

INITIAL ACCREDITATION REPORT
ON
THE LEIDEN CERTIFIED PUBLIC MANAGER® PROGRAM

Presented to:

The National Certified Public Manager® Consortium

By the Review committee:

Dr. Ann Cotten, Chair
Director, Maryland Certified Public® Manager Program
Schaefer Center for Public Policy | University of Baltimore

Kathleen Parker, J.D., Fellow
National Certified Public Manager® Consortium

Kathleen Beaumont, CPM
Program Manager/Developer
University of Washington | Tacoma Certified Public Manager® Program

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We, the members of the committee appointed to review the Leiden Certified Public Manager® program for initial accreditation, are pleased to report we have completed our review and recommend that the Leiden CPM program be accredited for the maximum period authorized by the National Certified Public Manager® Consortium bylaws. Our recommendation is based on the following findings:

Findings

1. The Leiden program administrators submitted all required program documentation to each of the review committee members as required and in a timely manner.
2. After review by committee members all supplemental documentation was provided on a timely basis;

Additional documentation was provided as requested. As questions arose, requested documents and responses were provided quickly and addressed the questions thoroughly. The site visit team reviewed the learning management system on-site; additional documentation was also shared during interviews.

3. In the matter of general program requirements, the committee determined that:

- A. Adequate linkages exist with institutions of higher education;
The Leiden CPM program is housed in the Centre for Professional Learning at the Universiteit Leiden (Leiden University). The program has an impressive array of academic partners including: the University of Manchester, Alliance Manchester Business School; Complutense University of Madrid; and Kaunas University of Technology Lithuania. Each university has at least one member serving on the Leiden CPM Steering Committee in ways that utilize their professional expertise, as well as having faculty teaching in the program. In addition, the academic director of the program, Prof. Dr. Caspar van den Berg, is an associate professor of Public Administration at the Leiden University.

Faculty members from each program in the Leiden University Faculty of Governance and Global Affairs (similar to a college or school in a U.S. University) teaches in the CPM program. This is voluntary and by expressed interest.

The Leiden University Faculty Board (governing board for Governance and Global Affairs) acknowledges that teaching in the CPM program will enhance the professors' academic instructional capabilities, making this a mutually beneficial relationship. The Leiden University Faculty of Governance and Global Affairs invested €100,000 (euros) to launch the program. This is significant investment as it represented the entirety of the college's discretionary funds for the year.

This CPM program is designed to be the flagship professional development program for Leiden's Governance and Global Affairs Faculty. There is a clear plan to expand the CPM program in the future once the program is established.

Leiden University's Faculty of Governance and Global Affairs may want to consider how the CPM program can be linked as a feeder to their MPA program or how it might be positioned as an additional credential to complement an MPA degree.

- B. An advisory board is actively involved in dealing with appropriate program issues;

The Leiden CPM program has three board/groups that oversee various aspects of the program. Together they provide a blend of academic and practitioner focus; experience in the public sector in the Netherlands, Europe, and Internationally; a broad range of experience with public sector professional development programs, and expertise in local and international public affairs.

The CPM Governing Board has six members: the CPM program director, the academic director, the learning director, the CPM administrator, and staff responsible for public relations and for the Online Learning Lab. This group is responsible for program design and implementation.

The Steering Group advises and contributes in terms of content and contacts to support the development and implementation of the program. Key members of the Leiden CPM program Governing Board are also members of the Steering Group.

The Advisory Board is comprised of high level public sector leaders with extensive contacts and experience in the public sector within the Netherlands, European, and International arenas. The Advisory Board provides strategic contacts, advice, and participant recruitment. The members serve year-long terms that are annually renewable for up to five years.

The Advisory Board met on an ad-hoc basis during the initial Leiden CPM program design phase, with members offering advice as needed based upon their expertise. The Advisory Board is in the process of creating a fixed schedule of bi-annual meetings to review the program evaluation data and consult on program design/implementation strategies.

The Advisory Board does not currently have a CPM graduate and/or participant on the board as required by the CPM SOP 1.1.13.1 C. The program is requested to add a CPM candidate or graduate to the board.

- C. The program is actively and successfully marketing to customers in the Netherlands and across Europe.

The Leiden CPM program places heavy emphasis on public sector management in the European context. The program has recruited 11 high ranking participants from the Netherlands, United Kingdom, and Spain for its inaugural class. The program seeks to be the premier leadership program for public managers in a European context.

Given the program's European focus, it is important for the NCPMC to be clear that the Leiden CPM program's accreditation does not preclude other programs from developing

in other European countries, and that the Leiden University's protected CPM program boundaries are limited to The Netherlands. The Leiden CPM program has indicated that it will be happy to support other European countries to develop their own CPM programs.

