable for public administration and management issues? How can governments, administrations and civil servants become more resilient? What individual and organizational capabilities are needed, and how can they be developed?
- ✓ **Covid-19 and teaching public administration – implications for work-life balance, student experience, equality and diversity issues and challenges, and lessons for the future**  
COVID-19 measures caught universities off guard, too. Virtually overnight, academic teaching was catapulted into the virtual world and thus into a new age. How did this challenge change both the student and the teacher experience? What does this mean for the work-life balance at universities? How are equality and diversity in teaching challenged in times of crisis, but also established, maintained and secured? And how will these experiences change the academic teaching of the future?

### *Special 2021: Joint session PSG VII Quality and Integrity of Governance and PSG IX Teaching Public Administration*

In addition to our regular sessions, we will again organize a joint session with PSG IX on the topic of ethics and integrity in teaching and learning.

For that purpose, we invite papers focusing on current issues of ethics and integrity that need to be addressed in training, education or counselling of public organizations. In your paper, you might address the “What” and the “Why” (by providing science-based evidence for the importance of issues) as well as the “Where” (e.g.: training, university programs, on-site-workshops, executive training, counselling, engaged learning, engagement of scholarship and practice in research) or the “How” (e.g.: by presenting good / failed practices, course design, curricula design, teaching methods). The papers might evolve around topics (“What”) such as:

- Implicit values in policies and implementation: Do public servants need to develop a sixth sense for implicit values, functions or control? Why? How?
- Transparency and discretion: Do public servants need to develop the art of discretion while living up to transparency expectations? Why? How?
- Ethical leadership: Do leaders in public administration need to improve normatively appropriate conduct? Why? How?
- Speaking truth to power: Do public servants need to learn to tell important people things that they might not want to hear? Why? How?
- Changing ethical standards: Do public servants increasingly need to master value conflicts? Why? How?
- Inclusion and voice: Is further progress needed on the development of PA capabilities to develop and implement ideas of participatory governance, social inclusion and citizen voice? Why? How?
- ...

### **Invitation**

Participants are invited to join the Study Group by contributing to one of the following formats:

- Regular PSG IX Paper Sessions / Joint Paper Session PSG VIII and IX
- Panel / Round of Discussions

Contributions to the group debates may include oral presentation of experiences and proposals for future strategies, new academic programs, teaching concepts or new experiments with teaching methods as well as proposals for mini- workshops or round tables or demonstrations of teaching instruments.

Please submit a short abstract of the proposed paper or a Round of Discussions proposal outlining its format, topic and content via the central electronic conference system (maximum 1 page)

### **Practicalities**

*Important dates:*

- ✓ Deadline for submission of Abstracts: April 30, 2021
- ✓ Deadline for notification to the authors: no later than May 25, 2021
- ✓ Deadline for online submission of full papers: August 10, 2021
- ✓ EGPA 2021 Conference: September 7-10, 2021

EGPA 2021 Conference Website: <https://www.egpa-conference2021.org/>

EGPA 2021 Conference Management System: <https://www.conftool.org/egpa-conference2021>

### **Best Paper Award**

The EGPA PSG IX, together with the journal "Teaching Public Administration" (published by PAC / SAGE), will provide the opportunity of a "fast-track review" for publication in Teaching Public Administration to the best paper delivered during the sessions of the group.

### **About the Teaching Public Administration PSG**

Launched in 2005, PSG IX "Teaching Public Administration" provides a platform for the discussion and dissemination of both research findings and experiences relevant to public sector education and training. In particular, our goals are twofold:

- (a) To discuss current findings and developments in public sector research with regard to scholarly based education and training in the fields of public administration, management and governance (PA/PM/PG).
- (b) To establish a network of scholars and practitioners interested in (a) exchanging ideas, opinions and experiences on teaching and training for PA/PM/PG both in Europe and worldwide; (b) exploring various approaches and trends in professional education and training in order to bridge the gap between academia and practice, particularly by identifying successful forms of cooperation and collaboration; and (c) fostering academic cooperation and collaboration among institutions offering programs in PA/PM/PG (e.g., in terms of curriculum development, joint modules, or teaching methods)

### **Co-chairs of Permanent Study Group IX**

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