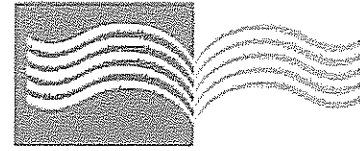




The Global Standard in  
Public Service Education

National Association of Schools of  
Public Affairs and Administration  
1029 Vermont Avenue, N.W., Suite 1100,  
Washington DC 20005



I N P A E

Inter-American Network of  
Public Administration Education  
Higher School of Public Administration of Colombia, ESAP  
Bogota, Colombia

**Memorandum of Understanding  
between  
NASPAA and INPAE  
Regarding General Cooperation and Opportunities for NASPAA Accreditation  
April 19, 2012**

Introduction

This document outlines a cooperative agreement between the National Association of Schools of Public Affairs and Administration (NASPAA) and La Red Inter-Americana de Educación en Administración Pública (the Inter-American Network of Public Administration Education, or INPAE, for its initials in English) regarding the promotion of high quality public service education and the enhanced capacity and image of public service professionals through greater communication and collaboration between the two associations.

Rationale

NASPAA and INPAE share an interest in promoting high quality public service education, supporting the interests of their respective member programs and schools, and ensuring that public service professionals possess the knowledge and skills to address complex social challenges. In an environment of scarce resources and increased global interdependencies, it is in the interests of both associations and their member programs to have association leaders communicate regularly about shared concerns and interests and to identify and pursue opportunities for collaborative efforts to address mutual interests.

Additionally, at the same time as NASPAA has extended the opportunity for accreditation to non-US programs, many of the non-US members of INPAE are facing increasing pressures to obtain external accreditation. Collaboration between the two associations will simultaneously support NASPAA's efforts to enhance its capacity to evaluate programs in Latin American and the interests of INPAE members who would like to pursue NASPAA accreditation. A partnership between NASPAA and INPAE provides an opportunity to take advantage of the expertise of each association to advance to common goals of both associations and their member programs.

## Background

NASPAA initiated peer review of graduate degrees in public administration in 1977. NASPAA's accreditation process is based on a commitment to improving education for public service, valuing diversity, and mission-based accreditation; it is a high quality and formative review facilitated by trained volunteers conducting themselves with highest integrity. In 2009, NASPAA accreditation standards were revised. Among the most notable changes were: 1) a greater emphasis on public service values within the framework of mission-based accreditation; 2) an emphasis on the identification, measurement and assessment of student competencies; 3) opening accreditation to programs outside of the United States; and 4) the implementation of an Eligibility Review process to provide an initial assessment of a program's readiness to undergo the full-scale formal accreditation review.

INPAE was founded in 2003 under the support of NASPAA as part of NASPAA's commitment to improving public administration and public policy in the region, and to strengthening partnerships with North-South and South-South cooperation among its institutional members. Although the two associations are independent and self-sufficient, the relationship between the two associations continues to be important for both. An increasing number of programs and schools in the Americas are members of both NASPAA and INPAE.

INPAE member schools in Latin America are increasingly facing pressures to secure external accreditation. INPAE leaders have examined the possibility of conducting accreditation reviews and have determined not to pursue that option at this time. Instead, they have established an Accreditation Committee to develop activities to help prepare members to start accreditation processes through other means, such as through NASPAA.

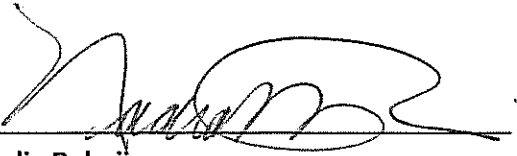
## Proposed Terms of Cooperation:

In recognition of the benefits of general cooperation and the benefits of supporting NASPAA accreditation for INPAE member programs outside the United States, NASPAA and INPAE agree to the following for the term of this Memorandum of Understanding:

- Both NASPAA and INPAE pledge that, as often as possible, at least one member of the association leadership (president, vice-president, executive director or other designee) will attend the annual conference of the other association.
- NASPAA and INPAE pledge to create opportunities for the designated representative of the other association to participate formally as part of the annual conference program;
- NASPAA and INPAE agree to provide a complimentary conference registration to one designated leader of the other association on an annual basis.
- NASPAA and INPAE agree to schedule time during the annual conference for association leaders to meet to discuss prospects for additional collaboration and/or to discuss progress on existing initiatives. This scheduled time may be in the form of a private meeting or by having the guest participate in a portion of the governing body meeting of the host association.
- NASPAA and INPAE will promote among their respective members the opportunities for and benefits of membership in the other association.
- NASPAA and INPAE agree to distribute to their respective members information regarding each other's annual conference and other activities.
- NASPAA and INPAE shall work together to prepare informational materials in English, Spanish and other appropriate languages that can be used to promote the advantages of membership and participation in both associations, as well as NASPAA accreditation.

- For the first two years of this agreement, NASPAA will permit INPAE and INPAE member programs to post exchange opportunities free of charge NASPAA's online Student and Faculty Exchange service.
- NASPAA and INPAE agree to cooperate in seeking and securing external funding in support of activities and projects that the leaders of the associations agree would serve the mutual interests of both associations.
- On an annual basis, the presidents of each association shall make recommendations to their counterparts in the other association regarding individuals who could serve on relevant committees in ways that would increase understanding and enhance opportunities for collaboration among the associations. The autonomy and established processes of the respective association leaders in making committee appointments is not affected by the aforementioned recommendations.
- INPAE leaders shall help identify programs most interested in pursuing NASPAA Accreditation and shall share that information with NASPAA's Chief Accreditation Officer.
- INPAE shall assist programs interested in NASPAA accreditation to better understand NASPAA accreditation processes and standards and may conduct informal assessments of program readiness prior to the formal Eligibility Review that precedes Accreditation Review.
- At such time as there are programs in Latin America undergoing NASPAA accreditation review, INPAE shall help identify experienced public affairs faculty and public service practitioners from Latin American countries who can be trained as site visitors, shall provide names and contact information to NASPAA's Chief Accreditation Officer, and shall assist in encouraging their participation in site visitor training.
- NASPAA shall identify develop a resource list of interested individuals who have experience with current NASPAA accreditation standards and processes and who speak Spanish or other appropriate languages, and will provide that list to INPAE as a resource for use by INPAE and INPAE member programs interested in accreditation.
- NASPAA and INPAE will partner to examine the specific challenges of applying NASPAA accreditation standards to public administration programs in various Latin American countries. Results of those studies shall be shared at association conferences.
- This agreement does not alter the need for programs interested in NASPAA accreditation to meet all of the requirements of NASPAA membership and conformity with accreditation processes and standards as determined by COPRA. While training and informational materials may be provided in other languages, formal accreditation review by COPRA will continue to be entirely in English. NASPAA's accreditation is also pending approval of expansion of its scope as an international accreditor, and the provisions of this Memorandum of Understanding related to accreditation may be limited by the outcomes and terms of that process.

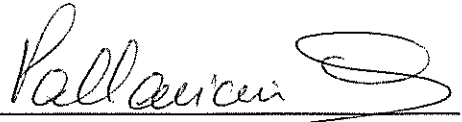
This is an agreement between the two associations, and not between individuals or member schools or programs. This agreement is subject to review by the participating organizations and may be terminated at any time by either organization by notifying the other organization of their decision in writing. This agreement shall remain in effect for a period of five years from the date of signing below, and may be renewed.



**Nadia Rubaii**  
**President of NASPAA**

4-27-2012

Date



**Violeta Pallavicini**  
**President of INPAE**

27/04/2012

Date