D. Program requirements are clear and accessible to all applicants and candidates.

The program uses a combination of a learning management system (LMS), central communication, and communication from small group tutors/coaches to make the program requirements clear. The program is developing additional methods to clarify expectations to participants.

4. In the matter of program organization, we find:

A. Adequate financial support exists from a combination of appropriated funds and fees;

The Leiden CPM program received startup funding of €100,000 (euros) from Leiden University's Faculty Governance and Global Affairs. In addition, the program is priced at €15,000 and is designed to break even at 12 participants. The first year has 11 participants; the program is anticipated to make a small profit for this period.

Longer term, the program will be designed to break even. If additional resources are generated from revenues or other sources, the program has plans to possibly discount the pricing for countries that are less able to afford the €15,000 fee, and to potentially support other initiatives in the Centre for Professional Learning (CPL) of the Faculty Governance and Global Affairs.

B. Program instruction is provided by a combination of well qualified state employees and contract instructors.

The Leiden CPM program uses a combination of professors, professional facilitators, and practitioners to provide instruction. Instructors come from the four affiliated universities in The Netherlands, United Kingdom, Spain, and Lithuania. The instructors are supplemented by presentations by high level practitioners and visits to field sites. A review of qualifications for individual instructors/facilitators, and for the faculty as a whole, confirm their formidable breadth and depth of professional expertise in both academic arenas and applied practice.

5. We find thorough documentation of administrative policies and procedures. As this is the initial Leiden CPM program delivery year, we anticipate that a participant handbook and instructor guides will be created in the future to further consolidate this documentation.

We further find:

- A. *A formal automated tracking system is in place and is backed up by a manual system. Plans are in process to transition to only using the automated learning management system to track participant progress.*
 - B. *Participants have a good understanding about how the capstone project relates to their organization and to the curriculum. Dialogue about potential project topics is initiated by the Leiden CPM program director with candidates and their organizational sponsors as a structured part of the program application process. The accreditation team conducted their site visit during the second of five sequential one-week residential sessions. The detailed requirements of that capstone project had not yet been shared early in that second session. We recommend that a detailed written project guide be developed and provided to participants early in the program.*
 - C. *Adequate security exists for student records.*
 - D. *Student evaluations are based on a series of formal written assessments, leaning assignments, and the capstone project. Grading rubrics are being developed where appropriate to standardize evaluation scoring.*
6. In the matter of course materials we find:
- A. Courses provided are balanced to adequately cover the required competencies;
 - B. Course syllabi that include learning objectives exist for each course;
 - C. The program, while responsive to the competencies, is well integrated;
 - D. All requirements regarding hours of instruction are met.
7. In regard to program evaluation we find:
- A. Each course is adequately evaluated by students;
 - B. Each instructor is adequately evaluated by students;
 - C. Agency managers have expressed high satisfaction based upon their projected continued use of the program and, most importantly, plans for the utilization of CPM graduates for special assignments.
8. We examined a detailed list of candidates in the program.
The program admitted a class of high level public professionals from The Netherlands, Spain, and United Kingdom. Conversations with each of the participants during the accreditation site visit confirmed their high levels of commitment to maximize the positive impact of their CPM learning experience to benefit their own professional development and the performance of the organizations they represent.

9. We discussed the program's perceived strengths and weaknesses. The Leiden CPM program is addressing the following challenges.

A. *Recognizing and adjusting to cultural differences that impede learning: The program currently has participants from three countries and instructors from four countries. The official course language is English, although English is the native language of less than 1/3 of the class. The differences in the frames of reference of the participants, especially in terms of how education is delivered and governments are managed and organized, creates a unique challenge for the program.*

While all of the participants speak English and understand broad definitions of key terminology, those terms may have different contextual/cultural meanings for the class members. The Governing Board has recognized these differences in context and language, among themselves and among class members. To their credit, the Governing Board members have worked diligently and consistently to identify and clarify areas where terms and expectations may be ambiguous due to differences in cultural references or academic experiences.

B. *Dedicated staffing: Like many CPM programs, the people who are primarily responsible for delivering the program have other duties as well. Faculty members who teach in the program do so on a class by class basis, paid by a one-day at-cost funds transfer to their home department. In order to more fully integrate some academic faculty members into the program, it would be helpful and more cost effective for the Leiden CPM program to hire faculty on a partial single semester or full-year course buyout basis. This would reduce the cost to the CPM program, thus increasing the overall cost effectiveness of the program.*

C. *Participant self-reflection and assessment of instruction: Participant participation through the CPM online platform (Learning Management System in the post program assessments was lower than expected after the first residential session. Participants have sent in their assignments directly by email, instead of making use of the online platform. By making use of the online platform (LMS), the participants and faculty have an immediate overview on progress (tracking system). The program has developed strategies to increase participant use of the LMS and increase participant online assessment completion rates.*

10. The committee recommends the program review and consider the following suggestions.

A. *Add a CPM student or graduate to the Advisory Board as required by the CPM Consortium Standard Operating Procedures. This is a requirement of accreditation.*

B. *Reference the CPM Consortium in marketing materials, on the website, and other important program documents. Once accreditation is granted, the program should indicate that it is accredited by the United States National Certified Public Manager[®] Consortium.*

- C. *Provide opportunities for future participants to connect prior to the start of the program. Offer them a mechanism to introduce themselves in a way that establishes a context for how their sponsoring organizations fit in the broader governance scheme of their country. This will accelerate the learning curve for participants as they work to understand the organizational and cultural contexts of their peers.*
- D. *Ensure that program content and delivery are designed to teach specific interaction and analytical skills that support participants' abilities to discern and address cultural differences.*
- E. *Provide additional mechanisms for participants and faculty to stay connected between the residential sessions. This could include more fully leveraging the discussion capabilities of the existing Learning Management System to support pre- and post-residential analysis and application of course content, as well as providing an active online platform for participants to exchange updates/request input on assignments and project issues.*
- F. *Consider adding specific assignments between residential sessions to reinforce the material covered by the assigned readings.*

The program has many strong points. We were especially impressed by:

- A. *European focus: The program's European focus presents a tremendous opportunity to build long-lasting relationships among public sector managers across Europe. This has the potential to significantly improve information sharing and collaboration across Europe.*
- B. *Residential cohort design: The residential cohort design is particularly beneficial for this program since the participants come from different countries. Working and learning together, face to face, in five separate week-long residential sessions will deepen cultural understanding and trust among the participants.*
- C. *Rotating residential locations: While the program starts and ends in Leiden University in The Hague, two one-week retreats will be held at partner locations outside of The Netherlands including Manchester, United Kingdom, and Kaunas, Lithuania. This enhances the participants' ability to understand public management challenges in relevant cultural and governmental contexts.*
- D. *Outside speakers and site visits: In addition to a strong faculty, the program also brings in outside speakers and takes the cohort on site visits. A unique feature of the program is that the outside speakers include professionals who develop and implement policy, as well as people who are directly impacted by policy. For example, the program focuses on migration as a key public policy issue. In addition to hearing from experts and policy makers on the issue, the class met with refugees to learn firsthand about their experiences.*

- E. Relationships: Relationships are key to success of this program. The members of the CPM Governing Board have excellent working relationships built on individual competence and mutual trust. Despite being spread across three countries, the team members have developed into a cohesive unit with a common vision and the ability to effectively address and solve problems as they arise. Additionally, the program director is well connected across the academic and public spheres and has been able to draw upon her vast professional network to recruit the best qualified people for the CPM Governing Board, Steering Group, and Advisory Board.*
- F. Integration of academic and applied skills: Located in the Centre for Professional Learning in the oldest university in the Netherlands, the Leiden CPM program is well positioned organizationally to integrate academics and practice. The various governing boards and the CPM program leadership team are focused on ensuring that the program is professionally relevant to participants, and value-added to the participants' organizations.*
- G. Blended learning model: The program is offered in a series of five separate 8-week segments. Each segment includes time for preparation, a week-long residential retreat, and post-retreat assignments. The blended learning model is appropriate for a program where people are commuting from long distances, as it allows participants to work at their own schedule outside of the residential sessions, supports peer learning and peer mentorship, and facilitates the development of strong personal relationships among peers that can reasonably be expected to lead to collaborations among organizations and across countries.*
- H. Use of videos in the learning management system: The Leiden CPM program made good use of videos to orient the participants to the course structure and content. This use of this technology could be expanded to introduce class members to each module and to review the case materials and assigned readings.*
- I. Representativeness of Instructors: Another strength is that the program has instructors from each of the countries represented by participants in the program. Additionally, the faculty includes an instructor from Kaunas University of Technology on Lithuania where the program hopes to recruit additional participants.*

The findings and recommendations are based on a review of all documentation by the committee and confirmed by a site visit by the chair and NCPMC fellow January 12-16, 2018.

Committee Recommendation:

Accredit **XX** Accredit Provisionally Not Accredit

The committee requests the NCPMC remind the Leiden CPM program of the requirement to add a CPM candidate or graduate to the Advisory Board, prominently acknowledge the National Certified Public Manager® Consortium as the accrediting body in promotional materials, and clarify the boundaries of the program’s exclusive jurisdiction.

If either accredit provisionally or not accredit, please specify reasons or reference the relevant paragraph in the report.

Recommendation endorsed by consensus of the committee and respectfully submitted by:

Kathleen Beaumont, CPM (CPM Graduate Member)

Kathleen Parker, JD (NCPMC Fellow, Instructor)

And

Ann Cotten February 5, 2018
Dr. Ann Cotten, Chair, for the Committee Date